



ASSOCIATED
COLLEGES
OF THE SOUTH

PALLADIAN

Fall 2011

Features:

- ACS Holds Symposium
- ACS Receives Planning Grant from The Teagle Foundation
- 2011-2013 ACS Environmental Fellows
- Summer Language and Culture Institute

ACS Holds Symposium on Strengthening the Liberal Arts

On June 8-9, 2011, the consortium offered a symposium for ACS presidents and deans focused on Strengthening the Liberal Arts Through Collaboration. Nine ACS faculty members, two presidents and two deans made presentations. The topics grew out of earlier discussions among presidents and deans and focused on major needs and opportunities for strengthening the academic experience for students.

The keynote speaker was Richard Morrill, president of the Teagle Foundation, former president of Centre College and the University of Richmond and one of the founding presidents of the consortium. He offered these thoughts: "Since I have many opportunities to survey the landscape of liberal arts colleges, I know the vibrant successes of both the colleges and the ACS during the past two decades. The goals that we had in 1991 in establishing the consortium have been far surpassed and the benefits that have flowed to faculty, staff and students of

the member colleges have been real and substantial. The ACS has enriched the quality and vitality of liberal education on our campuses. Programs and projects on the environment, cost containment, study abroad, library resources, technology and faculty and program development have attracted more philanthropic support than the founders ever imagined, and the ACS has helped to amplify the story of the power of liberal education in these undergraduate colleges." He went on to identify key educational issues and a constructive role that ACS can play in the future (noted in excerpts from his remarks appearing on page seven of this issue of Palladian).

The first panel session began with presentations by Gil Einstein, professor of psychology at Furman University; Kristi Multhaup, professor of psychology at Davidson College, and David Landy, assistant professor of psychology at the University of Richmond. They shared important

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ACS Receives Planning Grant from The Teagle Foundation

The Teagle Foundation has made a planning grant to the consortium to assist in its efforts to explore the possibilities of blended learning on the campuses, that is, combining the interactive and interpersonal education of the institutions with computer-mediated instruction across campus boundaries. This initiative is part of the consortium's "New Paradigm," through which exploration is underway to expand courses and opportunities to be made available to students (such as higher level Chinese, which is not available on many campuses), enable faculty to teach courses that they might not otherwise be able to teach be-

cause of limited student enrollments on their home campuses and demonstrate how technology can be put to effective use in a liberal arts setting – thereby creating a model that other liberal arts institutions may want to emulate.

Over the next six months, the consortium plans to identify intended outcomes and learning designs, develop ways of preparing and assisting faculty to conduct online instruction, identify impressive examples or models from which relevant lessons can be drawn, articulate the specific needs and challenges related to on-line instruction,

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Associated Colleges of the South

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Faculty Stipends Available for Blended Teaching and Learning Pilot Projects

A limited number of small grants (up to \$2,000 each) are available from the consortium for pilot projects related to blended teaching and learning. The consortium invites faculty from ACS institutions to submit a proposal (no more than three pages) that includes the key faculty member, the nature of the project, the project goals, the timeline, the cooperating faculty and institutions, and the means by which the project will be assessed. The project needs to be a collaborative effort across ACS campuses. An endorsement from the academic deans should also be provided.

The overall aim of the projects is to enable faculty to explore, design, develop or enhance courses, modules, webinars and/or tutorials for use in blended teaching and learning environments (a combi-

nation of face-to-face instruction and computer-mediated instruction) that will be open to students across the ACS campuses. Interested faculty should send a proposal to acs@colleges.org no later than October 1, 2011. A review committee will analyze the proposals and respond promptly to the faculty.

Faculty members who receive funding will be asked to provide a final report (no more than five pages) describing the project, assessment of the project and lessons learned for future application. More information on the proposal may be found at http://www.colleges.org/blended_learning/index.html.

Questions about the project may be answered by contacting Christiane Williams at christiane@colleges.org.

Furman Graduate Receives ACS Assistantship at UGA

Alicia Wilson, a 2011 graduate of Furman University, has received the first ACS assistantship for graduate study at the University of Georgia. While pursuing graduate work at UGA, Alicia will serve as a liaison between the UGA and ACS, identifying ways to strengthen the partnership between the two. Her first activity will be coordinating visits with representatives from the UGA graduate school and ACS institutions to inform students of opportunities for graduate and professional school at UGA, including financial assistance.

Other tasks will include exploring the possibilities of UGA-ACS faculty partner-

ships, the presence of ACS faculty at UGA for a semester or year (making use of UGA laboratories and engaging in joint research with UGA faculty) and the possibility of UGA graduate students and post-doctoral fellows teaching on ACS campuses. Alicia will also be looking into fundraising possibilities to support the many aspects of the ongoing partnership with the University.

The consortium is extremely grateful to the University for this action, which reflects its strong interest in deepening and broadening the connection and the partnership arrangement.

Upcoming ACS Events	
September 20-21, 2011	ACS Council of Deans' Meeting <i>Centre College, Danville, Kentucky</i>
October 4, 2011	Webinar The New Paradigm Initiative and Constructivism: Building Towards a Better Collaborative ACS China Community
January 11, 2012	ACS Council of Deans' Conference Call
January 13-14, 2012	International Programs Directors' Meeting <i>Morehouse College, Atlanta, Georgia</i>
February 2, 2012	ACS Board of Directors' Conference Call

Environmental Programs

2011-2013 Environmental Fellows

Please join us in welcoming the 2011-2013 Environmental Fellows, who were on campuses the first day of fall semester! Below is information about each one, alphabetically by institution.



Frohardt-Lane

BIRMINGHAM-SOUTHERN COLLEGE welcomes Sarah Frohardt-Lane, whose field is race and environmental history in the United States. She is a 2011 Ph.D. from the University of Illinois at Urbana-Champaign. Sarah's Mentors are Randall Law (history) and Scot Duncan (biology).

CENTRE COLLEGE hired Cynthia Isenhour, who received her Ph.D. in comparative environmental governance and policy with a specialization in sustainable consumption programs and policy at the University of Kentucky in 2010. Cindy's Mentors are economics faculty David Anderson and Marie Petkus.



Isenhour

DAVIDSON COLLEGE'S new Fellow is Abigail Schade, a 2011 Ph.D. in global environmental history with an interest in groundwater at Columbia University. Mentors are Jonathan Berkey (history) and Annie Ingram (environmental studies and English).



Price

FURMAN UNIVERSITY'S Carmel Price earned her Ph.D. in 2011 from the University of Tennessee at Knoxville in the field of sociology, with a focus on environmental values. Carmel's Mentors are Paul Kooistra, (sociology), Brannon Andersen (geology) and David Redburn (sociology).

HENDRIX COLLEGE'S Amanda Hagood, a 2010 Vanderbilt University Ph.D. in English, specializes in American environmentalism and postwar culture. Amanda's Mentors are Alex Vernon (English) and Joyce Hardin (biology).



Hagood



Swanson

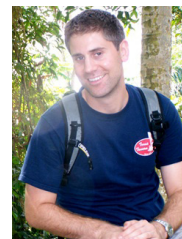
MILLSAPS COLLEGE'S Drew Swanson is a 2010 University of Georgia Ph.D. in environmental history with a focus on southern agriculture. Drew's Mentor is William Storey (history).

RHODES COLLEGE welcomes Ermanno Afusso. An Italian citizen, Ermanno's doctoral studies at Auburn University focus on environmental and resource economics; he will defend his dissertation in October. Ermanno's Mentor is Steve Caudill (economics).



Afusso

ROLLINS COLLEGE'S new Fellow is Jimmy Klepek, a 2011 Ph.D. from the University of Arizona. His field is environmental politics, with a focus on social movements in Latin America. Mentors are environmental studies professors Barry Allen and Lee Lines.



Klepek



McGranahan

SEWANEE: UNIVERSITY OF THE SOUTH welcomes Devan McGranahan, whose 2011 Ph.D. at Iowa State University concentrated on sustainable agriculture. Devan's Mentors are Ken Smith (forestry) and David Haskell (biology). In the photo, he reads *Sand County Almanac* at the home of Aldo Leopold.

SOUTHWESTERN UNIVERSITY'S Brandon Canfield is a 2006 Arizona State University Ph.D. in environmental chemistry. Brandon's Mentor is Emily Niemeyer (chemistry).



Canfield

TRINITY UNIVERSITY'S new Fellow is William Grove-Fanning, who earned his Ph.D. in 2011 from the University of North Texas in environmental philosophy with a concentration in moral motivation and biodiversity loss, with additional strengths in food ethics, climate ethics and philosophy of ecology. William's Mentors are Richard Reed (sociology) and Judith Norman (philosophy).



Grove-Fanning

And last but not least, the **UNIVERSITY OF RICHMOND** welcomes Tihomir Kostadinov, a native of Bulgaria and a 2002 UR alumnus. Tihomir received a Ph.D. in marine science at the University of California Santa Barbara in 2009. His focus is ocean bio-optical modeling and bio-geo-chemistry and the role of land and ocean ecosystems in climate formation. Tihomir's Mentors are geography professors Todd Lookingbill and Mary Finley-Brook, Don Forsyth (psychology), Malcolm Hill (biology) and David Kitchen (geology).



Kostadinov

An Orientation for the new Fellows and Mentors was held September 9-11, 2011, at Sewanee: University of the South. There, participants learned what to expect over the next two years and had many opportunities to ask questions. Among other activities, former Fellows and Mentors were invited to talk about "what I wish I had known." Networking with other Fellows and with faculty at various ACS campuses will be

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Environmental Programs

2011-2013 Environmental Fellows

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among the greatest benefits to the new Fellows. In addition, Sewanee faculty were on hand to share their expertise. Biology professor and new Mentor David Haskell talked about contemplative pedagogy and research, and economics professor Robin Gottfried talked about his work directing the

Sewanee Center for Religion and the Environment. Also of interest were the highlights of the Sewanee Domain. Bird/plant identification walks and environmental tours took place. More information is online at http://www.colleges.org/enviro/workshops/2011/new_fellows_orientation.html.

New Paradigm Webinar

Held in conjunction with the Orientation was a webinar hosted by the New Paradigm's Environmental Studies committee. This event allowed interaction between committee members and the new Fellows and Mentors. In addition, committee members were able to brainstorm about "blended learning" courses involving digital connections between institutions and a field component wherein all students will meet in person with professors for a few weeks. The webinar involved committee members in several states. It also featured a presentation by Rhodes economics professor Steve Caudill about online courses he taught as a faculty member at Auburn University.

Environmental Fellowship Program 2011-2013 Timetable

- September 9-11, 2011: Orientation workshop for new Fellows and Mentors
- Early November 2011: Fellows and Mentors submit informal progress reports
- Late May – early June 2012: First Evaluation workshop for Fellows and Mentors
- July 1, 2012: First formal reports due from campuses
- Late May – early June 2013: Final evaluation workshop
- July 2013: Final summative reports due from campuses

International Programs

ACS Prepares a Webinar on Teaching of Chinese Language and Culture

On October 4, 2011, ACS will hold a webinar to explore ways to teach Chinese language and content courses online. Under the leadership of Professor Li Wei of Rollins College and Carl Robertson of Southwestern University, the theme of the proposed webinar is "The New Paradigm Initiative and Constructivism: Building Towards a Better Collaborative ACS China Community."

Wei and Robertson feel that the rapidly changing technological landscape and continually diversified learning models present both opportunities and challenges in liberal arts education. Although interest in learning Chinese and culture is continually growing within ACS institutions, they indicate that inter-campus collaboration and interaction, particularly at the student level, are limited. The professors hope that the webinar will help faculty to envision structures and activities that can help build a solid coalition among ACS China faculty and between faculty and students. The pair would also like to identify specific areas or activities that can be built around new technologies to facilitate student interaction and collaboration.

Tim Xie, a professor in the department of Asian and Asian American Studies at California State University Long Beach, has also been invited to participate in the webinar. Professor Xie has been carrying out pioneering work in blended learning related to Chinese teaching.

Faculty with suggestions or questions are invited to contact Jinping Zhu at jzhu@colleges.org.



Professor Carl Robertson and students at Southwestern University



Computer screen view of a Rollins College and Southwestern University collaborative class

International Programs

Summer Language and Culture Institute Held in China



Students at the Summer Language and Culture Institute
Photo by Jay McDaniel, Hendrix College

ACS successfully offered its 2011 Summer Chinese Language and Culture Institute in collaboration with Heilongjiang University in Harbin, China, with leadership provided by Hendrix College. This was an eight-week program held from June 6–July 29 that brought together 16 students from three ACS institutions: Hendrix College, Rollins College and Spelman College.

The program offered an intensive immersion in Chinese language and culture at the introductory and intermediate levels. At the end of the program, students were awarded three Hendrix College course credits, the equivalent of 12 semester hours.

The program began with a three-day orientation in Beijing before students went to Harbin. They toured Beijing and also visited one of the public kindergartens there. Jay McDaniel, professor of religious studies at Hendrix and the resident director of the program, stated that “we do not want to be tourists in Beijing; we want to be learners and cultural ambassadors. Knowing that the future of China depends on its education, we wanted to spend a day looking at education from its foundational level: kindergarten.” Students attended classes in the morning with the children at the school and held discussions with teachers in the afternoon on ways to teach children to be creative.

Upon arriving at Heilongjiang University, students were given a placement test to determine the level of the class that best fitted them. Based on the result, 11 students took Introductory Chinese and five took Intermediate Chinese. Each class had five or six students. Students took a course every morning in Mandarin that focused on grammar, conversation, listening and writing. Afternoons were devoted to opportunities for students to engage in a wide variety of social practices, listen to lectures as well as explore Harbin on their own. The program tried to strike a healthy balance between free time and structured activities in the afternoon. In addition to language courses, students had a Modern Chinese Culture course taught by professor McDaniel and were also able to take additional courses in topics such as Chinese medicine,

social issues and calligraphy. Students also traveled to surrounding areas to experience Chinese culture and interact with the local community.

The program offered a challenging learning experience to the ACS students, who remarked that the program consistently challenged them, dramatically improved their Mandarin language skills and deepened their understanding of China. Professor McDaniel commented that “the institute as a whole is not simply an intensive language experience. It is a language and cultural experience, with emphasis on contemporary Chinese culture as well as traditional culture. We have met many students from Heilongjiang University and they are helping us. Within and outside the culture class, we have many discussions with them on all sorts of topics: culture, religion, education, movies, music, film and politics.”

Here are some comments from student evaluations:

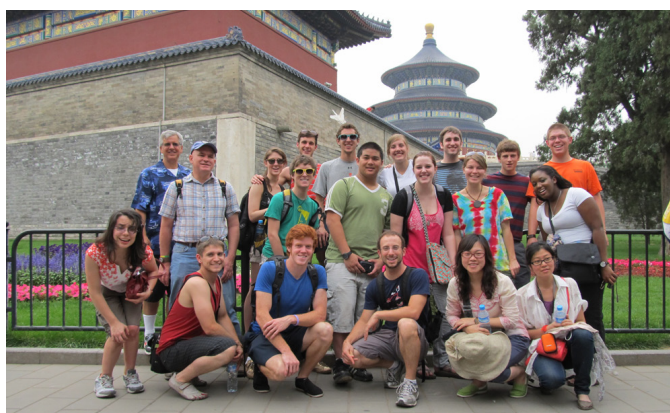
“I liked the field trips but everyday life in China is the best out-of-class experience: talking to people, buying things and asking questions. I plan on returning to Heida (Heilongjiang University) after graduation.”

“Everything was fantastic, structured perfectly. Teachers were knowledgeable and receptive. Out-of-class experience was informative and fun! I thought the program was wonderful!”

“I loved this program and got a lot out of it. I would recommend this to anyone!”

“The classroom instruction was great. Everyone was able to speak throughout the class. I would recommend the program to my friends and if possible, I would enroll again. Meeting a lot of Chinese friends was amazing.”

ACS plans to continue the Summer Language and Culture Institute with Heilongjiang University in 2012, once again offering high quality and sustainable overseas opportunities for students while building lasting relationships between the consortium and its Chinese partner. For more information, please contact Jinping Zhu at jzhu@colleges.org.



Students at the Summer Language and Culture Institute
Photo by Jay McDaniel, Hendrix College

ACS Holds Symposium on Strengthening the Liberal Arts

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Patrick Hopkins (Millsaps College) making a presentation on interdisciplinary approaches

lessons on memory, testing and “desirable difficulty,” among other topics. In a compelling way, they pointed to advances that can be made in enabling students to learn more and learn better. Various participants suggested that the consortium pick up the threads of this presentation and create a consortium initiative stimulating faculty to use concepts from cognition (as well as from neuroscience) to enhance the teaching and learning experience.

The second panel consisted of these faculty members: Patrick Hopkins, professor and chair of the philosophy department at Millsaps College, who discussed interdisciplinary approaches; David Gaines, associate professor of English and director of the Odyssey Program at Southwestern, who spoke about experiential and engaged learning; Mark Schantz, provost at Birmingham-Southern, who addressed the subject of undergraduate research, and Ayoka Chenzira, professor of the arts and founding director of the Digital Moving Image Salon at Spelman College, who focused on the innovative uses of technology. All four made impressive presentations that elicited considerable discussion and recommendations for follow-up actions by the consortium.

Session three concentrated on collaborative possibilities between ACS and R-1 institutions such as Emory University, with which the consortium has had an affiliation for 20 years. Lisa Tedesco, Emory’s associate provost and dean of the James T. Laney Graduate School, and Glenn Kellum, senior associate vice president of development and alumni relations at Emory, spoke on behalf of Emory University, and Michael Drompp, dean of the faculty at Rhodes College, represented the consortium. Numerous possibilities were considered, including exchanges of faculty, opportunities for ACS faculty to work in Emory laboratories and with Emory partners, smoothing the process for ACS students to apply to graduate and professional school at Emory, and Emory graduate students and post-doctoral fellows teaching on ACS campuses. A joint committee will pursue these and other possibilities.

A fourth panel focused on the consortium’s New Paradigm and specifically on proposals and projects related to “blended

learning,” a process combining a continuing commitment to interactive, interpersonal education and on-line instruction.

Following the last panel, John Roush, president of Centre College and Chair of the ACS Board of Directors, presided over a discussion of next steps for the consortium, which included the following:

- Apply the lessons from cognition and neuroscience to strengthen pedagogy
- Extend interdisciplinary opportunities
- Closely link experiential opportunities to the academic program
- Stimulate productive undergraduate research
- Use technology in imaginative ways
- Cooperate in creative new ways with partners such as Emory University
- Offer more comprehensive educational programs through high-definition video-conferencing and other mechanisms, while preserving and strengthening the inter-personal nature of our residential liberal arts institutions.

Finally, the presidents and deans picked up a thread from the keynote speech by Richard Morrill and addressed the issue of sustainable economic models, asking that the consortium give this topic high priority attention. Various presidents expressed the view that the consortium could and should play a leadership role in addressing this overarching issue confronting higher education, namely, how to develop economic structures that will persist over time. Presidents observed that, in addition to paying attention to the cost containment side, the group should focus on new and continuing revenue streams as well – looking throughout for creative new ideas.

A separate topic that the deans and presidents felt should be addressed is the increasing use of technology and the implications and ramifications of that use. The initiative will be a companion to the consortium’s New Paradigm Initiative, an effort to continue interactive and interpersonal instruction blended with on-line programs.



ACS Symposium participants

Some Excerpts from Richard Morrill's Keynote Speech



Richard Morrill giving his keynote speech

In his June 8 keynote speech at the consortium's 20-year Symposium, Richard Morrill, president of the Teagle Foundation, observed that the success of ACS has created a foundation on which it can set its goals for the new era, an era in which "ACS can play a decisive role as a catalyst for creative and cooperative change."

He observed several challenges that institutions face today: the current and unattainable financial models on which institutions operate, the shared and inefficient decision-making model on most campuses, and the fact that the public "does not value liberal arts education or know precisely what it means."

He offered various responses to these challenges, including sharing resources to contain or reduce costs, jointly developing effective technologies, sharing faculty, establishing common opportunities for students, and promoting and demonstrating the value of the liberal arts. In responding to powerful forces of change, he said, the consortium needs to find a new identity for itself as a collaborative organization.

In conclusion, he noted that "now is the time to summon the courage and energy to confront unworkable financial and decision-making models. Making the case for change and expanding on the possibilities for new and deeper forms of academic and administrative collaboration can preserve and enhance some of the greatest treasures in American higher education."

ACS Welcomes New Presidents and Academic Officers

New President at Davidson

Carol Quillen, former vice president for international and interdisciplinary initiatives at Rice University, became the 18th president of Davidson College on August 1, 2011. Quillen had a long and distinguished career at Rice. She joined the faculty as an assistant professor of history in 1990 and earned promotion to associate professor in 1996. From 2004 to 2008, she served as the first director of Rice's Boniuk Center for the Study and Advancement of Religious Tolerance, leading development of the center's new mission and shaping an agenda that helped distinguish the center from other organizations. From 2006 to 2010, Quillen served as Rice's vice provost for academic affairs, focusing particularly on developing initiatives that cross academic schools, faculty diversity and faculty development, and resource development.

New Provost at Rollins

Carol Bresnahan was selected as provost at Rollins College effective July 1, 2011. Since 2008, Bresnahan served as provost and executive vice president at The College of New Jersey where she was a tenured professor of history. Prior to that she was vice provost for academic programs and policies at the University of Toledo (UT). At UT, Bresnahan was the first woman to receive tenure in the Department of History, be promoted to associate professor and professor of history, serve as history department chair and receive UT's annual outstanding faculty research award. Bresnahan is an active scholar in the area of late Renaissance Florence and has authored numerous presentations and publications on the topic.

Academic Dean at University of Richmond

Kathleen Roberts Skerrett, former associate dean and professor of religious studies at Grinnell College, became dean of the School of Arts and Sciences at the University of Richmond, effective July 1. Skerrett became a member of Grinnell's faculty in 1998 and became associate dean in 2007. Her scholarly research has focused on Christian tradition, contemporary religious thought and gender studies and political theory. At Grinnell, her extensive service included an appointment as acting vice president for diversity and achievement, chair of the gender and women's studies concentration, and membership on the budget, personnel, academic standing and first-year seminar and advising committees. Skerrett actively fostered the Grinnell Liberal Arts in Prison Program.

New Senior VP and Dean at Millsaps College

S. Keith Dunn is the new senior vice president for academic affairs and dean of the college at Millsaps College. Previously, he was professor of chemistry and associate dean for academic affairs at Centre College. At Centre, Dunn played a leadership role in facilitating the design and completion of a \$20 million addition and renovation project that added 40,000 square feet to a campus facility dedicated to instruction and research in the sciences. He was also lead investigator for a \$1,080,000 grant from the National Science Foundation to support the expansion. In 2005, Dunn was honored as a Centre Scholar, a prestigious award that recognizes excellence in teaching, scholarly work and contributions to the Centre community.

ACS Faculty Explore On-line Instruction

A number of ACS faculty are exploring and in some cases offering instruction on-line as part of the consortium's New Paradigm Initiative. The initiative is an attempt to continue the interpersonal and interactive education for which the institutions have distinguished themselves, combined with some online instruction.

Here are some of the faculty engaged in this initiative:

Robert Blystone, Trinity University – global health
Nancy Decker, Rollins College – German
Jon Evans, Sewanee – environmental studies
Carl Robertson, Southwestern – Chinese Studies
Wi Lei, Rollins – Chinese Studies
Zhengbin Lu, Spelman College – Chinese language
Various other faculty – modules related to Chinese Studies

Various activities are underway, including preparation for a webinar on the use of the technology in Chinese Studies, planning videoconferences for the ACS post-doctoral fellows in environmental studies, (two which are scheduled for this Fall) – and scheduling of consultant visits to individual campuses to demonstrate the uses of on-line technology.

The consortium welcomes ideas for projects as well as faculty who would like to be involved in courses, modules, webinars, or tutorials that could extend beyond the boundary of a single institution. Please contact Christiane Williams of the ACS staff with any questions or expressions of interest at christiane@colleges.org.

Summer Teaching Workshop

Supported by an ACS faculty renewal grant, the leaders of the consortium's Summer Teaching and Learning Workshop met at Davidson College on July 14-17, 2011. The group reflected on 19 years of the workshop, re-examined priorities, articulated the mission of the workshop and identified a number of directions for the future. In looking ahead to the 20th year of the workshop in 2012, they reached these conclusions, among others:

A New Mission Statement for the Workshop

The workshop emphasizes teaching and learning as central to the academic profession. Participants will identify areas in their teaching for growth and build on existing strengths, increase awareness of learners' experiences in the classroom, explore new teaching and learning strategies, and contribute to a collaborative community in which they can reflect on their classroom choices affect learners and learning.

Restoring Workshop Plenary Sessions

Plenary sessions in the future should be more fully integrated with each other, support microteaching experiences more directly and integrate and reference the science of teaching and learning more intentionally/explicitly. A new plenary session will be added to the 2012 Workshop to help each participant interpret and synthesize feedback received in microteaching sessions, combine that knowledge with information gleaned from the rest of the Workshop, and set specific short-, medium-, and long-term goals for his or her teaching.

Developing New Workshop Materials

Participants will be provided with "toolkits" or workshop binders to take to their home campus. The binders will include the new mission statement and provide an organizational framework to create a useful collection of Workshop materials such as microteaching documents and recordings, plenary session materials, resource lists and worksheet/tools for

reflection and goal setting. Binders will also include a new guidebook that discusses the science of teaching and learning through core teaching principles and an annotated bibliography pointing toward particularly relevant pedagogical literature. The guidebook will highlight nine key teaching principles: actively engaged learning, working in groups, using multiples modes of instruction to increase learning, first things first, the brain seeks patterns, the grain thrives on relevance (subcategory: prior learning), repeat to remember, remember to repeat, learning connected to emotion can be stronger and effective learning is facilitated by assessment practices.

Barbara Lom, associate professor of psychology at Davidson College and director of the workshop, and Mary Daniels, associate professor of Spanish at Centre College, will report on the retreat and lead a discussion with the ACS Council of Deans when they meet at Centre College on September 20-21, 2011. The 2012 workshop will be held on June 4-9. Faculty are invited to contact their academic deans if they are interested in participating. Further information may be obtained from Barbara Lom at balom@davidson.edu.



Davidson College

ACS Celebrate 20th Anniversary



ACS Symposium participants

In honor of its 20th anniversary, the consortium held a special dinner on June 8 in Atlanta, honoring individuals and groups that have been particularly helpful to the consortium and its member institutions since its founding in 1991. President John Roush of Centre College and chair of the ACS Board of Directors, paid particular tribute to the founders of the consortium, that is, those who represented the nine institutions that put the organization together and served as the original incorporators. Four other institutions signed on a few months later, enabling the organization to start with 13 colleges and universities in the fall of 1991. Three others joined in later years.

The original founders were represented by Richard Morrill, the president of the Teagle Foundation and former president of Centre College and the University of Richmond, who was the keynote speaker at the consortium's June 8-9 Symposium.

President Roush and Provost Robert Entzminger of Hendrix College were also honored for their splendid service, serving for the last two years as chair of the board of directors and chair of the council of deans, respectively. South-

ACS Receives Planning Grant from The Teagle Foundation

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identify the specific technology options available, formulate an assessment process and develop a specific technology plan that supports the academic design of the initiative.

Thanks to \$15,000 in planning grant funds, faculty will be able to experiment with various arrangements, including courses, modules, webinars and tutorials – areas in which faculty interest has already been identified.

This will be a faculty-driven effort, recognizing that the pace and progress will reflect the interest and creativity of

western President Jake Schrum provided a tribute to James Laney, president emeritus of Emory University who assisted with the creation of the consortium. President Schrum remarked upon President Laney's distinguished service first as dean of Emory's Candler School of Theology and then president of Emory, followed by service as the U.S. Ambassador to South Korea. President Schrum reminded the group of the numerous ways in which President Laney and Emory have assisted ACS over time. In response, President Laney thanked the consortium, applauded its efforts, and underscored the crucial role played by liberal arts institutions like those in ACS.

ACS President Wayne Anderson paid tribute to Russ Hardin, the president of the Robert W. Woodruff Foundation, for his keen interest in the consortium and the splendid support that the Foundation has provided throughout the years, starting very early in the consortium's existence. Mr. Hardin responded by thanking the consortium and drawing attention to the important and effective role that the consortium plays in American higher education. It was a considerable pleasure for the Foundation, he remarked, to be able to support institutions of this kind. Tribute was also paid to Pete McTier, the longtime president of the Foundation who preceded Hardin in that office.

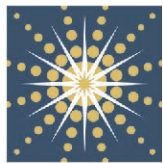
Other foundations were thanked as well, including The Andrew W. Mellon Foundation, which was commended for its marvelous support of ACS over time, consisting of 18 grants and approximately \$20 million, the latest being a \$2.5 million grant to endow two staff positions at the consortium.

Reflecting the organization's commitment to sustainable development, ACS purchased carbon offsets for the miles participants traveled to Atlanta, supporting alternative energy sources. Ten trees were also purchased for each participant in the dinner and Symposium for a total of 350, all of which will be planted in the third world. Finally, in tribute to the special honorees, the consortium purchased various animals through the Heifer Foundation to assist people in important ways around the world.

individual faculty and groups of faculty on the campuses – working within the curriculum–approval structures that exist on the campuses. The expertise of instructional technology officers will also be very important to the initiative as they collaborate across the 16 campuses.

Those interested in the project are encouraged to communicate with their academic deans.

The consortium expresses its special appreciation to The Teagle Foundation for its support of this new ACS Initiative.



NITLE

Rick Peterson Fellowship

NITLE and the Council on Library and Information Resources (CLIR) recently announced the recipient of the 2011-2012 Rick Peterson Fellowship. Meghan Frazer, digital resource librarian at Kenyon College, received this year's fellowship on the basis of her collaborative work with OhioLINK and The Five Colleges of Ohio as well as her work on "The Community Within" project. The selection committee also noted her broader contributions to Kenyon's Library and Information Services. Ms. Frazer will receive support to participate in the 2012 NITLE Symposium and CLIR's DLF Forum. The Rick Peterson Fellowship honors the life and work of the late Richard (Rick) Allen Peterson, who served as chief technology officer at Washington and Lee University and was an active promoter of collaboration in the area of information technology services and digital libraries.

Ongoing NITLE Activity

In June, NITLE published the 2011 NITLE Summit Report, a comprehensive summary of the conversations that took place at its Summit in April. In publishing the report, NITLE seeks to engage more people in dialogue about strategic issues facing liberal arts colleges and potential approaches to addressing them. We encourage leaders and practitioners at ACS member campuses to review the report, discuss it with colleagues, and share it widely. We also welcome your direct feedback, which you can send to any member of our staff.

The Summit Report is already shaping NITLE's work for the upcoming academic year. Themes in the report—specifically the digital humanities, libraries and scholarly communication, and new learning resources—were discussed on August 22nd at the NITLE Advisory Board's most recent meeting, held in Chicago at the offices of the Associated Colleges of the Midwest. The coming year will provide several opportunities to further develop activity in these three strategic areas.

2011 CIC Institute for Chief Academic Officers (November 5-8, St. Petersburg Beach, Florida)

Chief academic officers from the NITLE Network who will be attending the Council of Independent Colleges' 2011 Institute for Chief Academic Officers and Chief Advancement Officers are invited to meet for dinner and networking on Monday, November 7th at 6:30 p.m. For more information, please contact Michael Nanfite, associate director for strategy, at mnanfite@nitle.org, and Marcia Hawkins, associate director for advancement, at mhawkins@nitle.org.

Digital Humanities Workshop at the MLA Convention (January 5, Seattle, Washington)

NITLE and the Texas A&M Initiative for Digital Humanities, Media, and Culture are co-sponsoring a pre-convention

workshop on the digital humanities. Held in conjunction with the Modern Language Association's annual convention, the workshop is designed for language and literature scholars who wish to learn about, start, or join digital scholarly projects for research and/or teaching. Information about applying to participate in "Getting Started in Digital Humanities with DHCommons" is available on the [DHCommons website](http://DHCommons.org). Review of applications begins September 15th. Please email questions to info@dhcommons.org.

2012 AAC&U Annual Meeting (January 25-28, Washington, D.C.)

NITLE is planning a meeting for chief academic officers from the NITLE Network at the Association of American Colleges and Universities' next annual meeting. The NITLE meeting will take place on January 26th, from 4:30-6:30 p.m. Nayef Samhat, provost at Kenyon College, and Michael (Mickey) McDonald, provost at Kalamazoo College, will lead the discussion. Invitations will be issued this fall; to express interest in attending, please contact Rebecca Frost Davis, program officer for the humanities, at rdavis@nitle.org.

The 2012 NITLE Summit

This year's NITLE Summit will take place on April 15-16, 2012, in Arlington, Virginia. This annual, invitational meeting is designed for senior leaders from campuses in the NITLE Network and is organized around strategic issues relevant to liberal arts colleges. The goal of this working meeting is to identify measurable outcomes for development over the following year. Invitations to the Summit will be issued this fall. Please direct your questions about this event to Rebecca Frost Davis, program officer for the humanities, at rdavis@nitle.org, and Lisa Spiro, director of NITLE Labs, at lspiro@nitle.org.

The 2012 NITLE Symposium

The NITLE Symposium will take place on April 16-17, 2012, also in Arlington, Virginia. This new annual event offers an open, cross-professional, national venue for faculty, technologists, librarians, and administrators at liberal arts institutions. It will focus on inter-institutional collaboration and/or innovations extensible to other campuses, such as new learning resources and models, scholarly communication, digital humanities, and other topics relevant to the future of liberal arts colleges. A call for proposals will be issued this fall. For more information, or to get involved in planning the symposium, please contact Rebecca Frost Davis, program officer for the humanities, at rdavis@nitle.org, and Lisa Spiro, director of NITLE Labs, at lspiro@nitle.org.

Stay in Touch

We encourage the ACS community to keep in touch by subscribing to The NITLE News, our e-newsletter, and joining our group on LinkedIn.



The Urban Environmental Studies Program at Birmingham-Southern College has created a new online tool that pinpoints destinations in and around

Birmingham to explore and learn about the city's natural environment. Trek Birmingham (www.trekbirmingham.com) gives residents and visitors a single source for accurate information on how to experience metropolitan Birmingham's relationship with nature. The site, which includes custom-built maps and in-depth explanations of the region's ecology, geology, biodiversity, and watersheds, is built around the concept of "treks," or journeys that users take both virtually and in the real world. Six destinations are in the first phase with at least four more planned in the future.

"These days, Birmingham residents and visitors seem hungry for a chance to get outdoors and gain a better understanding of the world around them," said Jeanne Jackson, director of leadership and environmental studies at Birmingham-Southern College. "We hope this project will help give them a sense of place, pride, and purpose in relation to their natural environment."

Barry Spieler, professor of mathematics at Birmingham-Southern College, has received the Mathematical Association of America Southeastern Section 2011 Award for Distinguished College or University Teaching. Spieler was honored for his diverse teaching interests and accomplishments, including interdisciplinary courses and cross-college collaborations. As the award winner, he will deliver a keynote address at the 2012 meeting. Spieler, who received his bachelor's degree from Tufts University and his master's and doctoral degrees from Ohio State University, joined the BSC faculty in 1994. In 1999, the Council for Advancement and Support of Education and the Carnegie Foundation named him Alabama Professor of the Year.



Centenary is in the midst of creating the "Sustainability House," a flagship initiative designed to further equip its students to address 21st century challenges.

"We're taking an integrated approach to education," said Centenary President David Rowe. "We want Centenary graduates to be able to engage in sustainability and other complex global issues responsibly no matter what profession they choose."

The Sustainability House, launching in the fall of 2011 and already oversubscribed, will enable its residents to experience team-taught courses, special events and programs, service-learning and internship opportunities, closer contact with faculty outside of the classroom, and an outreach program to promote sustainable practices on campus, in the local community, and beyond. It will be the second Living Learning Community on campus.

"Centenary's Sustainability House will allow students to integrate their campus living experience with their study and interest in sustainable living for themselves and the world around them," said Jeanne Hamming, associate professor of English and a "live-in" faculty leader of the program.

Centenary College has received a \$5 million pledge from an anonymous donor. It is the intention of the donor to ensure that students will continue to have access to the Centenary experience for the next 100 years. To that end, the endowment created by the gift will fund student scholarships. "We are truly thrilled and humbled by this donor's amazing generosity," said President Rowe. "We are experiencing a renewal precisely because of leaders who are committed to our success and dedicated to our transformation. Our entire community is working together to compose a new chapter in the College's future, so it is an exciting time to be at Centenary."



Most people wait until after graduating from college to attempt making a change on Capitol Hill. However, several Centre students interning in

Washington, D.C. this summer already have a head start. Ethan Epping '12 and Brian Klosterboer '12 spent the first part of their summers as interns in Congressman Ben Chandler's office. Both were recipients of Henry Clay Internships in Public Service, which provided them each a \$3,000 stipend to cover the costs of living in the District. The Kentucky Society of Washington awarded the stipend. The political scholarships gave the students an opportunity to gain insight into policy-making as well as practical experience in writing press releases and speeches.

Centre College recently received a \$250,000 grant from The Andrew W. Mellon Foundation to support East Asian Studies. The grant will support the first two years of a faculty tenure-track position in field; faculty/student collaborative research or faculty research in Asia, including work to establish student internships in Asia; and the development of new courses related to East Asian Studies. The new tenure-track position will strengthen the breadth and depth of the College's faculty in East Asian Studies and the related initiatives will provide exciting opportunities to stimulate faculty and student exploration of East Asian Studies.

"This grant will provide some real momentum in strengthening our curriculum in the area of East Asian Studies," said Stephanie Fabritius, vice president for academic affairs and dean of the College. "It will add an exciting new dimension to our course offerings, our opportunities for scholarship and internships and the development of new CentreTerm courses focusing on and traveling to Asia."

DAVIDSON

What does it mean to be a liberally educated person? The answer to that question is changing. For the first time in more than 20 years, Davidson has changed its distribution requirements. Clark Ross, vice president for academic affairs and dean of faculty, said the change is a result of the college's strategic plan, begun in 2007 under the leadership of former President Tom Ross. "These new requirements have been developed over the course of a years-long discussion, with input from the vast majority of the faculty," he noted. "This new curriculum will allow the college to retain its strong commitment to existing majors while, at the same time, providing our students with the skills and knowledge they need to lead responsibly in a changing world."

The new requirements, which will be implemented in the fall of 2012 and be in effect for the Class of 2016 and beyond, require students to take one course from each of the following categories: Historical Thought; Literary Studies, Creative Writing, and Rhetoric; Mathematical and Quantitative Thought; Natural Science; Philosophical and Religious Perspectives; Social-Scientific Thought; Visual and Performing Arts; and Liberal Studies. Other graduation requirements remained unchanged; students must still take a course in each of these categories: Cultural Diversity, Foreign Language, and Writing 101.

Davidson College will share a \$200,000, two-year grant from The Teagle Foundation with Agnes Scott College to develop strategies for improved student learning. Davidson will focus on helping first-generation college students, while Agnes Scott seeks to support students in overcoming hurdles encountered in pursuing degrees in mathematics and science.

About 40 of the 500 students in Davidson's latest entering class were first-generation students. "Without a family history of college attendance, these students may have difficulty navigating the college experience during their first year," said Verna Case, associate dean of teaching, learning and research at Davidson. "The Teagle grant will enable us to assess their needs early on and provide assistance to help them achieve academically." Davidson will provide support primarily through its new Center for Teaching and Learning, which will open in the E.H. Little Library in the fall semester. The center offers personnel and technological resources to help students with writing, oral communication, digital literacy, and finding source material. "We'll give special encouragement for first-generation students to use the center," said Case.



FURMAN

Furman University President Rod Smolla has written a new book that examines the constitutional principles and ideas that have shaped Ameri-

can higher education. *The Constitution Goes to College: Five Constitutional Ideas That Have Shaped the American University* was published in April. A nationally recognized constitutional law scholar, Smolla writes that because American college campuses are places where ideas are freely exchanged, contested and uncensored, they have always been hotbeds of political and social turmoil. The constitution and American higher education have a symbiotic relationship in which constitutional principles are shaped by campus culture and constitutional values influence the nature of universities.

Furman University political science professor Akan Malici has co-authored a new book about foreign policy and international relations. *Rethinking Foreign Policy Analysis: States, Leaders, and the Microfoundations of Behavioral International Relations* is co-written by Malici, Stephen G. Walker, emeritus professor of political science at Arizona State University, and Mark Schafer, political science professor at Louisiana State University. In the book, the authors present a definitive, social-psychological approach to integrating theories of foreign policy analysis and international relations. They address the agent-centered, micro-political study of decisions by leaders and the structure-oriented, macro-political study of state interactions as a complex adaptive system.



HENDRIX

Hendrix College recently received a \$100,000 grant from The Hearst Foundation to provide faculty and program development support for Your Hendrix Odyssey:

Engaging in Active Learning. The College can now support travel for faculty members to develop international study opportunities for students; to attend academic conferences or workshops to gain new knowledge or skills needed to be more effective mentors of student projects; or to conduct basic research necessary to develop a new area of study.

Through the Hearst Foundation's grant, Hendrix faculty members can apply for support through a competitive process. The College's Engaged Learning Committee will make faculty and program development awards.

"With the tremendous success of Odyssey and the corresponding growth in the student body and faculty, we are grateful for the additional support to underwrite faculty development so that our faculty can continue to pursue creative ideas for additional engaged learning opportunities for our students," said Robert L. Entzminger, Provost and Dean of the College.

Hendrix College psychology professor Jennifer Peszka has contributed to two scientific studies being presented at SLEEP, an annual meeting sponsored by the American Academy of Sleep Medicine and the Sleep Research Society

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that brings together over 5,000 leading clinicians and scientists in the field of sleep medicine and research.

Peszka was the lead author of the study "Sleep Hygiene, Chronotype, and Academic Performance during the Transition from High School through Four Years of College." In this study, Peszka and her co-authors investigated the relationship between sleep hygiene and academic performance and found that poor sleep hygiene led to lower GPAs during the first year of college, especially in students with an evening chronotype, or preference for working late at night as opposed to in the morning. By senior year, however, the study showed that differences in GPA between chronotypes had disappeared. Peszka believes the study has practical applications. "You can't change your chronotype (lark, owl, regular robin), but you can recognize that you may be at a disadvantage because of your chronotype and take steps to compensate," said Peszka.

MILLSAPS COLLEGE

The Millsaps College Else School of Management recently became home to Mississippi's newest Small Business Development Center (SBDC), joining

Jackson State University and Hinds Community College in the Jackson area and six others around the state. The SBDC is a structured state/federal program that provides counseling as well as technical research for pre-venture and existing businesses along with entrepreneurial seminars. The Millsaps SBDC will broaden an existing relationship with its Midtown neighbors by assisting enterprising groups or individuals with broad-based training and assistance across all types of business.

"The SBDC will play a critical role in supporting small businesses, promoting entrepreneurship, and expanding job opportunities in Midtown by facilitating the transfer of skills and expertise from faculty, students, and alumni to small businesses and entrepreneurs," said Mary Elizabeth Evans, Director of Community and Economic Development at Midtown Partners, Inc. and a 2010 graduate of the Millsaps Business Advantage Program. "This partnership will be extremely valuable in the growth and development of the Midtown community."

One of the unique aspects of the Millsaps Center will be undergraduate and graduate student involvement. "As intern-consultants, students will play an active role in counseling business owners and providing business plan review, training, research support, and seminars," said Else School of Management Assistant Dean Kim Burke. "Alumni volunteers will also be involved with this process."



MOREHOUSE
COLLEGE

At the request of the White House Initiative on Historically Black Colleges and Universities (HBCUs), Microsoft

presented an Education Alliance Forum last March on the

campus of Morehouse College. Microsoft representatives met with presidents and chief information officers of HBCUs and discussed Microsoft Education offerings for faculty, administrators and students. Atlanta Mayor Kasim Reed and City Council President Ceasar Mitchell also addressed attendees.

Microsoft's Imagine Cup is the premier technology competition for students; 2011 marks the first year that HBCUs have participated. During the forum, Microsoft Imagine Cup team members fielded by Morehouse College, Spelman College and Clark Atlanta University presented their projects. The Imagine Cup, which attracts more than 300,000 students, empowers them to use technology, innovation and creativity to help solve some of the world's most challenging social issues outlined in the United Nations' Millennium Development Goals.

Morehouse College, the alma mater of Martin Luther King, Jr., has been in the forefront of continuing King's legacy with active involvement in the unveiling of the new memorial and activities leading up to the event. The College will be scheduling a concert in his honor at the Kennedy Center. On August 6, Morehouse was the first stop on the Table of the Brotherhood Project, sponsored by Chevrolet, which featured roundtable discussions on King's life. Other cities on the tour included Memphis, Chicago and Washington, D.C. The Atlanta discussion featured civil rights activists and representatives from business, government and entertainment

The memorial was initially proposed in the early 1980s and pushed by a small group of members from Alpha Phi Alpha Fraternity in which King was a member. King's widow, Coretta, and others joined the crusade, and the project was approved in 1998. The memorial's address is 1964 Independence Avenue -- a reference to the Civil Rights Act of 1964.



The annual Undergraduate Research and Creative Activity Symposium (URCAS) - an exposition of original and creative student works in a series of poster and oral presentation sessions - was held in April. Over 500 students and faculty took part in the program. The first URCAS was held in 1996 and featured only 29 posters in the sciences. This year's symposium featured over 200 posters and talks in a variety of fields.

Professors see URCAS as an opportunity to introduce students to conference-style presentations and talks, a very important skill for those pursuing graduate degrees. URCAS is also a way for Rhodes to demonstrate its commitment to outstanding, meaningful service in the world. Much of the research presented at URCAS is done around Memphis at institutions such as St. Jude Children's Research Hospital,

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the University of Tennessee Health Science Center, or out in the rivers and forests of the Wolf River Conservancy.

Rising high school juniors and seniors convened at Rhodes for a week in June for the Rhodes Summer Writing Institute, an academic camp for students aspiring to improve to their rhetorical and creative skills. Participants could be seen across campus writing collaborative character sketches about coffee shop conversations and penning poems in between navigating the Collegiate Gothic campus. Each day, students—40 percent of whom were from outside the South—attended four hours of seminars and workshops depending on interests they submitted when applying. This year the institute boasted two fiction writing workshops, a poetry class and an expository Shakespeare class, all taught by Rhodes faculty as well as visiting professors from other institutions. After successfully completing the program, students receive two college credits on a transcript from Rhodes, as well as a letter grade and evaluations from instructors.



When Anne Fertig (Class of 2013) took her first English class at Rollins fall 2009, she could not have predicted that

she would soon be collaborating with a professor, and that the result of that collaboration would result in a book contract. At the end of the semester, Professor of English Ed Cohen invited her to team up with him in a project as a part of the Student-Faculty Collaborative Scholarship Program. The two then spent the summer of 2010 working on a project they entitled, "Marion Bernstein and the Glasgow Weekly Mail." "The purpose of the Student-Faculty Collaborative Scholarship Program is to involve students in close collaboration with faculty so that they can work together to develop unique research projects or scholarship in the faculty member's field," said Vice President of Planning and Dean of the College Laurie Joyner. "Dr. Cohen's and Anne's scholarship exemplifies the very best of this program."

The result of their research is a book, scheduled for publication in 2015, entitled *The Collected Poems of Marion Bernstein*. This summer, Cohen and Fertig continued their research, focusing on issues of Scottish newspapers from 1880 forward. The duo also started the process of putting the book together by establishing the text of Bernstein's verses, completing notes on all of the poems and drafting their introduction to the work.

"The universal standard for scholarship, and the goal of each project supported by the Student-Faculty Collaborative Scholarship Program, is publication of the work at the professional level," said Director of the Student-Faculty Collaborative Scholarship Program and Professor of Physics Thomas Moore. "Ed and Anne's book contract demonstrates

that the goals of the program are realistic and achievable, even in subjects that are often considered as not being optimal for such collaboration. I hope their example will encourage other faculty and students to work together on original, high-quality scholarship."

SEWANEE

THE UNIVERSITY OF THE SOUTH

The 2011 Island Ecology Program on St. Catherine's Island, Georgia was completed in July. Several of the founding members of the program returned to mark the occasion of the program's 25th anniversary as well as the retirement of Tim Keith-Lucas as its director. The popular program includes a readings seminar in the spring semester, followed by five weeks in the field studying geology, hydrology, marine and invertebrate biology, botany and wildlife ecology on and around the island. The educational goal is an understanding of the interrelationship of these disciplines in a single fragile ecosystem.

The National Science Foundation (NSF) has awarded a grant of \$259,900 to the University of the South for the acquisition of a nuclear magnetic resonance (NMR) system, a project under the direction of Rongson Pongdee, Deon Miles, John Shibata and Rob Bachman, all members of Sewanee's Chemistry Department. The grant is the second for Sewanee from the NSF's Major Research Instrumentation Program in the last two years. The principal investigator for the project is Pongdee, who is actively engaged in research (and involving students in that research) supported by the National Institutes of Health. The versatility of the new NMR instrument to be purchased from this award will have a positive impact on the work of faculty members conducting research in diverse areas including organic and inorganic synthesis, nanotechnology and biological chemistry.

It will also ensure that students taking chemistry courses have access to cutting-edge instrumentation in the teaching laboratories. NMR spectroscopy plays a central role in the structural determination of organic molecules, so the effect of this instrument will be felt especially in organic chemistry courses, which serve 40-60 students each semester. The capabilities of the new NMR will allow each student access to individualized data as well as the ability to obtain more complex structural information.

Southwestern

In June, Southwestern received approximately \$1 million from the estate of

Jean Sides to create the Howard Sides Endowed Scholarship Fund, which is named after her husband. Funds generated from a new endowment will enable Southwestern to distribute approximately \$50,000 more in scholarships each year.

The first scholarships will be available for the 2011-2012 academic year and will be designated for students planning

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careers in education or the ministry. “Our goal is to make a Southwestern education affordable to anyone who is admitted,” said Justin Gould, director of gift and estate planning. “Having these additional funds available from the Howard Sides Endowed Scholarship helps us meet that goal.”

Southwestern has received a \$3 million gift from the Cullen Foundation of Houston for the construction of a new science center. The school is raising \$24 million to completely redesign its current science facility, the Fondren-Jones Science Building, which consists of an original building constructed in 1954 and a new wing added in 1999. Many of the University’s science laboratories are still located in the 1954 structure. New construction adding 37,000 square feet of new space plus renovations of existing space will result in the new center totaling more than 100,000 square feet.

“Our current facilities no longer adequately support today’s research-based curriculum,” said President Jake B. Schrum. “We have excellent and dedicated teacher-scholars, but we need the facilities to match. This grant from The Cullen Foundation will help us build a new science center that will help us sustain a science education program of the highest caliber.”

Ben Pierce, a biology professor who has spearheaded design plans for the new building, said the new building also will better connect students to each other and to faculty members. Each floor in the new building will have a “pod” of research laboratories with faculty offices clustered nearby and there will be more spaces for interaction and informal meetings.



Spelman College will participate in a new multi-institution research center established to work on robotic devices that interact with, assist and understand the nervous system. Funded by an \$18.5 million grant from the National Science Foundation, the Center for Sensorimotor Neural Engineering (CSNE) will combine advances in robotics, neuroscience electromechanical devices and computer science to restore or augment the body’s ability for sensation and movement.

“I’m thrilled that Spelman computer science and STEM students and faculty will have educational opportunities, research experiences, and faculty exchanges with CSNE and the University of Washington where the center is based,” said Andrew Williams, chair, computer and information sciences and director of the Humanoid Engineering and Robot Systems laboratory at Spelman. “Spelman’s experience with humanoid robotics research and education makes us a natural fit for learning how the brain and nervous system interfaces can be extended to help people with disabilities move robotic or natural limbs.”

At the center, researchers will develop new technologies for amputees, people with spinal cord injuries and people with cerebral palsy, stroke, Parkinson’s disease or age-related neurological disorders. The grant provides funding for five years, with the possibility of renewal for another five years to support undergraduate and graduate student research. Early systems might involve remote or wearable devices that help guide rehabilitation exercises to remap brain signals and restore motor control. Ultimately, researchers hope to develop implantable prosthetics that are controlled by brain signals and include sensors that shuttle information back to users so they can react to their environment – creating robotic systems that are truly integrated with the body’s nervous system.

Among smaller institutions in the country contributing their seniors to participate in the Teach for America, 2011 Teaching Corps, Spelman is the number one contributor. A total of 36 Spelman graduates have joined the corps. “For over 20 years, Teach for America has recruited exceptional young leaders from Spelman and other colleges and universities to join the movement for excellence and equity in education,” said Beverly Tatum, president of Spelman College. “Spelman strives to cultivate leadership and service among our graduates, and we are proud that so many Spelman women have joined Teach for America to create educational opportunities for underserved students.”



The Trinity University Center for the Sciences and Innovation began with a powerful vision. Forward-thinking professors in eight departments of science, mathematics and engineering recognized that breakthrough discoveries in the 21st century will be increasingly interdisciplinary and entrepreneurial in nature. Collaborating on how best to deliver science education to future generations of Trinity students, they created a new curricular initiative called Interdisciplinary Science Education through Research (ISER). The intent was to expose students to different disciplinary perspectives and encourage student research. Their innovative approach ignited student interest, exposed more students to the excitement of discovery, and drew significant support from the Howard Hughes Medical Institute, the W. M. Keck Foundation and the Merck Foundation. But it also highlighted the very real need for facilities that address and accommodate this new reality in science and engineering education.

Responding to that need, Trinity broke ground in May 2010 on the \$127 million Center for the Sciences and Innovation, the largest development ever undertaken on the campus. To be completed in phases, the project includes new construction along with major renovations of existing buildings configured to create an integrated complex approximately 280,000 square feet.

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The Center, scheduled for completion in spring 2014, will meet rigorous LEED sustainability criteria. A landscaped bioswale will capture and filter rainwater. Classrooms will be equipped with the most advanced teaching resources to engage students and faculty from all disciplines in an academic hub of creative thinking, learning, and discovery.

For the first time, Trinity University's Reading TUgether program will feature a fictional work and a semester-opening lecture by an alumna whose work relates to the novel. The selected book is *Sarah Canary* by Karen Joy Fowler. Set in 1870s Pacific Northwest, the novel chronicles the encounters of core characters with *Sarah Canary*, a woman who is unable to speak and only warbles like a canary. As part of the University's Welcome Week, Jin In '95, founder of 4GGL, a non-profit organization dedicated to promoting gender equity globally, delivered a keynote speech about the book and her work on the first day of classes at Trinity. She discussed gender equity as well as the Reading TUgether project.

Trinity's Reading TUgether program encouraged the entire Trinity community to read a selected book over the summer and discuss it at the beginning of the school year. Incoming first-year students must complete an annotated bibliography on the book and attend the lecture. Professors are invited to discuss the book with students in fall classes.



When Janey Comes Marching Home, a nonfiction book by Laura Browder, University of Richmond professor of American studies and English, has been nominated for a Library of Virginia People's Choice Award. Browder's book tells the story of women and modern war, using

oral histories the author compiled from women in each branch of the U.S. military who served in Iraq and Afghanistan, paired with photographs by Sascha Pflaeging. Browder confronts the notion that women do not serve in combat, sharing their stories of work as handlers of explosives-sniffing dogs, military police and members of the Female Engagement Team working in Afghanistan's villages.

"It was my hope in writing *When Janey Comes Marching Home* to bring the stories of these incredible women combat veterans to the attention of a wider audience," Browder said. Most Americans don't realize that more than 250,000 women have been deployed to the Middle East, where there is little distinction between the front lines and rear support, she explained.

The Annual Library of Virginia Literary Awards are given to outstanding Virginia authors in the areas of poetry, fiction, nonfiction (including works by any author on a Virginia subject), literary lifetime achievement, children's literature and people's choice for fiction and nonfiction. The winners will be announced October 15.

The nation's top honor for new construction of traditional architecture has been awarded to the architects of the University of Richmond's Carole Weinstein International Center, which combines classical features of global design around a central outdoor courtyard. Richmond-based Glavé and Holmes Architecture has won the 2011 *Palladio Award* in the New Design and Construction category (more than 30,000 square feet) for the 57,000-square-foot international studies building, which opened in fall 2010. The over \$20 million Carole Weinstein International Center serves as a metaphor for global education. The three-story Collegiate Gothic building brings together several related, but previously scattered, programs and departments to create a "cross-roads" celebrating the cross-disciplinary role of international education in the University's five schools.

WASHINGTON AND LEE
UNIVERSITY

The Andrew W. Mellon Foundation has awarded Washington and Lee University a \$700,000

grant to establish a new Mellon Junior Faculty Fellows Program in the Humanities. The award will bring postdoctoral scholars to the University for mentored experience to prepare for independent careers, and to help reshape course offerings as senior faculty members approach retirement. The rationale is that young scholars will bring innovative pedagogy, new courses, fresh curricular ideas and interdisciplinary connections that branch out from their home departments while benefiting from the experience and accumulated wisdom of senior faculty.

The first two Mellon Fellows will be appointed in the departments of history and classics for the 2011-12 academic year. During the next five years, W&L will hire five postdoctoral scholars to the University for mentored experience to prepare for independent careers, and to help reshape course offering as senior faculty members approach retirement.

Motivational Internalism and the Authority of Morality: A Study in the History of Metaethics, a new book by Washington and Lee University philosophy professor James E. Mahon, examines the history of the debate about the relationship between moral obligations and their relationship to individuals' desires. Based on research that Mahon originally conducted as a doctoral student at Duke University, the book explores the theories of such philosophers as H.A. Prichard, A.J. Ayer and W.D. Falk. "This was very hot debate when I was in graduate school in the late 1990s," said Mahon. "But the history of the debate had not really been written, even though the debate got started in the '20s, '30s and '40s."

