

Associated Colleges of the South
Fourth-Year Report to
The Andrew W. Mellon Foundation
New Dimensions Initiatives
December 31, 2004

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Report to The Andrew W. Mellon Foundation

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I. Introduction

The Associated Colleges of the South submits its fourth report on the programs and activities made possible by a grant from The Andrew W. Mellon Foundation that was received in December 2000. This report covers the twelve-month period ending December 2004. A financial summary is included in Appendix A.

2004 bustled with activity. A dynamic Women's/Gender Studies conference was held in March at Furman University. The ACS Diversity Program Planning Team planned the consortium's third Diversity gathering to be held April 1-3, 2005, hosted a pilot program to introduce ACS campuses to a model of prejudice reduction, and undertook a new project to submit a consortial banner ad to *The Chronicle of Higher Education* to promote diverse faculties at ACS member institutions. The music program saw its most active year yet, with the inauguration of new programs and an increase in publications and presentations by both students and faculty. The ACS Virtual Art Gallery increased its exhibits and posted its first show by an ACS Art faculty member. And, for the first time, and with much success, students were included in the drama/theatre summer workshop.

Collaboration continues to be the mode of operation for ACS staff, program leaders and committees as they seek to provide resources and opportunities that invite exploration of ideas, policies, and practices that ultimately result in an enhanced, challenging, and exciting teaching/learning and campus environment. The Council of Deans and the ACS presidents continue to provide oversight and receive progress reports and updates at regularly scheduled intervals.

As always, those who benefit from the programs and activities made possible by the New Dimensions Grant from The Andrew W. Mellon Foundation are grateful for this support and vote of confidence in ACS's ability to be on the cutting edge of higher education practices and policies.

The following report highlights the accomplishments in 2004 and the plans for 2005. Reports on academic projects are followed by the reports on administrative projects.

II. The Program Initiatives

A. **Academic Projects**

1. **Diversity**

a. **National Coalition Building Institute (NCBI) Pilot Preview**

Twenty-one participants, including two students, from five ACS institutions, experienced the National Coalition Building Institute's (NCBI) model of **Leadership for Diversity Training** on May 22, 2004, at Furman University. In addition to Furman, the participating institutions were Davidson College, Rhodes College, Rollins College, and Southwestern University. Robert Dungey, director of the Canada NCBI office, and Idella Glen, Director of

Multicultural Affairs at Furman and a trained NCBI trainer, facilitated the workshop. With an active NCBI campus chapter already operating on campus, Furman was the ideal host site and one where participants could talk with persons who use the model on a regular basis.

This preview came about as a direct result from a recommendation made by the participants in the Students/Diversity Officers/Chief Student Affairs Officers meeting at Birmingham-Southern in June 2003, to the ACS Diversity Initiative Planning Committee. After exploring different prejudice reduction models, the Diversity Planning Committee chose to promote the NCBI model because of its focus on leadership development and its component that is tailored specifically to the higher education experience. Objectives of the NCBI Leadership For Diversity Program include:

- Expanding understanding and appreciation of diversity.
- Learning approaches for encouraging respect and teamwork.
- Identifying information and misinformation learned about other groups.
- Listening with interest to people who are different [from one's self].
- Learning the interests, strengths, and difficulties of groups other than your own.
- Discovering strategies for reducing and eliminating prejudicial attitudes on campus, in the classroom, and in the workplace.

Participants in the May 22nd workshop expressed interest in taking this model back to the campuses and exploring the possibilities of starting NCBI campus chapters. Participants also indicated that they were energized by the open and honest dialogue that took place, the possibilities for community building, the straightforward model itself, and the opportunity to learn more about it. A summary of participant evaluations is found in Appendix B.1.

b. A Consortial Banner Ad

In November 2004, ACS ventured into a new cost containment and diversity promotion arena when it ran a consortial banner ad in *The Chronicle of Higher Education*. Under the name of each of the eleven participating ACS member institutions, the advertisement listed anticipated tenure-track faculty openings for the remainder of the 2004-05 academic year and for the beginning of the 2005-06 academic year. Also included were individual campus websites where more information about the openings could be found. In addition, the ad promoted the consortium's and the member institutions' commitment to diversity and on-going efforts to create a "diverse learning community where individuals and the campus community as a whole may safely and respectfully explore unfamiliar ideas, convictions, and practices." The ACS Council of Deans approved this venture, and the Office of Academic Affairs on each campus coordinated and submitted information for the ad. The ad ran in the November 4, 2004, print edition of *The Chronicle of Higher Education* and was posted on their on-line job postings site for 30 days. At the end of three weeks, the ad had been viewed on line 9088 times.

c. Diversity Conference 2005

Under the theme of Relationships *and Communication: Diversity Is Not Optional In The Real World*, teams of students, staff, and faculty from ACS institutions will gather at the Heifer Ranch, Perryville, Arkansas, on April 1-3, 2005, for a conversation on such questions as:

- Diversity: What Is it?
- Why Is Diversity Important?
- Who Are We?
- What Does Diversity Mean for Me?
- What Is Diversity Like On My Campus?
- How Do We Make Diversity Work?

The conversation will begin Friday evening, April 1, with a keynote address by former Mississippi Governor William F. Winter on “**Strength in Diversity.**” Before serving as Governor from 1980-84, Mr. Winter served the State of Mississippi as a State Representative, State Treasurer, and Lieutenant Governor. His numerous public and civic activities include President of the Board of the Mississippi Department of Archives and History; Chairman of the National Commission on the State and Local Public Sector; Chairman of the National Issues Forum Institute; Member of the Boards of the Stennis Center for Public Service, the William Winter Institute for Racial Reconciliation at the University of Mississippi; and the Foundation for the Mid South; and former member of the Presidential Advisory Board on Race. Mr. Winter also has been the Past Chair of the Foundation of the Mid South, the Southern Regional Education Board, the Southern Growth Policies Board, the Appalachian Regional Commission, the Commission on the Future of the South, the Kettering Foundation, and the National Civic League.

Marichal Gentry, associate Dean of Students, Middlebury College, will guide the conversations on Saturday. Marichal graduated from the University of the South in 1986 and returned to campus in 1989, as Assistant Director of Admissions/Coordinator of Minority Recruitment. Within three years, he created a successful and innovative minority recruitment program at Sewanee. After he left Sewanee in 1992, to attend graduate school at UNC-Chapel Hill, he maintained his ties to Sewanee by serving on the Board of Trustees and returning to campus in the summer as Director of Personal Development and Wellness for the Sewanee Summer Scholars Program.

After Marichal completed his master’s degree and a second-year internship in a pediatric psychiatric inpatient hospital at Duke University, he accepted a position in Duke’s Pediatric Stem Cell Transplant Program. Here he created a family support program for patients and families, as well as counseled physicians and nurses. In 1999 Marichal returned to higher education as Associate Dean of Student Affairs at Middlebury College, Middlebury, Vermont.

The tentative agenda for this event is included in Appendix B.2

2. Women's Studies Conference

Every two years, the ACS hosts a Women’s/Gender Studies Conference on one of its campuses. This conference provides a unique opportunity for the larger ACS community of faculty, staff and students to share research and ideas about topics pertinent to the study of women and gender. Vital to the success of these conferences are face-to-face meetings of the conference planning committees, which are sub-groups of the larger Women's/Gender Studies Steering Committee. New Dimensions funding has been crucial to the planning committee and the success of these conferences. Throughout the year, the steering committee’s discussions are facilitated through the acs-wssc email listserv which includes faculty from a wide variety of disciplines. A special listserv is set up for the conference planning committees.

The sixth biennial ACS Women’s Studies Conference was held March 26-27, 2004, at Furman University in Greenville, South Carolina. The 2004 theme, *Gender Acts! Activism: History, Theory, Practice*, proved to be very successful in focusing on the meanings and implications of acting on the principles of gender equality, on putting into practice the knowledge generated by feminism, and on women’s and gender studies. The theme was exemplified by the keynote speaker, Sarah Weddington, a nationally known attorney and spokesperson on leadership and public issues, who delivered 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. A luncheon plenary address was given by Professor Gloria Wade-Gayles and *Resonance*, a speech ensemble from Spelman College. *Resonance* performs original poetry and music based on the oral histories of African American women from the South. Also featured during a plenary session were The Guerilla Girls, a group of women artists whose provocative and humorous performances expose sexism in western art and history.

Over 90 faculty and students participated in the conference as presenter, and there were over 200 total attendees at the conference. The New Dimensions grant also assisted with travel funding for student attendees. Seven ACS

institutions sent presenters, and a number of other schools (e.g. Northern Arizona, Emory University, Berry College, UNC-Greensboro) were represented. See the full conference program in Appendix C.

In addition, The Women's/Gender Studies steering committee is working to identify faculty who would like to participate in a project with a sister consortium in South Africa, FOTIM (Foundation of Tertiary Institutions of the Northern Metropolis). Talks between FOTIM and ACS faculty first took place at Morehouse College in the fall of 2002, where three disciplinary areas were identified for initial collaborative efforts: women's/gender studies, environmental studies, and technology. In the area of women's/gender studies, FOTIM will host a conference in the fall of 2005 and invite ACS faculty to participate. In turn, ACS will invite South African faculty to its 2006 Women's/Gender Studies Conference. Both ACS and FOTIM plan to build on these connections for future curricular and programming initiatives.

Discussions already are underway regarding the 2006 conference, which Centenary College of Louisiana may host. ACS is looking forward to a successful and well attended 2006 conference that continues to reinforce existing connections among faculty, creates new connections, and provides our students with a unique opportunity to present undergraduate research in a supportive forum.

3. **Fine Arts**

The music, visual arts, and theatre/drama programs continued to expand their outreach in 2004.

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

Since the Orpheus Alliance was formed in August 2001, it has involved the following numbers of faculty, students, and guest artists:

- * 14 ACS music departments
- * 44 ACS faculty and staff
- * 14 guest composers/performers
- * 14 ACS student Learning Objects testers
- * 34 student composers

Alliance Activities undertaken in 2004 included:

- The Addition of new Learning Objectives
 - Elliott Carter's Enchanted Preludes for Flute and Cello:
<http://www.colleges.org/~music/EP/index.html>
 - Arnold Schoenberg's Chamber Symphony, Op. 9:
<http://www.colleges.org/~music/SchoenbergCS/SchCS.html>
 - Charles Norman Mason (BSC):
<http://www.colleges.org/~music/FastBreak/index.html>

ACS music learning objects are currently contained in Merlot and LOLA, the learning object exchange hosted at Wesleyan in Massachusetts. LOLA and ACS Music are establishing an editorial board that will supervise the music repository within the LOLA Exchange.

• The fourth annual music technology and new music festival held at the ACS Tech Center July 23-27, 2004. Forty-four participants, including 15 student composers, attended. Workshop days sessions focused on the following subjects:

- Learning Objects
- Internet 2 music conference projects
- Faculty reports on projects completed during the academic year
- Discussion of possible Visby, Sweden study program

- Student Flash animation research projects
- Preparation for graduate school sessions for young composers

In addition, the 2004 New Music Festival was expanded to include more than thirty works played on six concerts. Luna Nova, the ACS New Music Ensemble, commissioned four new works by members of the ACS Composers Forum:

- Charles Norman Mason, Birmingham Southern College: *Fast Break!* (violin, flute, clarinet, cello, piano, recorded sound)
- Robert Patterson, guest composer: *Riffs and Echoes* (violin, flute, clarinet, cello, piano, percussion)
- Robert Tanner, Morehouse College, *Duo Momentum*, clarinet and violin
- Justin Merritt, Trinity University: *Drum Break*, percussion
- Winners in the 2004 student music composition contest were:
 - * 1st Place: Robby Simpson, Birmingham Southern College
marche militaire américaine for piano, clarinet, and snare drum
Student of Professor Charles Mason and Prof. Dorothy Hindman
 - * 2nd Place: Andrew Ley, Centenary College
Rhythmic Landscapes for piano
Student of Professor Todd Gabriel
 - * 3rd Place: Laura Daigle, Centenary College
Dances in a Song for flute, clarinet, violin, cello, piano, and percussion
Student of Professor Todd Gabriel

Winners received professional recordings of their works performed at the 2004 New Music Festival. Judges were Pulitzer Prize winner Leslie Bassett (Univ. of Michigan), Claude Baker (composition chair at Indiana University) and Chester Biscardi (music chair at Sarah Lawrence)

- Three ACS students from Birmingham Southern College, Centenary College, and Southwestern University, presented research papers at the 2004 New Music Festival. In addition, Laura Daigle (Centenary '05) presented a paper at the Association Technology in Music Instruction national conference in San Francisco.
- ACS music faculty also contributed to several publications during 2004:
 - Professor Timothy Cutler (Austin College) "An Internet Music Theory Database," Association for Technology in Music Instruction Conference November 4-7, 2004, San Francisco.
 - Laura Daigle, senior music composition major at Centenary College, and Patricia Gray, ACS Instructional Technology Specialist, presented a paper entitled "Using Flash Animation to Enhance Structural Analysis of Contemporary Compositions" at the Association for Technology in Music Instruction Conference November 4-7, 2004, in San Francisco. ATMI serves as a forum for the scholarly presentation of technical information by and for specialists in the field of computer-assisted instruction (CAI) in music. Its annual meeting is held in conjunction with The College Music Society. Laura is the music theory student of Professor Doug Rust. The subject of her analysis is Steve Reich's "Music For Pieces of Wood." The Flash animation will be available on the ACS Orpheus Alliance site at www.colleges.org/~music.
 - Patricia Gray (ACSTC), "Flash Animations for Music Analysis in ACS Learning Objects", 8th International Conference on Music Perception & Cognition, Northwestern University, August 7, 2004.
 - Brenda Kerr, "Reusable Learning Objects (RLO) in Music Education," Pan Pipes, Spring 2004 (cites ACS Music Learning Objects).
- As part of the 2004 New Music Festival and Workshop, the Classics of the 20th

Century series featured:

- Arnold Schoenberg, Chamber Symphony, Op. 9 (Webern, trans.)
- Olivier Messiaen, *Quartet for the End of Time*
- Elliott Carter, *Enchanted Preludes* for flute and cello
- Schoenberg, *Phantasy*, Op. 11 for violin and piano
- In addition, a new work *The Haroun Piano Book--Stage I* by Charles Wuorinen was performed by Professor. Lynn Raley, of Millsaps College.

The Sunday, July 25 concert featured student works by the winners of this year's ACS student composition contest as well as by two former winners of the contest, J.R. Paredes of Trinity University and Christopher Weiss of Rollins College.

- Luna Nova, the ACS new music ensemble, gave concerts and masterclasses featuring new works by faculty and student composers from ACS and NITLE institutions, as well as works from standard contemporary literature. During 2004 they performed at Birmingham-Southern College, Miles College, Trinity University, Southwestern University, and Middlebury College. In all cases, the performances were designed to promote students participation in the world of contemporary music.

- Professor Robert Tanner (Morehouse) was commissioned by Luna Nova to write a piece for violin and clarinet. This work, Duo Momentum, was performed at Trinity University, Birmingham City Stages, and at Southwestern University.

- Professor Justin Merritt (Trinity) was commissioned by Luna Nova to write a percussion piece for Luna Nova percussionist Lee Ferguson. This work, Drum Break!, was performed at Trinity University and at Southwestern University.

- Professor Charles Mason (BSC) was commissioned by Luna Nova to write a work for the full ensemble and recorded sound. This work, Fast Break! received a video recording at Birmingham-Southern and a live performance at Southwestern University.

- The Orpheus Alliance website now contains a re-issue of a series of four articles written for Living Music by Craig Hultgren of Birmingham Southern College. The text is illuminated with videos of Hultgren playing the examples of scores that appear in the articles. This enables the student to see the score while viewing its performance. The site is entirely in Flash. It is located at: <http://www.colleges.org/~music/cello/index.html> The 20th Century Extended Cello Techniques DVD, written by Craig Hultgren of BSC, has been distributed to 20 composers and professors of cello within ACS institutions.

- Professor Timothy Cutler of Austin College has continued to add chapters to the online ACS Music Theory Supplemental Examples database. It is now has 13 chapters with a total of approximately 600 examples, each in .swf, .pdf, and .mov formats. This work continues to receive positive reviews. Beta testers are professors of music theory at a number of NITLE colleges and at the University of Oregon. The project was presented at the 2004 national meeting of the Association for Technology in Music Instruction.

- For the last three years the Orpheus Alliance and member institutions have sponsored concert exchanges and lectures. In April 2004, Professor Kimberlyn Montford of Trinity University addressed Professor Terry Klefstad's World Music class at Southwestern University speaking in the area of Music and Islam. Subsequently, Professor Klefstad visited Trinity to teach a class on different expressions of spirituality in Native American music. Professors Montford and Klefstad are projecting a second phase of this project that includes the presentation of research papers at each other's institutions.

- Colleen Wheeler, of the IT department, and Ahmed Madkour, professor of music composition at Wheaton College in Massachusetts, joined with Craig Hultgren of Birmingham-Southern in creating a technology-enabled composition contest. This inaugural "call for compositions" seeks works for unaccompanied cello in celebration of Dr. Ronald Crutcher, Wheaton's new president and cellist. Prof. Hultgren will perform and record all

the winning works. Winners will receive feedback from professional composers and cellists via Internet 2 videoconferences. If they desire it, they will be allowed revision time before the professional recordings are made. In addition to receiving expert guidance, participants will benefit from interacting with members of a community of practice, exposure to a variety of careers, and access a broad listening audience. Wheeler was a CET representative at the July festival where she gave a presentation on Internet 2 projects involving music faculty.

b. Visual Arts Initiative

Anne Hable, a Massachusetts native and a sophomore at Rollins College, was the winner of the second ACS Virtual Art Gallery Logo Contest that was held early in 2004. In describing her design, Anne said, "I have an obsession with splattering paint or ink on a lot of my projects, so I thought I should incorporate that with the logo. The black paint splats are actually black ink that is splattered on a piece of scrap paper and scanned into the computer. Red is my favorite color, and I think it responds well with black. It sort of reminds me of a Dalmatian."

Two new exhibits were posted to the Virtual Art Gallery in 2004, including the first faculty presentation:

- Seven Oil & Acrylic paintings by Leslie D. Aldridge, a studio art major and 2004 graduate of Millsaps College, were posted in the late spring of this year. The works were created for her on-campus senior exhibition and used bright colors to capture such ordinary images as a coke can, a pill bottle, hearts, a "Quarter Pounder with Cheese," beer bottles, and bottle caps. Leslie received the best senior art exhibition award and the William D. Rowell Memorial award in Art. The exhibition was a component of Leslie's degree requirements in studio art, which also included writing a thesis paper about her work and presenting a public gallery talk about her work. Leslie is from Vicksburg, MS, and plans to attend graduate school in studio art.

- Dana Hargrove, Assistant Professor of Art, Rollins College became the first ACS Art faculty member to exhibit work on the ACS Virtual Art Gallery. Her seven selections used the mediums of graphite, gouache, and ink on canvas and paper.

The updated virtual museum software, from the Center for Educational Technology (CET) at Middlebury College, Vermont, one of the participants in The Andrew W. Mellon Foundation's NITLE Program, became available in the spring of this year and was shared with the ACS Technology Center at Southwestern University. This made it much easier to post exhibits, keep them updated, and provide direct links to the gallery for easier viewing.

Additional exhibits will be posted in 2005. All Virtual Art Gallery exhibits may be viewed at http://www.colleges.org/art_gallery/index.html.

c. Drama/Theatre Program

Nineteen ACS faculty and students met in San Antonio, Texas, at Trinity University, July 15-18, 2004, for the third ACS Drama/Theatre Summer Workshop. Nine students and ten faculty members represented Centre College, Furman University, Hendrix College, Rhodes College, Rollins College, Southwestern University and Trinity University.

Bob Hupp, Artistic Director of the Arkansas Repertory Theatre, engaged participants in a discussion about preparing students at liberal arts institutions for life in the theatre, how important it is for students to read as many plays as possible to become acquainted with the profession through literature, the pros/cons of going to graduate school directly from the undergraduate experience, the importance of students forming connections with professional theatre groups, and how important it is for students to see their faculty at work. In another session, Mr. Hupp led the faculty and students in exercises that focused on tips for teaching Shakespeare.

A hands-on session featuring some of the latest technology in automated lights was facilitated by Tim Francis, workshop host and technical director, Speech and Drama Department, and John Ore, Associate Professor and Sound and Light Designer, Southwestern University. Interest was expressed in exploring the possibility of consortial agreements with at least two providers of specialty lighting equipment.

One highlight of the workshop was a visit to the nearby Marion Koogler McNay Art Museum (<http://www.mcnayart.org>), which has a strong collection of 19th- and 20th-century European and American paintings and sculpture. Some of the artists featured include Rodin, Cézanne, Picasso, Gauguin, Matisse, O'Keeffe and Hopper. Of special interest to the workshop participants was the Museum's outstanding collection of original models, scene and costume designs covering 500 years of scenic art collected by Robert L. B. Tobin. The nearly 10,000 item collection concentrates on designs for ballet and opera with particular strengths in original renderings for Ballets Russes productions, Broadway musicals, and 20th century designs for European productions.

A date and place for the 2005 workshop will be determined early in 2005.

4. Teacher Education

a. 2004 Teacher Education Summit

On April 23, 2004, the Education Department at Birmingham-Southern College hosted colleagues from Centre College, Furman University, Hendrix College, Millsaps College, Southwestern University, and Washington and Lee University for the third annual Teacher Education Summit. Clint Bruess, Education Department Chair at BSC, chaired the meeting, which included the sharing of documents and practices regarding admission procedures and forms, campus specific Teacher Education publicity material, departmental guides for teacher candidates and discussion of issues and challenges facing individual teacher education departments, including state and regional accrediting requirements and the national "No Child Left Behind" program. In addition, technology resources were shared in the areas of e-portfolios, lesson planning, classroom management, special education, and reading.

As a result of the technology reviews held during the 2004 and 2003 Summits, ACS Education Department chairs were asked to submit a Wish List of technology related materials that would enhance their curriculum/courses and student computer labs. Four department chairs submitted requests, and three mini-grants totaling \$ 8,598.74 were awarded to Furman University, to Birmingham-Southern College, and to Rhodes College. A description of the individual mini-grants is included in Appendix E.2

Participants continue to pursue a pilot undergraduate education research symposium in 2005, to be held in conjunction with the 2005 Teacher Education Summit. The value of a pilot symposium is at minimum three-fold. First, it will promote the link between liberal arts and teacher education. Second, it offers the opportunity for ACS teacher education programs currently not including action-based research in their courses to experience and explore the opportunities. Third, there is value in students having the experience of presenting their research to others. The dates and place for this pilot symposium will be announced in December 2004 or early 2005.

Topics of interest for future Summits include teacher education programs vs. degree only programs; assessment that closes the loop (assessment methods, NCATE requirements, etc.); qualification issues; how to show the impact that both student teachers and new teachers have on K-12 learning; and how to involve principals in assessing competencies of teacher education graduates in such areas as content, knowledge, classroom management, interaction with parents, and student impact.

b. Conversation with Vanderbilt University/Peabody

In 2003, conversations were begun with Vanderbilt University to explore areas where ACS and Vanderbilt might collaborate. One of the more promising venues for collaboration was identified as the area of teacher

certification. Seven ACS representatives met with representatives from Vanderbilt University and Peabody College of Education and Human Development on May 18, 2004, to explore collaborative possibilities in the area of Teacher Education. A major area of interest for ACS is expanding the Peabody partnerships already in existence with Rhodes College and the University of the South to other interested ACS institutions that have teacher education programs. These existing partnerships permit qualified students from Rhodes and the University of the South who are accepted at Peabody to count several pre-determined courses towards the master's degree requirements.

Other possible areas of collaboration with Vanderbilt/Peabody that were identified during the May conversation included:

1. Undergraduate Research

- Inventory and share information on current research efforts
- Invite joint participation in upcoming ACS Undergraduate Education Research Symposium
- Sponsor collaborative student research
- Offer research internships
- Explore summer exchange programs
- Use ACS sites for student and/or faculty research - e.g. Mississippi delta, other rural areas, and Memphis area

2. Graduate Education

- Share basic information about ACS teacher education students - where they are going to grad school
- Expand the collaborative model that Vanderbilt/Peabody has with Rhodes and the University of the South to other ACS institutions
- Raise the visibility and nature of Vanderbilt/Peabody grad programs on ACS campuses
- Do licensure at Vanderbilt/Peabody rather than on ACS campuses - for example, at Rhodes
- Explore a 5 year, dual degree program
- Offer reciprocal student teaching assignments
- Jointly seek student aid funding, particularly to support minority students

3. Faculty Research

- Inventory and share information on current faculty research interests
- Offer broad research opportunities at Vanderbilt/Peabody for ACS faculty, perhaps during sabbatical years and/or in the Summer, including library privileges and housing information
- Use ACS sites for Vanderbilt/Peabody faculty research - e.g. Mississippi delta, other rural areas, and Memphis area.

4. Post-doctoral Students

- Offer opportunities for Vanderbilt/Peabody post-docs to serve as sabbatical replacements on ACS campuses
- Provide appointments for post-docs of 2-3 years at ACS institutions
- Explore opportunities for minority post-docs in particular

5. Assessment

- Share information on what currently is being done in terms of assessment
- Continue the dialogue on challenging assessment issues
- Identify the needs of pre-service students

6. Fundraising

- Consider joint fund raising ventures to fund projects designated as the highest priority for cooperation/collaboration
- Jointly prepare a planning grant proposal

It is anticipated that the ACS/Vanderbilt/Peabody conversations will continue throughout 2005 and beyond.

5. Undergraduate Research

Enhancing existing and creating new opportunities for undergraduate research and providing avenues where the research can be shared with peers both within and outside of ACS continue to be of interest to the ACS Council of Deans and the Presidents.

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 supported by New Dimensions funding. The directors' most recent meeting took place at Centre College January 16-17, 2004. The group covered a wide range of important topics related to study abroad and international opportunities. Some of the topics discussed were: a best practices symposium held at Birmingham-Southern College, service-learning programs and the International Partnership for Service-Learning, mandatory insurance policies, and U.S. State Department Travel Warnings.

These discussions resulted in two significant developments. A policy regarding U.S. State Department Public Announcements and Travel Warnings was developed by the directors and adopted by the ACS Council of Deans. This policy may be found on our international programs website at <http://www.colleges.org/~international/resources/poldocs.html>, along with other policies and documents that have been developed through collaboration of the international directors. The relationships developed through such collaborations on important issues related to study abroad carry over into other areas. For example, two of our schools have worked together on a pre-departure course, and three colleagues will be making a joint presentation at next year's national NAFSA: Association of International Educators conference.

The second development from the January 2004 meeting was the formation of a sub-group of ACS schools that have a particular interest in service-learning. A meeting was arranged with the academic dean of the International Partnership for Service-Learning (IPS-L) and took place in Atlanta in May 2004. New Dimensions funding supported the participation of several schools at this meeting. It is anticipated that by the end of 2004 we will have finalized a

consortial affiliate agreement with IPS-L, providing our students with access to service-learning programs throughout the world. ACS member institutions will have priority access to these programs, be able to participate in shaping their academic content, and will receive a rebate based on minimum participation numbers.

The group continues active utilization of their listserv (acs-ipd) to exchange information. During the last year they have discussed, among other topics, alcohol policies, transcript issues, office organization and structure, and visa issues. In addition, New Dimension funds were used in 2004 to assist ACS International Program Directors in participating in national meetings and organizations, including the Council on International Educational Exchange Conference that focused on pre-departure and re-entry programming for students.

The next meeting of the international directors is scheduled for January 14-15, 2005 at Trinity University in San Antonio, Texas, and will focus on issues of assessment and study abroad. Three aspects of assessment/evaluation will be highlighted at this meeting: program assessment, awarding of credit for overseas study (transcripting) and institutional accreditation. These discussions will be particularly useful as ACS moves forward with a recently awarded planning grant from the Teagle Foundation that addresses the vital issues of study abroad and learning outcomes in a liberal arts context. The ACS international directors are key players in guiding students to appropriate overseas study opportunities and to understanding and to assessing their experiences upon return to the campus. The knowledge and expertise of the international directors will be essential during implementation of the planning and in future assessment efforts.

B. Administrative Collaboration

1. Chief Student Affairs Officers (CSAOs)

During 2004, the CSAOs continued to use their dedicated e-mail list to share information on policies and procedures on such issues as disability access, parental notification policies, medical withdrawal policies, liability of student mentors, student organizations, exit surveys, alcohol policies, and ADA issues. At the request of the CSAOs, the technology support person in the ACS Atlanta office created additional e-mail lists to serve other staff members in the Student Affairs/Life offices at ACS member institutions. The additional lists were created for coordinators of:

- Alcohol and Drug Programs
- Career Counseling/Placement offices
- Residence Life/Housing
- Student Leadership Programs
- Greek Life
- Recreation, Fitness, and Outdoor programs

In addition, e-mail lists were created for counselors, retention issues, and SGA presidents and related staff. In 2005, the CSAOs have requested that e-mail lists be created for campus Chaplains, Student Activities coordinators, coordinators of student volunteer programs, and health care coordinators/directors.

The annual CSAO meeting was held November 12-14, 2004, at Washington & Lee University. The agenda included such topics as:

- An ACS Alcohol Study
- A national survey on Student Engagement
- Gender Equity and Title IX
- the ACS Diversity Initiative
- Campus Recognition Programs
- Rituals and New Student Orientation
- Living-Learning Communities
- Alcohol and Sexual Assault

- Music/Film Downloading
- Academic Integrity/Honor Systems
- Assessment and Student Learning Outcomes

As of this writing, a summary of the meeting will be available in early 2005.

Furman University offered to host the 2005 meeting, and Trinity University offered to host the 2006 meeting.

2. Institutional Research Directors

The IRs planned to meet at the January 2004 HEDS meeting in Charleston, SC, but the conference agenda and schedules of the participants was such that only four ACS IRs met very briefly and discussed the possibility of receiving copies of surveys that are distributed from the ACS offices, the purpose of the ACS IR group/meetings, and the possibility of ACS IRs meeting at regional IR meetings, such as SAIR.

At the initiation of the IRs, an e-mail list was created for those who have coordinating responsibilities and/or are involved in the regional accreditation processes. One of the major topics of discussions within this group is Student Learning Outcomes.

III. Organization and Structure of the Grant Program

The organization and structure of this grant program remained unchanged from what it has been since the beginning of the grant. The ACS Council of Deans provides ongoing review of activities and plans funded through the New Dimensions Grant and receives program updates at their three yearly meetings. The ACS presidents receive reports in January and in June. Between meetings, both administrative groups receive updates via e-mail. It is anticipated that the same programmatic organization and structure will be used in 2005 and beyond, to provide the best possible oversight of grant activities.

IV. Conclusion

Significant progress is being made in the collaborative efforts supported by the New Dimensions Grant from The Andrew W. Mellon Foundation. At each consortial-wide event, new ACS faculty and students, meaning those who have not participated in these programs before, are attending and becoming involved. As more people participate and become actively involved in collaborative efforts, a “Ripple Effect” can be detected on the campuses as the teaching/learning and campus environments change to reflect new ideas, policies, and practices; a renewed enthusiasm that is generated by conversations with colleagues; and a creativity sparked by encouragement that comes from exploring multiple possibilities.

Those who participate in the enriching exchanges that are funded by this grant say “Thank You” to The Andrew W. Mellon Foundation for the opportunities to dig a little deeper into the issues challenging higher education in the smaller liberal arts institutions, as well as for making it possible to exchange ideas, energy, and laughter with incredible colleagues.

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