

**Associated Colleges of the South**

**Third-Year Report to**

**The Andrew W. Mellon Foundation**

**New Dimensions Initiatives**

**December 31, 2003**

# Table of Contents

- I. Introduction
- II. The Program Initiatives
  - A. Academic/Disciplinary Collaborations
    - 1. Diversity
    - 2. Women's Studies
    - 3. Fine Arts
      - a. Music Collaborative - Orpheus Alliance
      - b. Music Alliance - Visiting Artists Exchange Program
      - c. Visual Arts Initiative
      - d. Drama/Theatre Program
    - 4. Teacher Education
    - 5. Undergraduate Research
    - 6. International Program Directors
  - B. Administrative Collaboration
    - 1. Deans of Student Affairs
    - 2. Physical Plant Directors
    - 3. Institutional Researchers
- III. Organization and Structure of the Grant Program
- IV. Conclusion
- V. Appendix
  - A. Financial Report
  - B. Diversity
    - 1. 2003 Diversity Conference Agenda
    - 2. Summary of Diversity Conference Evaluations
    - 3. Questions Posed by Wayne Anderson to Diversity Conference Attendees
  - C. Proposed ACS Diversity Mission Statement
  - D. Summary of June 22, 2003, CSAO/Diversity Officer/Student Conversation
  - E. Women's/Gender Studies Call for Proposals
  - F. Drama Workshop Evaluation Summary
  - G. International Programs: Essential Knowledge and Key Issues
  - H. International Programs Risk Management Recommendations

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**I. Introduction**

The Associated Colleges of the South presents this third 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 2003. A financial summary is included in Appendix A.

Calendar year 2003 was filled with grant related opportunities to enhance faculty skills and knowledge and the teaching and learning environments on the campuses of our sixteen member institutions. The Women's/Gender Studies group has planned a dynamic conference for March 2004. The diversity initiative widened its circle of conversation to include diversity officers and students and is in the planning stages for a consortium wide event in 2005 that will focus on student issues. They also have a proposed ACS Diversity Mission Statement, already approved by the Diversity Planning Team and the ACS Council of Deans, ready to forward to the ACS presidents for their review and approval. The proposed mission statement is included in Appendix C. The music, drama/theatre, and visual arts programs continued to expand their activities. The physical plant directors and fellows continued to be active with the ACS Environmental Program, and the other administrative groups continued to explore collaborative opportunities.

ACS staff, program leaders, and committees continued to work collaboratively to offer quality opportunities and resources to faculty and students in the consortium's member institutions. Progress reports were submitted throughout the year, on a regular basis via printed and electronic reports, to the ACS Council of Deans and presidents. Both of these groups continued to encourage the programs funded through this grant and to express appreciation for the support from The Andrew W. Mellon Foundation.

The following report highlights the accomplishments in 2003 and the plans for 2004. Reports on academic projects are followed by the reports on administrative projects.

**II. The Program Initiatives**

A. **Academic Projects**

1. **Diversity**

Forty-five participants from twelve ACS institutions and three non-ACS institutions met at Rhodes College, Memphis, Tennessee, on April 10-12, 2004, for the second ACS Diversity Conference. Under the theme of *Improving Our Campus Climate: Academic and Co-Curricular Practices that Work*, participants shared information about diversity initiatives taking place on their campuses and their work to improve campus climates. The group also explored best

practices and strategies that enhance a diverse environment at small liberal arts colleges and universities. The conference used a format of concurrent sessions and presentations. See Appendix B.1 for the conference agenda and schedule.

In his opening remarks at this conference, Dr. Wayne Anderson, president of ACS, addressed the importance of this initiative for both the ACS and for the individual campuses. Dr. Anderson posed ten key questions that he wanted the participants to think about and to answer as they experienced and reflected upon the conference sessions. The questions covered such areas as campus responsibilities to enhance diversity, possible collaborative activities, the next consortium-wide conference, the use of consultants, and creative ways to use technology to advance the cause of diversity. The complete set of questions is found in Appendix B.3.

Jim Hunt, provost and dean of faculty, and Ron Swain, senior advisor to the President, Southwestern University, reported on the campus climate survey that was undertaken at Southwestern as a result of the first Diversity Conference, the process used to conduct the campus survey and the changes being implemented on the Southwestern campus as a result. One campus change is that every search committee chooses a diversity advocate to make sure diversity questions are kept before the committee.

In concurrent sessions, presenters shared details of diversity programs on their campuses. Eric Benjamin, director of minority affairs, University of the South, talked about the mentoring programs for students of color on his campus. These programs, which seek to establish a system of faculty and peer guidance to support students in academic and social arenas, have been the cornerstone of the University of the South's retention efforts since 1988. Idella Glenn, director of multicultural affairs, Furman University, told about Furman's involvement with the National Coalition Building Institute (NCBI). Since 2000, a campus team comprised of students, staff and faculty have promoted tolerance and encouraged conversations among diverse groups on campus. Other presentations included information about

- The African American Studies Program and a new Cultural Studies Program at Trinity University,
- Collaboration between the offices of Student Affairs and Academic Affairs at Southwestern University
- Programmatic efforts at Trinity University that combine service and diversity
- The IMPACT Program at Rollins College that bridges service, diversity, and leadership through peer education

Dr. J. Blaine Hudson, associate professor and chair, Pan-African Studies, and associate dean of arts and sciences, University of Louisville (KY), spoke about *Teaching, Research, Service - and Diversity*. He stated that "While the rhetoric of diversity has been common in American higher education, actual initiatives to promote diversity are rare." He added, "We must implement concrete strategies to achieve goals through changes in policy, programs, institutional structure and culture." He urged those present to create an academic and social environment from which faculty, students and staff from diverse groups derive equal benefits.

Paula Krebs, department of English, Wheaton College, Norton, Massachusetts, and Martha (Martie) LeBare, academic dean, Bloomfield College, Bloomfield, New Jersey, shared successes on identifying, recruiting and retaining a diverse faculty. While emphasizing the need for each campus to define diversity before engaging in diversity efforts, these two speakers noted that the institutional mission statement needs to align with campus practice. Success results when there is a "buy-in" from everyone on campus. One way for institutions to show commitment to fostering diverse communities is to conduct institutional audits that include an honest look at

“where we are now,” a look at faculty and curricular development, and a look at co-curricular development. At the end of the conference, Krebs and LeBare shared observations about themes and issues identified during the sessions and conversations and offered suggestions for campus or consortial activities. Themes of assessment, diversity, community, mentoring relationships for faculty and students, and the need to sustain dialogue in changing contexts offer potential areas for campus and consortial attention.

One of the special activities of the conference was a tour of the National Civil Rights Museum. While it would have been advantageous to have had more time for reflection on the meaning and significance of the history captured in this museum, and to consider implications for teaching about the experiences associated with the civil rights movement, it was obvious from casual comments and statements recorded in the conference evaluations that touring the museum was a highlight of the conference.

The conference concluded with a Next Steps session led by Jim Hunt, chair of the ACS Diversity Initiative, and Bob Llewellyn, dean of the college at Rhodes College and member of the ACS Diversity Initiative planning committee. Among the topics discussed were themes for the next two ACS Diversity Conferences (student issues and curricular infusion); diversity training and education opportunities, such as a department/division chair forum; assessing diversity efforts at the consortial as well as the individual campus level; lengthening the conference to two full days; a consortial advertisement of faculty positions open within ACS; and the sharing of names of minority candidates who are identified as available for faculty positions.

The Diversity Planning Team received the recommendations from the conference participants (see Appendix B.2) and the suggestions that resulted from a meeting of representative chief student affairs officers, diversity officers, and students who met in a June 2003, as part of a planning grant given to the Chief Student Affairs Officers. (See the Chief Student Affairs section of this report for further information on the June meeting and Appendix D for a summary of the June 22 conversation.) A sub-committee was formed to review these recommendations and to propose two-three options for the student centered Diversity Conference; identify possible activities for 2004, including those that may be intermediate steps to the 2005 conference; and review and make recommendations about models of prejudice reduction workshops.

The sub-committee has forwarded recommendations to the Diversity Planning Team for review. Their suggestions for 2004 include a meeting of ACS diversity officers; a series of articles in the ACS Palladian about campus diversity programs that are working well; a train-the-trainer opportunity for prejudice reduction workshops; and assessment activities, including assessment of campus climate, campus programs that work, ongoing and pilot curricular offerings that address diversity issues, scholarships designated to address/encourage campus diversity, campus expenditures for diversity programs, and individual campus dreams for a diverse campus. Once the Planning Team has reviewed these and other recommendations, a report will be forwarded to the ACS Council of Deans.

One of the suggested collaborative efforts for 2004, and one that holds special interest for the Council of Deans, is a consortial advertisement of faculty positions that are open on the sixteen member campuses. While the logistics of this are still being worked out, it is anticipated that the ad would be under the ACS name; include a statement about our commitment to diversity; list the disciplines and/or institutions with faculty openings; and direct interested persons to a webpage with details about the openings and links to institutional homepages.

## 2. Women's Studies Conference

The sixth biennial ACS Women's Studies Conference will be held March 26-27, 2004, at Furman University in Greenville, South Carolina. Thanks to New Dimensions funding, a very successful planning session was held on March 7-8, 2003 at the host site, with ten representatives from six ACS institutions in attendance. Dr. Sarah Worth, Assistant Professor of Philosophy, at Furman University, is the chair of the 2004 Conference. Following the face-to-face planning meeting in March, an e-mail listserv was activated to facilitate continued collaboration and planning. Over the last eight months, with continued input from the planning group and additional faculty, plans have been solidified for the conference.

Using the theme of *Gender Acts! Activism: History, Theory, Practice*, the conference will focus on the meanings and implications of acting on the principles of gender equality, putting into practice the knowledge generated by feminism, women's studies and gender studies. Sarah Weddington, a nationally known attorney and spokesperson on leadership and public issues, will deliver the keynote address, "Some Women are Born Leaders." Ms. Weddington came to prominence in 1973, when, at the age of 26, she argued the winning side of the landmark case *Roe v. Wade* before the U.S. Supreme Court. The plenary address will be given by Spelman College Professor Gloria Wade-Gayles and *Resonance*, a speech ensemble from Spelman College. They perform original poetry and music based on the oral histories of African American women from the South. Also featured during a plenary session will be The Guerilla Girls, a group of women artists whose thought-provoking and humorous performances expose sexism in western art and history.

In addition, there will be opportunities for papers, panels, performances and exhibitions. Participants are encouraged to submit papers and presentations on a variety of topics such as: gendered literacy, historical and philosophical engagement; the politics of gender/the gender of politics; activism in the women's studies classroom; gendered pedagogy; and current considerations of *Roe v. Wade*, to name only a few. A full list of topics is found in Appendix E, The Call for Papers.

Student submissions are particularly encouraged and limited travel assistance will be provided through grant funding. The deadline for all submissions is January 16, 2004. A conference website was designed and created by a Furman student in collaboration with ACS personnel and is hosted on the ACS website at <http://www.colleges.org/~wms/conference/index.html>.

Information concerning the conference has been distributed over the last several months via the ACS electronic newsletter, printed newsletter and through various e-mail lists. We are looking forward to a successful and well attended 2004 conference that continues to reinforce existing connections between faculty, creates new connections, and provides our students with a unique opportunity to present undergraduate research in a supportive forum.

## 3. Fine Arts

The three fine arts programs of music, visual arts, and theatre/drama continued to expand their outreach and activities in 2003.

### a. **The Orpheus Alliance: The ACS Music Collaborative**

The goals of the ACS Orpheus Alliance (<http://www.colleges.org/~music>) are to use technology to build productive collaborations involving music faculty and students and to provide resources that otherwise would not be available to individual departments on their own. Activities in 2003 included:

- the second ACS student music composition contest was held in Spring 2003 (winner: Christopher Weiss, Rollins College).
- the second summer music technology workshop and New Music Festival was held July 17-21, 2003 at the ACS Technology Center and focused on:
  - The use of multimedia tools in the classroom and in faculty and student career development
  - Presentation of student research projects
  - Sound and video editing sessions
  - The New Music Festival, comprising 7 concerts, featuring works by ACS faculty and students, and 20<sup>th</sup> century classics
- the development of online modules related to the 20<sup>th</sup> century music performances at the New Music festival. These are widely used in ACS and beyond.
- a composers forum network, which resulted in 9 performances and commissions for ACS faculty members in 2003.
- the creation of Luna Nova, the ACS New Music ensemble (debuted at the New Music festival). This ensemble now is a permanent group devoted to performing classics of the 20<sup>th</sup> century repertoire as well as new works by ACS composers.
- the Music Theory Project, an online collection of examples to supplement available textbooks.
- the Visiting Artist series, featuring sisters Cynthia Lawing of Davidson College and Gloria Cook from Rollins College, who performed together and offered masterclasses at both colleges in Fall 2003.
- the co-sponsorship with Millsaps College on Oct. 31-Nov. 1, 2003, a conference and two performances celebrating the life and work of Milton Babbitt.
- the creation of a music research tool tutorial by Furman music librarian Laurel Whisler, Prof. John Beckford, and Hampton Catlin '06, which was tested by music faculty from across ACS.
- the preparation for a music program planning session at the Center for Educational Technology at Middlebury College in March, 2004, for music faculty in the northeast who are interested in emulating aspects of the ACS music collaboration.

### b. Visual Arts Initiative

The first exhibit in the ACS Virtual Art Gallery, in the fall of 2002, showcased selected works from two seniors at Millsaps College. The new exhibit posted in 2003 showcased selected works of ten seniors who participated in the 2003 Senior Art Show at Rollins College. Additional exhibits will be added throughout the 2003-2003 academic year.

While the focus of the gallery continues to be on student works, there are plans to initiate faculty shows in the new year. All forms of visual and studio arts are welcome for gallery exhibits. Until it is possible to engage a Gallery Curator to 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, a four person advisory committee continues to oversee the policies and practices of the ACS Virtual Art Gallery.

The updated virtual museum software, from the Center for Educational Technology (CET) at Middlebury College, Vermont, one of our colleagues in The Andrew W. Mellon Foundation's NITLE program, was utilized for the first time on the ACS Gallery when the exhibit from Rollins College was posted. It is anticipated that the ACS Virtual Art Gallery will be moved from a CET server to an ACS server in the near future, which will make it easier for exhibits to be posted, updated, and viewed. The URL for the ACS Gallery homepage is [http://www.colleges.org/art\\_gallery/index.html](http://www.colleges.org/art_gallery/index.html)

The winner of the first logo or design contest for the ACS Virtual Arts Gallery home page was Tomohide Ogawa, a Studio Arts major in his junior year at Rollins College. His design will be posted for one year. A panel of three judges reviewed the entries.

A new logo/design contest will be announced in January 2004, with a submission deadline of March 1, 2004. The contest is open to all ACS students, regardless of their major. The winning entry will be posted for one or two years.

ACS hosted its first meeting of art faculty during the 2003 College Art Association Conference in February 2003. Eight art faculty from Southwestern University, Rollins College, Spelman College, University of the South, and Furman University participated in the meeting. Those attending became better acquainted with colleagues and shared information about the classes they teach. They also discussed the ACS Virtual Art Gallery and "image sharing," which involves the creation of a digital image database composed of non-copyrighted images that faculty have taken and use as resources in their courses. Since there are other disciplines that are interested in image databases, the feasibility of such a resource is being explored with and by the ACS Technology Center.

The goals for 2004 include increasing the number of student exhibits on the Virtual Gallery, adding exhibits of faculty work, and using the art faculty email list to share course ideas and resources.

#### d. Drama/Theatre Program

Initially called the ACS Dramatic Arts Initiative, this consortial program experienced a name change in 2003. ACS member institutions typically use one of two designations for the discipline related to drama and theatre: Dramatic Arts or Theatre Arts. In order to honor both designations used by ACS institutions, the decision was made to change the name from Dramatic Arts Initiative to the more inclusive Drama/Theatre Program.

2003 was a busy and productive year for the Drama/Theatre Program. In March 2003, ten ACS drama/theatre faculty and staff met at the Southeastern Theatre Conference in Arlington, Virginia. The agenda included time to become better acquainted with colleagues as well as conversation about the June 26-29, 2003 workshop that was to be held on the campus of Birmingham-Southern College, Birmingham, Alabama. There also was discussion about future collaborative projects, including

- A web presentation of travel/study information for classes interested in touring regional theatres in Britain.

- A web adaptation of existing multimedia projects dealing with the history of theatrical production.
- The creation of a class module dealing with the use of tools in set building and safety issues.
- Faculty exchanges for presentations and/or master classes.

In June 2003, Birmingham-Southern College hosted the second drama/theatre workshop. The evaluation summary of this event is found in Appendix C of this report. Eleven participants representing eight ACS institutions attended. The workshop focused on sharing resources and furthering collaboration. Each of the presenters shared projects that have been completed successfully on their home campuses and now have the potential of growing and being shared with others. Presentations included:

- *Online History of Theatre Production*, by Matthew Hallock, Centre College
- *Planning Student Tours to English Regional Theatres*, by Tony Haigh, Centre College
- *Online Resources on Tools: Set Building and Safety*, by Tim Francis, Trinity University
- *A Comparison of Stage Lighting Software Programs*, by John Ore, Southwestern University
- *Potential Collaboration for Playwriting Courses*, by Alan Litsey, Birmingham-Southern College
- *Furman (University) Drama Department Image Database: Building a Wizard*, by Rhett Bryson and Will Lowry, a 2003 Furman graduate

In addition, workshop participants identified several projects to pursue immediately:

- Matthew Hallock's multimedia product will be the core of a "Learning Object" that can be used by any interested drama/theatre classes. (Available when?) Matthew will serve as editor for supervising the addition of new materials contributed by faculty from other institutions.

- Tony Haigh's English Regional Theatre site is online and available at <http://www.colleges.org/~drama/engreg.html>. Specific information about venues, hotels, and travel arrangements will be added and updated as information is available.

- Faculty from Birmingham-Southern College, Hendrix College, and Centre College are exploring ways their playwriting classes can participate in joint assignments.

- The student created materials on set construction and lighting that were presented by John Ore (Southwestern University) and Tim Francis (Trinity University) are online at the ACS Drama/ Theatre website.

The concluding activity for this workshop was attending a Birmingham Festival Theatre performance of *Shirley Valentine*, which was directed by workshop participant Michael Flowers of Birmingham-Southern College.

Another activity in 2003 was the pilot faculty exchange between a Rhodes College faculty member and a faculty member from Furman University. Doug Cummins (Furman University) visited Rhodes College in April, where he performed his one-man show, *Shakespeare Lives!* Doug rehearsed daily for ten days in preparation for his one performance. Once on campus, he met with staff to finalize the technical aspects of the performance. After the performance he met with faculty, over dinner, and enjoyed a cordial conversation about the similarity of their programs, common problems, and mutual expectations. The next day, Doug met individually with several drama faculty members at Rhodes, met with a musical theatre

class, and spent about 45 minutes with an Advanced Shakespeare class. The timing was such that he felt rushed and would have preferred more structure to his time with the two classes. Overall, Doug felt this was a good experience, but more interaction with students would have been beneficial.

The second part of the pilot faculty exchange occurred in October 2003, when the faculty member from Rhodes, Cookie Ewing, went to Furman University. Instead of presenting a master class, as originally planned, Cookie presented an acting workshop focused on Shakespeare. This was done for two reasons: (1) it put less stress on the students and (2) it allowed the development of a working vocabulary for future exchanges. Thirteen students attended, which was within the target number. Cookie attributes much of the success of this program to the willingness of Doug Cummins to engage in the basis beginning warm ups. Seeing their instructor willing to try new things made it easier for the students to try new things. There also were two meetings outside of this workshop, where the following proposals were discussed:

- Combine the efforts of the theatre departments at Furman University, Rhodes College, and the University of the South for a project focused on Irish Theatre, with each institution responsible for producing an Irish play every four years and hosting a symposium concerning the genre. This still is under discussion.
- Engage faculty in the actual performance of plays. The value of students learning by observation was addressed by Furman faculty member Rhett Bryson. Since faculty involvement in actual performances has not been a practice at Rhodes College, this is something that Cookie would like to consider on her own campus.

Further faculty exchanges will be explored and encouraged.

Projected Drama/Theatre Program activities for 2004 include a meeting during the Southeastern Theatre Conference in March and a drama/theatre workshop, which is scheduled for July 18-18, 2004, on the campus of Trinity University, San Antonio, Texas. Lighting will be one topic, since it, perhaps more than other disciplines in theatre, has embraced the technology revolution. Computer lighting consoles, intelligent lights, pattern rotators, color scrollers and more are prevalent in major theatres across the country. During a major renovation four years ago, Trinity's Jane and Arthur Stieren Theatre was equipped with an array of this new technology, which will provide an opportunity for hands-on experience with some of the newest equipment. In addition, a guest playwright or an artistic director will be sought to interact with non-lighting faculty who attend. For the first time, students will be invited to participate in the workshop, and institutional teams of students and faculty will be encouraged to register.

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

The second Teacher Education Planning Summit was held April 25, 2003, on the campus of Southwestern University, Georgetown, Texas. Twelve ACS teacher educators and two teacher educators from a non-ACS member institutions participated in this meeting. Institutions represented were Southwestern University, Rollins College, Birmingham-Southern College, Centenary College of Louisiana, Davidson College, Hendrix College, Centre College, Washington and Lee University, Spelman College, Furman University, Rhodes College, Millsaps College, and Agnes Scott College.

The April 2003 agenda included discussion of such topics as the national "No Child Left Behind" program; maintenance of K-8 licensure in the face of additional state and national certification standards and requirements, especially in small teacher education departments; how

additional mandated standards will affect ACS institutions; how to add more required courses to already full course schedules; and the definition of “qualified” teacher. In addition, the teacher educators decided to continue exploring sponsorship of a pilot Student Collaboration Education Research Symposium, the development of an ACS Teacher Education website within the parent ACS website, and the development of a basic, web-enhanced education course. They also reviewed math and science software that might be used in K-12 teacher education programs.

The subcommittee working on the pilot Student Education Research Symposium projects a tentative date of April 2005 for this event. Current education student research and current joint education student/faculty research collaboration, where the student serves as a principal investigator, will be encouraged. Since some students continue working with a research project after they graduate, often collaborating with an instructor, proposals will be accepted from students who have graduated within the past three years. The subcommittee also recommends that this conference be held jointly with the 2005 Teacher Education Summit.

The initial ACS Teacher Education web pages are online, with some links still “Under Construction.” When the site is completed, active links will include:

- A mission statement for the ACS Teacher Education Program
- An article entitled “The Benefits of Teaching”
- ACS Teacher Education Programs, including Teacher Education materials, education faculty and staff at ACS member institutions, and job opportunities
- ACS Education Research, which includes faculty research, student research, and collaborative faculty and student research
- Upcoming ACS Teacher Education Events, including the Student Research Symposium; ACS Teacher Education Summits; and other ACS sponsored meetings, workshops and conferences that are of particular interest to teacher educators
- Distance Learning Opportunities
- Issues in Education and Teacher Education, including position papers, news and legislative alerts, and recommended articles
- Innovations in Practice, including urban education initiatives, action based Research, reflective practitioners, mentoring new teachers, and faculty portfolio assessment
- Recommended Resources, which will include books and other publications, software, web links, and a section “Attention Students”

The next Teacher Education Summit is scheduled for April 23, 2004, on the campus of Birmingham-Southern College, Birmingham, Alabama. The agenda includes continued discussion of the “No Child Left Behind” Program, the newly approved teacher accrediting agency TEAC (Teacher Accreditation Council), NCATE documents, departmental handbooks, admission guidelines for Teacher Education Programs, the Student Research Symposium, the Teacher Education website, the web-enhanced basic education course, and software review. Areas targeted for software review are lesson planning, classroom management, reading, and special education.

Since most national and accrediting agency certification requirements are developed with large teacher education departments in mind, smaller institutions, regardless of whether they are public or private, must still meet the same requirements and standards, but with fewer faculty members and resources. Participants in these two ACS Summits continue to express how much they appreciate the opportunity to talk with their ACS colleagues who experience similar frustrations and concerns around teacher education issues. Through the sharing that takes place at these meetings, our teacher educators realize that they are not alone in their struggles, find

helpful resources, and take home useful ideas for implementation that ultimately will strengthen the ACS teacher education programs.

## 5. **Undergraduate Research**

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**

The ACS International Program Directors continue to be energized by and grateful for the opportunity to have a yearly face-to-face meeting. Their most recent meeting took place at Furman University on January 10-11, 2003. The group covered a wide range of important topics related to study abroad and international opportunities. Some of the topics discussed were: minimum standards for study abroad, risk management, financial aid policies, development of on-campus international experiences with limited funding and overseas opportunities for faculty and administrators.

During their 2002 meeting, the directors formed a sub-committee to look at minimum standards for ACS study abroad programs. At the most recent meeting, this group presented their draft documents concerning essential knowledge and minimum standards for ACS programs. Following the meeting, with feedback from all members, the documents were consolidated and further refined. The final version entitled "International Programs: Essential Knowledge and Key Issues" is designed to provide introductory and illustrative material for various campus constituencies who wish or need to gain a greater working knowledge in the area of study abroad. The document is available on the ACS website at:

<http://www.colleges.org/~international/resources/EssenKnow.pdf>

The issues of risk and crisis management were of particular interest to the group during their 2003 meeting and were discussed in conjunction with further review of the ACS Emergency Response Protocol. Following the January 2003 meeting, the international program directors collaborated on composing risk management recommendations for our study abroad programs. Through consultation via the listserv these recommendations were completed and presented to the ACS deans at their May 2003 meeting. They were endorsed by the deans and may be found at: <http://www.colleges.org/~international/resources/RiskRecs.pdf>

The group continued active utilization of their listserv (acs-ipd) to exchange information. During this year, discussion topics included financial aid policies, joint programming, office organization and structure, and orientation materials. In addition, New Dimension funds were used in 2003 to assist ACS International Program Directors who wanted to participate in national meetings and organizations, including a NAFSA workshop on "Internationalizing the Campus" that was hosted by the University of Richmond, an ACS member institution.

The next International Program Directors meeting is scheduled for January 16-17, 2004 at Centre College.

## B. Administrative Collaboration

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

In 2002, the Chief Student Affairs Officers submitted a planning grant proposal to the ACS Diversity Initiative Planning Committee and to the ACS Council of Deans. The proposal requested funds to bring together a small group of ACS Chief Student Affairs Officers, diversity/minority affairs officers, and students to develop and to suggest to the ACS Diversity Planning Team a set of strategies, including programmatic initiatives, proposed budgets, and the identification of possible funding sources, to address diversity issues at small, private, liberal arts colleges like those in the ACS. Both groups approved the proposal, with the Council of Deans requesting that the meeting agenda also include developing recommendations for possible designs and potential resource persons for the next ACS Diversity Conference, in 2005, which will focus on student diversity issues.

The CSAO/Diversity Officer/Student Planning meeting was held June 20-22, 2003, on the campus of Birmingham-Southern College, Birmingham, Alabama. Eight ACS member institutions were represented at this meeting: Birmingham-Southern College, Davidson College, Furman University, Millsaps College, Rollins College, Southwestern University, and the University of the South. Two chief student affairs officers, five diversity officers, five students, one ACS staff person, and the director of the Toronto (Canada) chapter of the National Coalition Building Institute (NCBI) participated in the sessions. A group dinner on Friday evening provided time for participants to greet and meet each other and to review the weekend's agenda. The major portion of Saturday was devoted to experiencing NCBI's abbreviated model of prejudice reduction. After the group dinner on Saturday evening, the participants took more time to reflect on the day's experiences and to brainstorm about future possibilities. Sunday morning was a time for the group to converse about their own campus climates and to talk about and forward to the ACS Diversity Planning Team suggestions for the student-focused Diversity Conference, as well as suggestions for consortial diversity programs. The summary of this conversation is found in Appendix D. Recommendations from this meeting were forwarded to the ACS Diversity Planning Team for their consideration.

During 2003, the CSAOs continued to use the email list to share resources and to ask how their ACS colleagues handle practices and policies. Topics discussed in 2003 included film copyright issues, policies regarding student medical needs, compensation for Career Services staff, residence hall closing policies, tickets for graduation, alcohol reimbursement policies for student groups, automobile policies for freshmen, and strategic planning process. In addition, e-mail lists were created for the use of Student Leadership Program Directors and Directors of Alcohol and Drug Programs. Additional e-mail lists will be created in 2004 for additional student affairs staff members, including Greek Life, Counseling, directors of outdoor/recreation/physical fitness programs, retention, campus safety, chaplains, academic support services, and directors of volunteer services.

The annual CSAO meeting was held November 14-16, 2003, at Rollins College. For the first time in memory, the CSAOs were invited to bring their Student Government Association (SGA) Presidents to the meeting. Eleven CSAOs and eleven SGA presidents, representing ten ACS institutions, attended the meeting. Even though each group had its own agenda and activities, there were opportunities to meet together for conversation and sharing.

The CSAO agenda included such topics as campus alcohol concerns, the CORE survey (regarding alcohol and drug use), fundraising in student affairs areas, the noticeable increase in counseling loads, recreational use of prescription drugs, student newspapers, handbooks, parental issues, retention concerns, and attempted suicides. Agenda items for the SGA meeting included school spirit; athletics; school pride; student groups; and SGA structure, officers, and activities. During the CSAO and SGA joint session the discussion focused on campus alcohol concerns.

The next CSAO meeting will be November 2004 at Washington & Lee University. Furman University offered to host the 2005 meeting, and Trinity University offered to host the 2006 meeting.

## 2. **Physical Plant Representatives**

In 2003, seven physical plant directors and other campus personnel conducted campus projects through the ACS Environmental Program. Participating campuses were Birmingham-Southern College, the University of Richmond, Furman University, Southwestern University, and Hendrix College. Projects included water conservation, vehicle emissions testing, use of green bikes, land reclamation, greenhouse reclamation, storm water management and restoration terrain, and a LEED program internship.

It is anticipated that the physical plant representatives will continue to work closely with the ACS Environmental Program on campus projects.

## 3. **Institutional Research Directors**

In January 2003, ten ACS Institutional Research officers (IRs) met during the national Higher Education Data Sharing Consortium (HEDS) conference in Santa Fe, New Mexico. 138 national, private colleges and universities are members of HEDS, which was founded in 1983. As its name implies, the purpose of HEDS is to gather and share mutually agreed upon data among member institutions. Membership in HEDS is by invitation only. Fourteen of the sixteen ACS member institutions are members of HEDS and participate in many of the surveys conducted by this group.

The agenda for the January meeting of ACS Institutional Researchers included the identification of concerns that are common to ACS member institutions, possible ways to address them, and exploration of ways ACS might receive assistance from IRs in collecting data that would be helpful to have when planning and carrying out initiatives and programs.

Three common issues/concerns and possible collaborative projects were identified at this meeting:

- Assessment and the implementation of SACS' (Southern Association of Colleges and Schools) new accrediting principles
- Professional development, especially for new IRs
- Identification and distribution of "Principles of Good Practices" for IRs and IR offices; the recommendation of good/indispensable IR resources; and the creation/sharing of a "Calendar of Events" template, which would be especially helpful to new IR staff.

Three actions have been taken as a follow-up to the January meeting:

- An email list has been created for the ACS IRs so that they easily may be in touch with other, inquire how their colleagues handle matters, and share resources.

- A short list of indispensable IR resources was created and shared. Suggestions included the AIR (Association for Institutional Researchers) website, [www.airweb.org](http://www.airweb.org), especially the IR resources page; *The Primer for Institutional Research* (W. Knight, ed); *The Chronicle of Higher Education*, and one's own campus faculty directory.

The IRs plan to meet again during the January 2004 HEDS meeting in Charleston, South Carolina. Since implementation of the new accrediting principles, which includes the topic of assessment, is a current concern of our member institutions, it is anticipated that this will be the major topic of discussion during the meeting.

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

Core planning committees and ACS staff continued to work together to offer ACS constituents the best possible grant related programs, activities, and resources. The ACS Council of Deans provided ongoing review of activities and plans funded through the New Dimensions Grant and received program updates at their meetings in February, May and October 2003. The ACS presidents received reports in January and June 2003. Both administrative bodies received program updates, between meetings, via e-mail.

It is anticipated that the same programmatic organization and structure will be used in 2004 to provide oversight of grant activities.

## **IV. Conclusion**

Expressing gratitude for being able to participate in one of the New Dimensions programs, a faculty member said, "Having the opportunity to discuss ideas with colleagues from various institutions, to hear what works and doesn't, and to simply participate in the exchange of energy, laughter and dreams is valuable. It strengthens all of us. It broadens everyone's experience. Thank you for this opportunity." Such expressions of appreciation are typical from the faculty, staff and students who participated in the New Dimensions grant funded programs in 2003. Richer and more in-depth conversations, exploring new ideas in a "safe" environment, collaborating with colleagues, rekindling enthusiasm for one's work, realizing that colleagues from member institutions face similar challenges, expanding one's horizons, and discovering creative and effective ideas and resources are at the heart of the programs supported by this grant from The Andrew W. Mellon Foundation.

The generous support of the Foundation, the commitment of the ACS constituents to continue the work begun under this grant, and the dedication of the ACS staff will result in 2004 being another productive year for the New Dimensions Initiative.