The Roy R. Charles Center for Academic Excellence
Faculty Development, Student Research and Engaged Learning, Honors and Interdisciplinary Studies

The Charles Center, established in 1986, has a central focus on student-faculty research that serves as the bridge between a group of faculty programs, on the one side, and student programs, on the other. Student-faculty research is both the Center’s core initiative and the theme that inflects everything else that we do.

Student initiatives in the Charles Center include a growing number of honors and interdisciplinary programs that place a significant emphasis on research. For example, research is the defining feature of the Monroe, 1693, and WMSURE programs, and interdisciplinary degree programs, including the Community Studies minor and all of the Global Studies majors, now include capstone research requirements. Recent grants from The Bank of America and Jesse Ball du Pont have provided support for the research elements of the WMSURE program, and a grant from the Mellon Foundation supports the integration of research into the Global Studies curriculum.

Annual initiatives such as the Global Film Festival, The Sharp Journalism Seminar, and the Weingartner Global Initiative provide students with significant research opportunities, and a year-long series of public research presentation events serve as valuable outlets for students to explain and defend their work. The Center for Geospatial Analysis offers critical support for students and faculty doing research that uses GIS methodologies.

The Charles Center’s faculty programs include the Teaching Project, the New Faculty Orientation and Mentoring program, and May Seminars. All of these serve as platforms from which we can help faculty prepare to bring undergraduates into their research and to emphasize research in their courses. For example, many of our new research-intensive majors and minors have been designed in our May Seminars, as have the curricula of many of the study abroad programs that now include significant research components. A primary objective of our year-long orientation program for new faculty is to introduce our new colleagues to the College’s strong culture of faculty-student research, and the Charles Center makes funding available to new faculty to support their research collaborations with students.

William & Mary’s balanced emphasis on excellence in both teaching and research makes it almost unique in American higher education. We in the Charles Center are pleased to play a pivotal role in supporting innovative programs that help enhance and integrate the College’s teaching and research missions.

Selected 2013-14 Highlights

With the approval of Dean Conley and Provost Halleran, we formally changed the Charles Center’s name to The Roy R. Charles Center for Academic Excellence: Faculty Development, Student Research and Engaged Learning, Honors and Interdisciplinary Studies.

The Honors Fellowships crowd-source website continued to grow at an impressive rate, with a 31% increase in the number of gifts (from 575 in 2013 to 751 in 2014), and a 30% increase in the total amount raised (from $164,416 to $214,130).
Arts and Sciences officially moved the Global Studies interdisciplinary degree programs under the Charles Center, and the Committee on Honors and Interdisciplinary Studies approved a new major, Computational and Applied Mathematics and Statistics, which will have two tracks, Applied Statistics and Mathematical Biology.

The Charles Center supported a new course, funded by the Weingartner Global Initiative, that studied the impact of the internet and social media on democracy. The initiative ended with a national competition between students who wanted to propose ideas for using technology to enhance. The concluding campus-wide symposium included a panel organized by alumnus Nicco Mele that included representatives from Google, Facebook, and a group of civic engagement non profits.

In fall, 2013 the Charles Center sponsored the first annual Catron Scholars Exhibition and Reception, which provided our first cohort of Catron Scholars with an opportunity to present their music and works of art. This will be an important addition to our annual series of public research presentation events.

The Center significantly increased its use of Embark, a proprietary software platform that we now use to support electronic student applications and to manage data from these applications. Our increased use of Embark is the most significant recent operational innovation in the Charles Center.
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INTERDISCIPLINARY DEGREE PROGRAMS
The curriculum of the Faculty of Arts and Sciences provides interdisciplinary degrees that fall into two categories. First, a student working in consultation with a faculty member may formulate an interdisciplinary major that is uniquely tailored to his or her interests. Second, a student may select an interdisciplinary major that has requirements that have already been established by appropriate interdisciplinary faculty committees. We also have several interdisciplinary minors that have been set up by the faculty, many, but not all, of which are associated with majors. Students are not permitted to self-design minors.

The Charles Center is the administrative home for most of the interdisciplinary majors and minors in Arts and Sciences. However, some majors – most of which have associated graduate programs – have other administrative homes. Such majors include American Studies and Public Policy.

**Approvals and other Activities in 2013-14**

1. One new degree program was formally approved in 2013-14: Computational and Applied Mathematics and Statistics (CAMS). This major will have two tracks, Mathematical Biology (advisors: Greg Smith, Leah Shaw, Drew Lamar, Sarah Day, and Junping Shi), and Applied Statistics (advisors: Tanujit Dey, Ross Iaci, Lawrence Leemis, and Carl Moody). The overall coordinator of the major will be Rex Kincaid.

   The two tracks share a common core in Mathematics (through Linear Algebra and multivariable calculus), and Computer Science (through Data Structures). The Mathematical Biology track will require additional course work in Mathematics, Biology, Applied Science, and Computer Science; and the Applied Statistics track will require additional course work in Mathematics, Economics, and Computer Science.

   There will also be a new minor in Quantitative Biology, with an advisory committee made up of Drew LaMar, Greg Smith, Leah Shaw, and Tanujut Dey.

2. The Biochemistry Minor coordinating committee ((Professors Bebout, Coleman, Hinton, Landino, Shakes, and Young) proposed three changes that were approved by CHIS, EPC, and, ultimately, the faculty. This action adds CHEM 419, Bioinorganic Chemistry, to the list of approved Chemistry electives for the Biochemistry minor.

   **CHEM 419: Bioinorganic Chemistry - 3 credits**
   An intensive examination of current research approaches in the field of bioinorganic chemistry. Students will gain experience in reading and critically analyzing articles from the primary literature.
Historical Trends in Interdisciplinary Degree Programs

Table 1 shows the number of students graduating in 2013-14 in each of the College’s interdisciplinary majors and minors. This includes December 2013 graduates and May 2014 graduates. It also provides an overview of the pattern over time in the number of students graduating with interdisciplinary majors. As you will see, the total number of interdisciplinary majors grew by over two-and-a-half times from 1994-95 to 2013-14 – from 135 to 375. However, the total number of interdisciplinary graduates may be leveling off in recent years, even as the student body continues to grow.

“Interdisciplinary Studies” in this table refers to self-designed majors, the number of which has grown in recent years and spiked in the past two years. A large number of these most recent self-designed majors are in Public Health-related fields, and there is some evidence that this number will fall as the new minor in Public Health absorbs some of this demand for Public Health degree programs. The committee that designed the minor in Public Health came to the conclusion that in most cases, students are best served by combining a complementary disciplinary major (Economics, Biology, etc.) with the interdisciplinary minor in Public Health. However, for now it appears that the demand remains high for the self-designed major in this field.

Table 2 summarizes this historical trend, including majors and minors, in a bar graph. Table 3 summarizes this historical trend for five of our larger interdisciplinary majors.
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*Black Studies and African Studies merged into Africana Studies in 2009-10*

**East Asian Studies and Middle Eastern Studies merged into East Asian/Middle Eastern Studies in 2012-13**
Table 2: Total Interdisciplinary Degrees Conferred (Majors & Minors)

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<td>2013-14</td>
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Table 3: Degrees Conferred for Largest Interdisciplinary Majors

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<th>Public Policy</th>
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COMMITTEE ON HONORS AND INTERDISCIPLINARY STUDIES

Committee members included:

**Faculty members**
John Charles, Kinesiology
Christopher Freiman, Philosophy
Greg Hancock, Geology
Tom Linneman, Sociology
Richard Lowry, English/American Studies
Robert Pike, Chemistry
Carol Sheriff, History
Gene Tracy, Physics
Elizabeth Wiley, Theatre, Speech, Dance
Lisa Grimes, Charles Center
Joel Schwartz, Charles Center

**Student members**
Elizabeth Hubbard
Ashley Naper
Ana O'Harrow
Mariya Kretova

**Summary of the Year’s Agenda**

In the fall, faculty members of the committee refereed proposals from students who were applying as rising sophomores to be named Monroe Scholars. It also considered and approved a proposal from the Biochemistry minor advisory committee to include CHEM 419, Bioinorganic Chemistry, to the list of options for the minor.

The Committee discussed possible recommendations that it might make concerning the departmental honors program. Specifically, it discussed proposing the standardization of a 1-level (“honors”) honors system, which has become the practice of a growing number (about half, now) of departments. The committee, like the faculty as a whole, is divided on this topic, and it decided to not make a recommendation at this time.

In the spring term the committee considered and approved a new major in Computational and Applied Mathematics and Statistics, with two major tracks, Applied Statistics and Biological Mathematics, and one minor, in Biological Mathematics. The faculty members of the committee also reviewed May Seminar proposals. This year proposals were split between seminars that were focused on the new curriculum, which the College Fellows reviewed and funded, and general proposals, which were reviewed and funded by CHIS.
Monroe Scholars
94 Monroe Scholars have been approved to do their upper-division projects ($3,000) in summer, 2014.

In addition, 47 freshman Monroes have been provided with funding to do freshman projects ($1,000) in summer 2010. Unlike the upper-division grants, freshman grants are not guaranteed.

We have been graduating a total of 120 Monroe Scholars, about 90 of whom entered as freshmen, and the rest as rising sophomores. CHIS selected 34 rising sophomore Monroes in Fall 2013.

Beginning in Fall 2014, we are able to increase the number of Monroe Scholars in each graduating class to 150, about 120 in each freshman class and the rest as rising sophomores.

Departmental Honors Theses
140 students are completing senior honors theses in Spring 2014. The number of students completing honors theses has been very stable at ~10% of the graduating class for two decades.

Department numbers can be found in a chart on the next page.
## INTERDISCIPLINARY DEGREE PROGRAMS

<table>
<thead>
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<th>Department</th>
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<td>Sociology</td>
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<td>Theatre, Speech, and Dance</td>
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SCHOLARS PROGRAMS
STUDENT SCHOLARS PROGRAMS

When the Charles Center was established in 1987, it inherited responsibility for a small program of Presidential Scholars that included one freshman “Great Books” course, no programming and no research funding. With the matriculating class of 1990, the Center changed the name of the program to James Monroe Scholars and added a $2000 summer award for students to conduct a five-week intellectually broadening project. While a common theme of these projects was travel, they often involved research as well. The numbers of students in the program increased over the years, growing from less than a dozen graduates annually in the mid-eighties to over two hundred ten years later. We currently project 150 Monroes in each graduation class.

The Center again made significant changes in the Monroe Scholar program starting with the class matriculating in fall 2000. The amount of the summer stipend rose to $3000 from $2000, the time commitment increased to seven full-time weeks, and Monroe Scholars were required to do research projects where research is defined according to the standards, expectations and format of the appropriate academic discipline. Consequently, since 2000, Monroes have had to find a faculty member with expertise in their area of research to advise them on their project proposal, ensuring that the student is proposing a sound research project and appropriate product according to the standards of the discipline. The same year, freshman Monroe Scholars were given the opportunity to apply for a $1000 summer grant to conduct a two-week research project expanding on a topic related to one of their freshman courses.

The most recent programmatic change took place with students matriculating in 2004, when the Center began inviting Monroe program applications from rising sophomores who had performed exceptionally well in the freshman year. We currently intend to admit up to 120 Monroes as new freshmen and 30 more as rising sophomores.

In some ways, the James Monroe Scholars program has been an incubator for programs that have been expanded to the undergraduate student body: the College’s freshman seminar program grew out of that lone freshman course for Presidential Scholars, and all continuing William and Mary undergraduates may now apply for funding for summer research.

Because of the Center’s emphasis on research and academic excellence, it was natural for it to become the administrative home for additional Scholars programs that we have initiated over the years. These include the Murray (now 1693) and Sharpe Scholars, and the William and Mary Scholars Undergraduate Research Experience (WMSURE) program.
JAMES MONROE SCHOLARS

The James Monroe Scholar Program began in 1984 as the "Presidential Scholar Program." In the early years, the only benefit the Scholars received was the opportunity to live in a designated Presidential Scholar residence Hall. (Alan Meese, who now teaches in our law school, was a member of this first class of Scholars.) As a result of our efforts to raise private funds, we added a guaranteed summer research grant of $2,000 in 1992 and were able to increase this award to $3,000 in 2003. Further fundraising successes have allowed the Charles Center to add research grants after the freshman year, increase the scale of our lunch seminar series, and build a comprehensive advising program designed to assist Scholars applying for prestigious awards, such as the Rhodes, Marshall, Goldwater, and Fulbright scholarships.

James Monroe Scholars are the most academically distinguished undergraduates at the College of William and Mary, representing the top seven percent of the student body. Our target is now 150 Monroe Scholars in each graduating class.

Recruiting
All incoming freshmen are considered for admission to the program – no additional application is required. Students selected usually graduate in the highest range of their high school classes and present standardized test scores in the top five percent nationally. Other selection criteria include a concern for community, intellectual depth, curiosity, and a demonstrated devotion to learning for learning's sake.

Each year, rising sophomores with outstanding academic records in their freshman year are invited to apply for seats in the Monroe Scholar Program. After spring grades have been posted, the Charles Center staff sends invitations to apply and information about the benefits of the program to these students. In July 2013, these invitations went out to students who had earned grade point averages of 3.8 and above. Invited students submitted applications at the beginning of November and the members of the Committee on Honors and Interdisciplinary Studies reviewed the applications and selected the new Monroe Scholars. Aside from the opportunity to live in Monroe Hall and apply for the freshman research grant, students named Monroe Scholars as sophomores enjoy all of the benefits of the Monroe program.

Summer Projects
Every freshman Monroe Scholar is eligible to apply for a $1,000 grant to conduct a two-week research project during the summer after the freshman year. These competitive grants are restricted to Monroe Scholars and fund projects that build on themes or concepts encountered in general education courses. Thirty-three Monroes conducted freshman research in Summer 2013.

All Monroe Scholars are guaranteed a $3,000 scholarship for a summer research project of their own design. These projects are undertaken after the sophomore or junior year. Projects may be conducted on the William and Mary campus or might involve travel to specialized domestic or foreign library collections, laboratories, field stations, or other research facilities. In 2013, over 100 upperclass Monroe Scholars conducted summer research.

http://www.wm.edu/as/monroescholars/currentstudents/summerresearchprojects/currentsummerprojects/index.php
Program Benefits
Freshman Monroe Scholars may choose to live in Monroe Hall, centrally located on Old Campus near the Charles Center and the Wren building. Monroe Scholars are given special consideration in the appointment of freshman advisors and are given priority course registration for the first semester of their freshman year.

Monroe Scholars participate in a number of service programs, including Buddy Ball and Buddy Art, which are programs for special needs children. Scholars also have the opportunity to tutor at Matthew Whaley Elementary School.

Monroe Buddy Program
In an effort to build community across all four classes of Scholars, we re-launched the Monroe Buddy Program in 2013-14. All Monroe Scholars were invited to take part in the Program. Participants were assigned to 4-5 Scholar groups by their (broad) academic and extracurricular interests, and Scholars met their fellow group members at a Monroe Quiz Night in September. Scholars were then encouraged to participate with their groups in activities throughout the year, such as the Halloween Ghost Tour of Colonial Williamsburg hosted by Monroe alum Adam Stackhouse ’04 and a pre-Valentine’s craft-for-charity event.

Monroe Reading Groups
In the summer of 2013, all Monroe Scholars were invited to sign up for a Monroe Reading Group. The Charles Center mailed books to participants, including incoming freshmen. The students then read the books in preparation for book discussion in the fall semester. The four titles on offer include two novels (The Book Thief by Marcus Zusak and What is the What by Dave Eggers) and two works of non-fiction (Confederates in the Attic by Tony Horwitz and The Spirit Catches You and You Fall Down by Anne Fadiman). Faculty members Lizabeth Allison, Colleen Kennedy, and Tom Linneman each read one of the books and joined one of the discussion groups.

The program allowed Monroe Scholars to meet and talking with one another (as well as with faculty members) in an informal setting, contributing to our efforts to build community among Scholars of different classes. In 2014, we gave books to returning upperclass Monroes before they left campus and mailed books to incoming freshmen early in the summer, and we hope to involve even more faculty and staff members in the reading groups.

Monroe Scholar Council
In 2013, the Charles Center invited all Monroe Scholars to join the Monroe Scholar Council. The Council is made up of Scholars from different class years and academic backgrounds coming together with the common objective of building a closer community of Scholars. In addition to helping recruit speakers for the lunch series, the Council plans to organize more social and service events and create networking opportunities with Monroe alumni.

2013-14 Monroe Council
Anthony Bennici ’15, Biology
Mitchell Croom ‘17
Taylor Feenstra ’14, Public Policy & Psychology
Danielle Horridge ‘17
Gabe Manion ’14, Public Policy
Timothy Nixon ’16, Psychology
Monroe Lunch Seminars

Monroe Scholars are invited to a speaker series of lectures/discussions held each week throughout the academic year. These informal sessions allow Monroe Scholars to meet and interact with many William and Mary faculty, Monroe Scholars who would like to present about their research, and outside speakers from all fields. Recommendations for speakers are solicited from Monroe Scholars, and lunch or snacks are provided. In 2013-2014, lunch speakers included these faculty members:

- Berhanu Abegaz, Economics: Making Global Poverty History: Yes, We Can
- Anne Charity Hudley, English: Linguistics & Community Engagement: Keeping it Real
- Cheryl Dickter, Psychology: Standing up for Change: Perceptions of those who Confront Prejudice
- Keith Griffioen, Physics: The Dark Side of the (Gravitational) Force
- Paul Heideman, Biology: Ecological and Health Effects of Variation in Biological Rhythms
- Mark McLaughlin, Religious Studies: Lord in the Tomb: The Guru's Body as the Very Form of the Formless Absolute
- Charles Palermo, Art & Art History: Money and Photography
- Hermine Pinson, English: Making Art from Trauma: Chimamanda Adiche and I.
- Fabricio Prado, History: Hemispheric Atlantic Connections: US – Rio de la Plata Networks of Trade and Revolution
- Elizabeth Radcliffe, Philosophy: Is Reason a Slave to the Passions?
- Christopher Tucker, Philosophy: Is it Reasonable to Rely on Religious Experience?
- Andre Walker-Loud, Physics: Understanding the Role of Fundamental Nuclear Physics in the Evolution of the Universe (things that keep me up at night)
- Kristen Wustholz, Chemistry: Conservation: Where Art and Science Meet
- In addition, Monroes enjoyed talking with David Melding, the Presiding Officer of the National Assembly for Wales about whether or not Britain will survive beyond 2020 and John Robison, William and Mary's Scholar in Residence, about his book "Be Different." Monroe Scholar Matthew Baker also presented his research on Potential Literature.

Moving Forward:

We will continue our community building efforts across classes of undergraduate Monroe Scholars and increase our outreach to Monroe Scholar alumni, strengthening ties between the two groups.
1693 SCHOLARS

Through the 1693 Scholars program, William & Mary honors not only academic achievement, but also character, leadership, vision, and commitment to service. The program takes inspiration from such leaders as Thomas Jefferson, James Monroe, John Marshall and John Tyler – all William & Mary alumni who exemplify both intellectual achievement and true citizenship.

The 1693 Scholars program is a highly selective merit-based scholarship funded by the College’s Murray Scholars Endowment and the Stamps Foundation. Students selected as 1693 Scholars annually represent the best and brightest of William & Mary's entire applicant pool. The dynamic type of student selected as a potential finalist typically achieves each of the following:

- Successfully pursues the most demanding curriculum available to him/her
- Ranks in the top 1% of his/her graduating high school class
- Scores above 1500 combined on the Math and Critical Reading sections of the SAT
- Additionally, 1693 Scholar students are successful student leaders in their school and local communities who seek out and embrace opportunities to enrich their educational experience.

Biology professor Dan Cristol is the Director of the 1693 Scholars Program. Kim Van Deusen took on duties as the Associate Director of the program in Fall 2013.

The benefits of the 1693 Scholars Program include significant financial awards: Virginia tuition, fees, room and board annually ($26,000 for 2013-2014) for in-state residents and Virginia tuition, fees, room and board annually ($26,000 for 2013-2014) for out-of-state residents. Scholars work closely with distinguished faculty mentors, planning their own course of study and enjoying access and support reserved at most universities exclusively for graduate students. Scholars also take part in special events and programs, including meetings with the leading artists, scientists, politicians and humanitarians of our time who regularly visit campus. In recent years, these have included the secretary general of the United Nations, several secretaries of state, film stars and directors, leading geneticists and AIDS researchers, Nobel prize-winning physicists, and ambassadors from around the world. In addition to their scholarship funding, Scholars have access to $5,000 to support independent projects they have developed. These may involve travel, research, or a range of creative or service-oriented endeavors. Scholars are also given priority in course selection.

All freshman applicants are reviewed as potential 1693 Scholars – there is no separate application process. The Admission Committee selects deserving applicants as potential finalists and requests that they submit an additional essay that will be used to select students as finalists. In 2014, candidates were asked to write about one of the following topics:

1. You can make everyone in the world believe one thing – what is it and why?
2. You’ve just woken up in a foreign jail. Why?

1693 Scholar finalists are invited to William & Mary for an expense-paid weekend visit each spring. Finalists are interviewed by the faculty selection committee, make a presentation, tour the campus, and meet with faculty and students. From the events of this weekend the 1693 Scholars are selected and notified shortly after their visit.

Undergraduate Admission had another banner year in 2013-14, with 14,547 applications submitted to
SCHOLARS PROGRAMS

William & Mary. 2,440 of these were reviewed by Kim Van Deusen and 71 semi-finalists were chosen for the 1693 Scholars Program. These semi-finalists were asked to submit two short essays. Twenty-seven students were chosen as finalists and attended our Finalist Weekend April 10-12th. There will be seven scholars entering this fall, four Murray 1693 Scholars and three Stamps 1693 Leadership Scholars. The incoming class is strong and diverse.

They are:
Lydia Boike from Minneapolis, MN
Sinclair Cabocel from Arlington, VA
Sora Edwards-Thro from Yorktown, VA
Aidan Fielding from Alexandria, VA
Hannah Kwawu from Wellesley, MA
Annabel McSpadden from Bogart, GA
Bezi Yohannes from Lorton, VA

We now have fifty 1693 Scholars (28 alumni and 22 current scholars). With the addition of an Estes Family 1693 Scholar, we will be able to enroll eight scholars for Fall 2015. This will take us closer to our goal of enrolling 10-12 per year. Our goal also includes having the scholarship be a full-ride for out-of-state students. At this time, non-Virginians still pay the difference between in-state and out-of-state tuition.

2013-2014 was definitely a year of growth for the 1693 Scholars Program. Six scholars entered in the fall: Mitchell Croom from Yorktown, VA; Jessica Joyce from Broadlands, VA; John Marken from Virginia Beach, VA; Marissa Messner from Charlottesville, VA; Morgan Sehdev from Haddonfield, NJ and Colin Weinshenker from Rochester, MN. Kim Van Deusen became the Associate Director of the program, keeping some of her responsibilities in admission while also taking on much of the programming and day-to-day responsibilities with the 1693 Scholars. The Murray House on Jamestown Road and Chandler Court was up and running in September, creating a much needed home for the program. Most of the space is used for students to meet, interact, study, eat and unwind. 1693 Director Dan Cristol and Kim Van Deusen also have offices in the Murray House.

Some highlights of the year include a ribbon cutting ceremony for the Murray House, 25 faculty and staff guests invited through our lunch lecture series, the first major alumni Homecoming event at the Murray House, lunch and dinner events with author Paul Greenburg, having the program and Murray House highlighted in the President’s annual report, breakfast with David Melding, Deputy Speaker of the Welsh Assembly, all four seniors being inducted to PBK, and a wonderful graduation dinner for the four 1693 scholars and their families.

William & Mary will host the USPAA (Undergraduate Scholars Program Administrators Association) Conference in 2015. This will be a great opportunity for William & Mary and the 1693 Scholars Program to share what we do with other university faculty and staff members who work with similar scholars programs.

Information on current Scholars is available here:
http://www.wm.edu/as/murrayscholars/current/index.php
SHARPE SCHOLARS AND ENGAGED SCHOLARSHIP

Sharpe Community Scholars Program

Mission: The Sharpe program strives to support the development of select first-year students through the integration of academic studies, research, and community engagement. Each year between 50 and 75 students who apply to the program are selected to enroll in specially designed seminars led by faculty across the disciplines. Sharpe is a year-long, residential service-learning program that aims to prepare students for continued community-based learning and research.

In 2013-14, five seminars were offered: EDUC150W Civic Engagement in Higher Education (Drew Stelljes, OCES/EDUC), CMST250 African American English (Anne Charity Hudley, ENG/LING/EDUC/CMST), PSYC150 Families, Psychology and the Law (Danielle Dallaire, PSYC), EDUC150W Disability in Society (Sharon deFur, EDUC) and INTR150W Living with the Environment (Dennis Taylor, VIMS).

In Fall 2013, Danielle Dallaire assumed the chair role for the Sharpe Professor of Civic Renewal (funded by a private endowment). Prof. Dallaire used professorship funds primarily to support outreach scholarship in the Healthy Beginnings project (co-led by Prof. Catherine Forestell), a project designed to provide nutritional education to pregnant, incarcerated women and collect data on health, as well as infrastructure measures to ensure healthy infant development, maintain maternal nutrition, and offer support in aiding women with transition to life outside of prison. The Healthy Beginnings project also hosted a community forum on campus, featuring the interdisciplinary partnership of professionals, educators, and volunteers and some of the early findings from research.

Community Studies (CMST) Minor Program

The CMST Minor in Interdisciplinary Studies was designed with the following goals: (1) to increase and expand curriculum-based opportunities for students to continue integration of academic study with community engagement beyond the first year, as made available in Sharpe and the Community Scholars House (an upper level residential program, also coordinated by the Director of Engaged Scholarship); (2) to increase opportunities for students who do not participate in Sharpe in their first year, to enroll in community engaged learning courses and consider academic integration with community engagement; (3) to create curricular structure for community-based learning that is sustained by faculty from across the disciplines (like Sharpe); and (4) to create core curricula that reflect our academic strengths in community studies, including flexibility to allow for student self-design in faculty-guided research.

In 2013-2014, CMST offered the following courses: CMST250 Ill Fares the Land: The Changing Nature of the Social Contract and the Meaning of Community in 21st C America (D. Taylor, VIMS), CMST250 African American English (Anne Charity Hudley, ENG/CMST/AFST), CMST350 Critical Engagement, (Danielle Dallaire, PSYC), and CMST351 Community-Based Methods in Research, (David Aday, SOC/CMST/LAS/PH/GBST), and three CMST450 Topics sections. This year faculty teaching in Sharpe continued with cross-listing CMST courses with affiliate department courses, to extend interdepartmental curriculum development using Community Studies pedagogy with a research orientation.

Despite reasonable enrollment numbers, the structural dilemmas of the minor (as a research-intensive elective program) continue to impact low declaration numbers. Additionally, faculty who are teaching in the program find that students tend to enroll and declare in the tracks associated with majors, research
advisees within departments, and Honors or capstone projects that yield credit toward graduation. There were no CMST majors or minors declared in 2013-2014.

Current discussions about the CMST minor move in the direction of allocating resources across departments, to infuse the curriculum with community-based research approaches in contrast with the current model which channels resources and students within the CMST department.

Prof. Anne Charity Hudley (ENG/LING/EDUC) continued in her role as the CMST professor chair funded by Arts & Sciences. Prof. Hudley continued to collaborate with the Sharpe program in making WMSURE workshops available to all students, and co-sponsored move-in day, Academic Symposium, and Admitted Students Day sessions and events.

Outreach Scholarship and Research
Topics presented at the Engaged Scholarship Symposium included: Healthy Beginnings marketing strategies in Virginia, Sesame Street project, Emergency Flood Relief study in Newport News, Sustainable Farming, Linguistic Variation in National Election campaigns, STEM education and language variation, Disability film screening, and others.

Program Planning & Development
CMST faculty convened regularly to discuss teaching and advising in the program, and to develop a fuller understanding of structural limitations and opportunities for sustaining both student and faculty participation with the Minor. The most recent faculty development meeting for CMST faculty yielded several insights for planning and development in the coming year:

∑ To shift the first-year pedagogy to emphasize community-based research, as distinctive from volunteering while taking a class (traditionally, service-learning);
∑ To bolster the 1-credit course to meet all year with emphasis on a final year product: profile to prepare for CBR;
∑ To consider the emerging flow of students into formal programs and departments as something natural to support – a call to disseminate rather than aggregate CBR in one department.

Director’s Bio
Monica D. Griffin, Ph.D. Sociology, is Director of Engaged Scholarship, which includes the Sharpe Community Scholars Program, the Community Scholars House, and the Community Studies Minor at William & Mary. With over 15 years of teaching in higher education, Dr. Griffin is an alumna (’88) of the College, and now teaches in Community Studies and as an Exec. Assoc. Prof. in the School of Education (Sociology of Higher Education; Qualitative Research Methods). Specializing in inequality studies (race, gender, culture, education) and public health, Monica’s research interests include integrative dynamics of teaching and learning in higher education, social determinants of health, community action research and partnering, and more recently, literacy and cultural studies.
WMSURE PROGRAM

The William and Mary Scholars Undergraduate Research program has enjoyed tremendous growth in participation in 2013-14. An average of 20 students and several faculty attend each Wednesday afternoon workshop. In addition, even a greater number of students work closely with WMSURE advisors and mentors (including all pre-major William and Mary Scholars) and WMSURE students are engaged in research on campus and throughout the world. WMSURE is now housed in Blow 236, just across from the Charles Center and next to the Counseling Center which allows for more integration between both the academic and social components of the program.

Ten WMSURE students received 2013 research grants. Another 10 received research grants in the summer of 2014. In addition, WMSURE scholars are funded by other sources including but not limited to: individual faculty grants, National Science Foundation REU experiences, and NASA.

Workshops have covered topics including: choosing your major, how to get started in research, doing honors, the imposter syndrome, solo status, and stereotype threat. WMSURE faculty presented on their own research to students as well. Students report that the networking and mentoring opportunities that the program provides are among the most important aspects of WMSURE.

WMSURE’s featured guest speakers this year were both distinguished researchers from underrepresented backgrounds and WMSURE parents. Dr. Chyke Doubeni, Presidential Associate Professor of Family Medicine and Community Health and vice chair for research in the Department of Family Medicine and Community Health at the Perelman School of Medicine of the University of Pennsylvania and father of WMSURE scholar Ebi Doubeni. Dr. Doubeni led a workshop on his work on colorectal cancer focusing on racial and socioeconomic disparities in mortality and on the effectiveness of screening. He currently leads National Institute of Health-funded multisite studies of the comparative effectiveness colorectal cancer screening and is a co-principal investigator of one of three colorectal cancer research centers of the PROSPR (Population-Based Research Optimizing Screening through Personalized Regimens) network.

Dr. Susan Gooden, Professor of Public Administration and Policy in the L. Douglas Wilder School of Government and Public Affairs and Executive Director of the Grace E. Harris Leadership Institute at Virginia Commonwealth University (VCU) and mother of WM Scholar Caper Gooden led a dinner and a movie discussion on Understanding structural racism. WMSURE scholars watched “Race: The Power of an Illusion” and Dr. Gooden facilitated a highly engaging post-viewing discussion.

This year, WMSURE students have continued to take an active role in expanding and leading the program. Current student-initiated projects included WMSURE course development, a plan for a student and alumni mentoring program, and research on the experience of WMSURE students. WMSURE is also working on programming to provide similar support to graduate students in arts and science, education, and law.

WMSURE was highlighted at the Virginia Universities & Race Histories Conference by Dr. Michael Mallory, director of the Ron Brown Scholars Program, as a great example of a program that moves beyond admissions initiatives for underrepresented students into areas of retention and academic excellence.

WMSURE is also an integral part of the 2012-2013 SCHEV NCLB College & Career Readiness Initiative that was renewed for academic year 2014-2015. The College & Career Readiness Initiative is a series of
professional development sessions designed to enhance the skill sets of language arts/English teachers to address the College and Career Readiness English Performance Expectations defined by the Virginia Department of Education. A highlight of last year’s initiative was the WMSURE student panel.

The William and Mary Scholars Program and WMSURE has received a new $68,000 grant from the Jesse Ball DuPont Fund (http://www.dupontfund.org). The grant was awarded as a challenge match grant. As the college raises funds in support of WMSURE, the DuPont Fund will match them up to $68,000.

The three-year funding will enable WMSURE to bring underrepresented Virginia high school students to campus to learn about research, to support more WMSURE faculty and student research efforts, to hire undergraduate WMSURE fellows who will serve as WMSURE peer advisors and mentors, and to have a conference each summer so that university faculty from across Virginia can learn more about how to best support underrepresented students in the classroom and in research.

**New in 2014-15:**
The first WMSURE research workshop for high school students, Autumn Blast Research, will be held on October 26, 2014, following Autumn Blast. The second workshop for high school students will be held in April 2015, the Sunday afternoon after A Day for Admitted Students.

The first WMSURE two-day faculty conference will be held on Thursday, June 25th and Friday, June 26th 2015 to support faculty who engage in undergraduate research with students from underrepresented backgrounds. Faculty are invited to apply to participate in the faculty conference here: http://www.wm.edu/wmsure/facultyconference/
CLASS OF 1940 SCHOLARSHIP

Every two years, the College names a second semester sophomore the Class of 1940 Scholar. The pool of students invited to apply is limited to those members of the sophomore class who have earned the highest grade point averages during their tenure at the College. But while academic distinction is a necessary condition for election to the Class of 1940 Scholarship, it is by no means the only one. The faculty selection committee is charged with seeking excellence in qualities of mind and in qualities of person which, in combination, offer the promise of effective service to the world in the decades ahead.

The Class of 1940 scholarship pays for the institutional charges for full tuition and fees, the standard double-occupancy room, and the full meal plan for as long as the Scholar remains an undergraduate student in good standing at the College.

Matthew Abel was named the College’s Class of 1940 Scholar in Spring 2014. Matthew majors in Anthropology and Environmental Science and Policy and is from Falls Church, VA. A new Scholar will be selected from the sophomore class when Matthew graduates in Spring 2016.
PRESTIGIOUS FELLOWSHIPS
PROGRAMS
FELLOWSHIP ADVISING

The Charles Center’s Associate Director Lisa Grimes is also Director of Fellowships, and as such she supports William and Mary undergraduates, graduate students, and recent alumni in their search for both prestigious national awards and opportunities – both on and off campus – that will enrich their education. She is responsible for administering the nomination processes for all major awards (including Beinecke, Boren, Carnegie Junior Fellows, Churchill, Fulbright, Goldwater, Luce, Marshall, Mitchell, Rhodes, Truman, and Udall) and advises applicants on a much wider range of awards.

Peer Scholarship Advisors
Lisa recruits students from the Monroe Scholar Program in their freshman year and trains them as Peer Scholarship Advisors (PSAs). PSAs provide applicants with guidance in selecting a fellowship or scholarship, writing personal statements and grant proposals, perfecting interview strategies, and many other skills that will be useful beyond scholarship competitions. They also coordinate meetings and projects with students in similar advising programs in Academic Advising, the Career Center, the Reves Center, and the Writing Center. The PSAs have an office in the Charles Center and staff it between 10 a.m. and 5 p.m. daily.

Two veteran students serve as Head PSAs and work with Lisa to run the weekly meetings, organize assignments, and assess the program.

New PSAs spend their first semester shadowing senior PSAs for at least two hours per week. In the second semester, in addition to an hour of shadowing, they also have up to two office hours on their own each week.

In addition to helping their fellow students, the PSAs often put the skills and knowledge gained on the job to their own benefit.

2013-2014 PSAs
Taylor Lain, ’15 – Head PSA
Greg Collier ’16 – Head PSA
Daniel Casey ’14
Brian Comiskey ’14
Madeline Delurey ’14
Jenfer Hartley ’17
Natasha King ’16
Thomas Le ’17
Johnathan Maza ’15
Kara Newman ’17
Nathan Owen ’17
Yusheng Qin ’15
Jeff Rohde ‘14
Jakob Stalnaker ’16
Johnny Mac Yates ‘17
Highlights of the Past Year

2013-2014 was another successful year in terms of national fellowships, both in respect to the awards received and in the amount of student interest and number of applications submitted. Lisa and PSAs had close to five hundred individual in-person consultations and conducted many more consultations over email, phone, and Skype.

Here are some of the fellowship highlights of the year.

In response to a decline in the number of William & Mary students applying for Marshall, Mitchell, and Rhodes scholarships, in the summer of 2013 we implemented a new procedure for those who wish to apply in Fall 2013. Potential applicants completed a lengthy questionnaire, due by July 15, that included questions designed to allow the students to shine in as many areas as possible while also serving as a valuable preparatory exercise for writing the actual application essays. Members of the campus Nomination Committee reviewed the questionnaires, evaluated how well the candidates met the criteria of their chosen scholarship(s), and provided feedback on all candidates. Fifteen students submitted questionnaires, triple the number of students from previous years. The committee requested full applications from and interviewed twelve candidates; of these, the committee endorsed two Marshall nominees, two Mitchell nominees, and four Rhodes nominees. Natalie Wong was invited to a District Rhodes interview. Both committee members and applicants were pleased with the new system.

The US-UK Fulbright Commission offers special Summer Institutes for US citizens to go to the UK. These summer programs provide the opportunity for US undergraduates (aged over 18), with at least two years of undergraduate study left to complete, to come to the UK on a three, four, five or six week academic and cultural summer program. Participants in these programs get the opportunity to experience an exciting academic program at a highly regarded UK University, explore the culture, heritage and history of the UK and develop their academic ability by improving presentation, research and communication skills. In 2014, Davis Richardson ’16 was selected to participate in the University of Bristol Summer Institute on Slavery and the Atlantic Heritage and Nathan Owen ’17 is was chosen for the King’s College Summer Institute on Learning, Inventing, and Reinventing: The British City, Past and Present.

Boren Scholarships support undergraduate study abroad – and language study in particular – in countries underrepresented in study abroad. Of the College’s ten applications in the 2014 competition, four students were awarded grants and one was named an alternate. The Boren Scholars are: Andrew Anderson (Tanzania, declined); Jake Douglas (China); Rachel Faith (Krgystan); and Jimmy Zhang (Taiwan). Raymond Schein (China) was named an alternate.

Gates Cambridge Scholarships are prestigious, highly competitive full-cost scholarships. They are awarded to outstanding applicants from countries outside the UK to pursue a full-time postgraduate degree in any subject available at the University of Cambridge. The program aims to build a global network of future leaders committed to improving the lives of others. Ashley Fidler ’14 (Biology and Chemistry) is the third William and Mary student to earn a Gates Cambridge Scholarship since the program was established in 2000. Ashley, who is the College’s outgoing Class of 1940 Scholar, will pursue an MPhil in Chemical Engineering & Biotechnology. Ian Ralby, JD ‘05 and Matthew Oreska ‘07 are our previous Scholars.

The Goldwater Scholarship provides funding to outstanding undergraduate students who intend to go into careers in science, math or engineering. The campus nomination committee is made up of a faculty
member from each of the eligible disciplines. In December, this committee reviewed nine preliminary applications and invited five of these students to submit full applications in January. Of this pool, the committee selected the College’s four nominees to the national competition. Chemistry and Neuroscience major Benjamin Raliski ’15 was awarded a Goldwater Scholarship while Biology and Chemistry major Andrew Hallaran ’16 received an Honorable Mention.

In October 2013 the College was once again recognized as a Top Fulbright Producer by the Chronicle of Higher Education (http://chronicle.com/article/Fulbright-Program-Introduces/142643/). Fulbright Scholarships fund one year of postgraduate study, research, or teaching abroad. In the Fall 2013, William and Mary submitted forty-nine applications to the Fulbright National Screening Committees. The following eight were awarded Fulbright Scholarships for 2014-15: Andrew Anderson (Netherlands Full Grant); Phoebe Benich (Taiwan English Teaching Assistantship); Rachel Brooks (Korea English Teaching Assistantship); Mirva Johnson (Czech Republic English Teaching Assistantship – declined); Maryam Kanna (Turkey English Teaching Assistantship); Kathryn McLane (United Kingdom Full Grant); Addy Schafer (Malaysia English Teaching Assistantship); Deborah Wood (Korea English Teaching Assistantship).

Two students (Sherina Ong, Indonesia ETA; Elizabeth Pelletier, Canada Full Grant) were named Fulbright Alternates. In addition, Sierra Barnes was awarded an Austrian Fulbright English Teaching Assistantship.

Once again, the Focus ON: Scholarships series was a major focus of our scholarship event calendar, alongside the spring Fulbright Friday sessions. Sessions were led by Lisa, the PSAs, and guest experts. They were very well attended and received excellent feedback from students.

September
5 (Thursday 6-7) – Focus ON: Fulbright (last info session before the deadline)
11 (Wednesday 5-6:30) – Churchill Scholarship information session with Churchill Executive Director Peter Patrikis
18 (Wednesday 6-7) – Focus ON: Gilman Scholarships
21 (Saturday) – PSA tabling at the Study Abroad Fair

October
7 (Monday 5-6) – State Department Internships and the Harriman Fellowship info session
23 (Wednesday 6-7) – Focus ON: State Department internship statements
30 (Wednesday 6-7) – Focus ON: Boren Scholarships

November
13 (Wednesday 6-7) – Focus ON: Upperclass Monroe proposals and Student IRB process

December
4 (Wednesday 6-7) – Focus ON: Boren – Q&A with recipients

February
6 (Thursday 4-6) – WMSURE Focus ON: CC summer opportunities
7 (Friday, 4) - Fulbright Friday: UK Summer Institutes
11 (Tuesday 6) – Focus ON: Fulbright – National Geographic Fellowship
12 (Wednesday 5:30) - Focus ON: Charles Center Summer Opportunities
PRESTIGIOUS FELLOWSHIP PROGRAMS

19 (Wednesday) - Focus ON: Chris Payne from King’s College London
3:30 freshman / sophomore session (Fulbright summer institutes, study abroad)
5:00 upperclass session (grad school in the UK)
21 (Friday 4) – Fulbright Friday: Full grants, affiliations
24 (Monday 5:30) - Focus ON: Faculty support: recommendation letters & beyond

March
10 (Monday 6-8) – Summer Scholarship Essay Review
12 (Wednesday 5:30) - Focus ON: The big picture
19 (Wednesday 5:30) - Focus ON: UK / Ireland Scholarships (Gates, Marshall, Mitchell, Rhodes, St. Andrews + Churchill)
21 (Friday 4) – Fulbright Friday: ETA grants
26 (Wednesday 5:30) – Focus ON: Writing About Yourself
27 (Thursday 5) – Focus ON: The Truman Scholarship (w/ Scholar Katie Bennett and Finalist Meg Schwenzfeier)

April
2 (Wednesday 6) - Focus ON: The Goldwater Scholarship (with Scholar James Janopaul-Naylor)
4 (Friday, 4) – Fulbright Friday: Share your ideas & get feedback
9 (Wednesday 5:30) - Focus ON: Talking about, presenting your research
16 (Wednesday 5:30) - Focus ON: Interviewing & Networking
18 (Friday 4) – Fulbright Friday – panel of newly named Fulbright Student Scholars
23 (Wednesday 4) – Focus ON: summer 2015 upperclass Monroe proposals

Planning for 2014-2015
We will continue our efforts to get the word out about scholarships and the Peer Scholarship Advisor program. In 2013-14 we piloted a tabling program at the Sadler Center, and we will expand that in 2014-15. We have begun working with the new Director of First Year Experience to include our information in their programming, and we will launch several new marketing schemes at the beginning of the fall semester.
STUDENT RESEARCH PROGRAMS
CHARLES CENTER SCHOLARSHIPS FOR RESEARCH

Department Honors Program

The Charles Center administers the Department Honors Program for Arts and Sciences. The program provides qualified students the opportunity to complete a two-semester, six-credit research project under the supervision of a faculty advisor. Each Honors project culminates in a thesis and oral defense. Completing an Honors project can be one of the most academically rewarding experiences of a student's undergraduate career.

In order to be considered for admission to Department Honors, a student must:
- meet the Arts & Sciences GPA requirement of 3.0 overall or 3.0 in the junior year (departments may have stricter requirements);
- secure the approval of their department / program;
- submit the application for admission to Department Honors to the Charles Center by the deadline.

All Honors students are invited to present their work in progress before faculty and fellow students at the Honors Colloquium held each February.

At the end of the second term of work, all Honors students must defend his or her thesis before a committee of William and Mary faculty members. Each committee is comprised of at least three members, one of whom must be from a department outside of the one the student is working in. At the end of the defense, the committee decides on the level of Honors to award the student. A number of departments award only one level of Honors (rather than Honors, High and Highest). For Honors students graduating in 2014, these departments are: Biology, Chemistry, Computer Science, Economics, Government, International Relations, Kinesiology and Health Sciences, Literary and Cultural Studies, Mathematics, Neuroscience, Physics, Psychology, and Public Policy.

In addition, the Geology department awards only Honors and High Honors.

124 students in the class of 2014 successfully completed Departmental Honors projects.
http://www.wm.edu/as/charlescenter/student-research/honors/honorsprojects/index.php

NOTE: For information on the number of students completing honors in each department and program, please see page18, above.
The Charles Center offers a number of funding opportunities to support undergraduate student research during the summer. Awards range from $3000 for seven weeks of summer research to $4000 plus a $1000 research budget for Honors Fellows who dedicate ten weeks of their summer and continue research throughout the academic year.

Applicants for all awards must be continuing students (i.e., not graduating seniors) in good academic standing. Some awards have additional eligibility requirements. All award recipients must agree to blog about their research on the Process of Undergraduate Research (POUR) site and present at the Showcase of Summer Research early in the fall after they conduct their work.

The scholarship application consists of an application form, 2-3 page double-spaced project proposal, 750-word personal statement, Banner transcript, and one letter of recommendation. In 2014, the application deadline was noon on Wednesday March 12, and students submitted their applications online (see Embark section, page 41). This website has more information on these awards. http://www.wm.edu/sites/scholarships/scholarshipsfellowshipsawards/summer/index.php

### Summer 2014 Charles Center Summer Research Scholarship Recipients (including recipients of the Catron Scholarships for Artistic Development):

Salma Abdel-Raheem – ECH in Echinoid Echinoderms  
Laura Ansley – Sex Education in the South, 1890-1930  
Cyril Anyetei-Anum – Bisphenol A as an endocrine disrupter  
Leigh Bartenstein – Screenprinting Class at VCU  
Michael Bekken – Neogene Changes in Topographic Relief, B.R. MTNs  
Joanna Borman – The Relationship between Partisanship and State-Level Newspaper Coverage during August 2009  
Elise Braatz – A Computational Biochemical Model of Insulin Resistance in Parkinson's Disease  
Rose Braue – Attitudes towards Colleges Students with Autism  
Eboni Brown – America's Education Spending Conundrum  
Trevor Chang – Artificial Photosynthesis: Improving the Catalyst  
Chloe Coates – Arbor Vitae Painting Marathon with Graham Nickson  
Rachel Cook – Milkweed Patch Dynamics and Insect Interactions  
Evan Cunningham – Songwriting & Audio Production  
Ethan Davis – Studying Mixed Media in New York  
Yussre El-Bardicy – Egyptians, Democratization, and Revolution  
Miranda Elliott – Automating AidData's Data Extraction Process  
Elisa Enriquez Hesles – Investigating the role of Hsp90 in the nucleus  
William Evans II – Newspaper Coverage and Political Ideology Biases  
Katie Fee – Ceramic Studies at Penland School of Crafts  
Shannon Fineran – The Power of the Pumarejo  
Amanda Foody – Skidmore Summer Writer's Institute  
Madeline Grimm – Travel Guides that Shaped the Nation  
Jamie Harris – Terrestrial Virus Impacts on Aquatic Communities  
William Hart – NYU Steinhardt Summer Study in Music Theatre
Melissa Hey – Effects of Plant-Insect Interactions on Population
Brooke Huffman – Understanding the Relationship Between Geography and Interpersonal Networks
Kelsey Hughes – Edinburgh Printmaking Summer Schools
Dahanah Josias Sejour – Effect of Models’ Race and Gender in Advertising
Alberta Kallon – Irish Film Culture
John Kean – Plasmon Enhancement of Dye-Based Solar Cells
Allison Kelley – Analysis of Solvent Application Techniques
Hae Seong Kim – Incorporation of Graphene Oxide into polyurethane
Emily Koerner – Type II Diabetes Management in Safety Net Clinics
Christian Leatherman – Axonal Degeneration in Injured Avian Neurons
Alec Lyons – The Effect of Blight on Insect Populations
Emily Mahoney – Can foreign aid improve nutrition?
Victoria Mangiapani – The Impact of Gender in Video Gameplay
Emily Masi – Lesioning thalamic reticular cholinergic neurons
Mary McCulla – The Laudatio Turiae as a Bridge between Eras
Emma McGregor – Characterization of importin binding to TR-alpha
David McPherson – Growth Ecology of the American Chestnut
John Nguyen – Impact of meaning maintenance on person perception
Scott Nordstrom – A Selection-Migration Model for Shenandoah Birds
Marshall Padilla – Synthesis of L-phenylalanine-4’-azobenzene
Laura Pugh – Determinants of Child Washing in Karamoja Uganda
Sara Schad – BH3 Profiling to Identify Which Cancer Patients Can Benefit From TAM Modulation
Morgan Sehdev – The Promotion of Self-Efficacy for Improved Health
Gladys Shaw – Cell cycle cessation on neuronal phenotype
Katherine Spaller – Automaticity of Attention Capture by Smoking Cues
Victoriana Savas – Ballroom Culture: Socializing, Competing & Performing
Charles Steiner – Economic Empowerment of Arab-Israeli Women
Christina Stephens – PrPC and PrPSc as independent signaling proteins
Mary Elizabeth Stern – Nucleocytoplasmic Shuttling of Thyroid Hormone
Sara Suarez – Communicating Sublime Experiences through Film
Austin Tapp – Delay Discounting of Multiple Rewards in Rats
Sara Taylor – Emotion Detection & Attention with Autistic Traits
Richie Thaxton – Environmental Awareness at Aspen TREE
Stacy Trackenberg – Effects of Egg Size Manipulations in Seastars
Diya Uthappa – Measuring Infrastructure Development using DTRA
Jordan Villa – Unnatural Amino Acids in Proteins
Linh Vinh – Medical Scribing in a Nonprofit Clinical Setting
Emily Wasek – Creating an Inclusive Democracy
Jing Ye – Interfacial Characterization of Graphene/PA Composites
Student Research Grants

The Charles Center administers the Student Research Grants Program, the purpose of which is to assist students with expenses directly related to the conduct of research. Funding for the Program comes from four sources: the Office of the Vice Provost for Research, the Reves Center, the Lemon Project, and the Center for Geospatial Analysis.

- Any continuing undergraduate or graduate student may apply for up to $500 from the Vice Provost fund. Applications from students conducting Honors research are especially encouraged.
- Reves Center awards of up to $750 are reserved for students who are conducting research abroad. Both undergraduate and graduate students from all schools encouraged to apply.
- The funds from the Center for Geospatial Analysis are specifically for Geographic Information Systems (GIS) research. Candidates may apply for up to $500 toward the cost of related geospatial material or activities. Funding for software, data or data services, hardware or even travel to and from the research site is available. All requests must be within the realm of GIS-related research.
- The funds from the Lemon Project support undergraduate research comporting with the interest and goals of the Lemon Project. The Lemon Project is a multifaceted and dynamic attempt to rectify wrongs perpetrated against African Americans by the College through action or inaction. Candidates may apply for up to $500 (for domestic expenses; $750 for international travel). A copy of the final research product must be given to the Committee for its use, including archival or other public access. Note that support may go towards necessary research costs and/or for the presentation of results at public conferences.
- Students are encouraged to work with their advisors to actively solicit funding from other sources if it is likely that their research expenditure will exceed these limits.

In 2013-2014, thirty students were awarded funding through the Student Research Grants program. [http://www.wm.edu/sites/scholarships/scholarshipsfellowshipsawards/studentresearchgrants/index.php](http://www.wm.edu/sites/scholarships/scholarshipsfellowshipsawards/studentresearchgrants/index.php)
William & Mary Honors Fellowships

All students who have been approved to conduct departmental Honors in their senior year are eligible to apply for fellowships of up to $6,000 through the William and Mary Honors Fellowship program. At least eight full fellowships are funded, five by Ted Dintersmith, an alumnus who completed honors theses in both Physics and English when he was an undergraduate. Additional funding is awarded through the William and Mary Honors Fellowships website that allows alumni (and others) to provide funding to individual students.

William and Mary Honors Fellowships include:

- $4,000 to the student for 10 full-time weeks of summer pre-honors research;
- up to $1,000 for the student to draw on for project-related expenses; and
- $1,000 for the student’s faculty supervisor, to support his or her research.

All of the W&M Honors Fellowships applications submitted by the March deadline appear on the donor website (unless a student elects to not participate). A faculty committee reviews and ranks all of the applications. Funding from Mr. Dintersmith is used to support the highest ranked proposals that have not been funded by other donors through the website.

Donors have considerable flexibility. They are able to select a specific proposal or to request that their money go to the proposal that was the highest ranked by the faculty review committee. In addition, they are able to decide how much money they want to contribute to a specific project. Indeed, when a student receives a full Honors Fellowship, this is often the result of the accumulated generosity of many donors who are not working in concert. Of course, it is also possible for several donors to group together to fund a project; for example, English alums might group together to fund an honors thesis on Shakespeare. Some students may end up with something less than the full $6,000 grant. In these cases the Charles Center works with individual students to identify the most productive uses for the available funding for activities related to the honors project.

Spring 2014 Results

We have recently completed the sixth year of the Charles Center’s initiative to increase support for the honors thesis research of William & Mary undergraduates. The success of our crowd-source platform has once again increased by every measure, and for this we are sincerely grateful to the many alumni and friends who have embraced Honors Fellowships as an annual priority.

The Charles Center assists juniors who have been admitted to the honors program by their departments to post descriptions of their projects, together with supporting photographs and videos, on a specially designed web site. Donors are then invited to select specific projects to receive their funding, and students are able to achieve the level of a full Fellowship by accumulating gifts from many donors over the five weeks that the web site is live. In Spring 2014, 66 students presented their research proposals on the site and the funding period extended from March 14 to May 5.

- Detailed descriptions of our 2014 Honors Fellowship students and their projects are now available on the Honors Fellowships website.
- All of our Honors Fellows will be blogging about their in-progress research. These are also available on the Honors Fellowships website or on the Honors Fellowships blog.
The impressive growth in this program is summarized in the annual report, below. This year, we received a total of 751 gifts, which is 31% more than last year. Of the 66 students represented on the site this year, 40 received full Honors Fellowships of $6,000, and an additional 7 students received funding of $4,000, the level of a full summer grant. The remaining 19 students received varying amounts of funding which they are also able to apply toward their projects. The total amount of funding received this year was $214,130, which is 30% more than last year. It is, of course, inevitable that the percent increase in the number of gifts and in the total dollar value of all gifts will decline as the total number of gifts increases. However, the program’s continued impressive year-over-year growth rate suggests that there remains significant head room for expansion.

We are particularly pleased to see that the number of Honors students who choose to participate in the site has increased steadily over the years, from 34 in 2009 to 66 in 2014. An important goal of the program is to provide support for student research and to make sure that considerations of cost do not have an undue impact on the specific projects that students are able to undertake. However, another goal is to encourage more students to undertake senior Honors research, and the high visibility and success of this web-based fundraising initiative has clearly motivated more students to apply for admission to the Honors Program. Future growth in the fundraising capacity of Honors Fellowships rests in part on continued growth in the number of students participating.

In 2014 we significantly increased the stewardship of donors to the Honors Fellowships program. Donors over the site receive an immediate automated acknowledgment email. We also ask participating students to write individual thank you notes to each of the donors who have given to their projects. In 2014, we also sent handwritten thank you notes from the Charles Center to every donor to the site. This has been a major undertaking in a compact period of time. However, we believe that it is important to acknowledge the high value we place on every gift that we receive and to countervail the natural tendency of the crowd-source methodology, which is based on scale and electronic communication, to cultivate somewhat distant and impersonal relationships with donors.

Honors Fellowships had its first dollar-for-dollar challenge/matching grant in Spring 2013. We had two that year and three this spring. The massive impact of challenge grants was clear from the beginning, and our experience this spring only confirms this conclusion. Matching grants have a powerful effect in the context of crowd source initiatives because the donor gets to double his or her gift to a specific student’s research. This impact is clear in the Number of Gifts figure, below, that graphs the impact of challenge grants this spring. In sum, we received 288 gifts within one day of the announcement of our three challenge grants. The $25,000 challenge grant announced on March 25 was gone within about 6 hours!

We are grateful to William and Mary’s Office of University Development, and especially to Matthew Lambert, Daniel Frezza, and Jake Perez for all of the advice and support that they have provided to Honors Fellowships this year. We also want to acknowledge the significant role played by our honors students, who do an excellent job helping us explain the importance of their research to constituencies outside the College. Of course, we owe our deepest debt to our loyal donors and, especially, to Ted Dintersmith, who has been this program’s greatest friend and supporter since its inception.
Honors Fellowships Report
May 2014

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<tbody>
<tr>
<td>Total number of gifts:</td>
<td>751</td>
<td>575</td>
<td>376</td>
<td>153</td>
<td>118</td>
<td>61</td>
</tr>
<tr>
<td>Percent increase from previous year:</td>
<td>31%</td>
<td>53%</td>
<td>146%</td>
<td>30%</td>
<td>93%</td>
<td></td>
</tr>
<tr>
<td>Donors $500 and over:</td>
<td>79</td>
<td>69</td>
<td>28</td>
<td>14</td>
<td>11</td>
<td>6</td>
</tr>
<tr>
<td>Percent increase from previous year:</td>
<td>15%</td>
<td>146%</td>
<td>100%</td>
<td>27%</td>
<td>83%</td>
<td></td>
</tr>
<tr>
<td>Total students who applied:</td>
<td>66</td>
<td>60</td>
<td>51</td>
<td>49</td>
<td>47</td>
<td>34</td>
</tr>
<tr>
<td>Percent increase from previous year:</td>
<td>10%</td>
<td>18%</td>
<td>4%</td>
<td>4%</td>
<td>38%</td>
<td></td>
</tr>
<tr>
<td>Students receiving full $6,000 Fellowships:</td>
<td>40</td>
<td>35</td>
<td>26</td>
<td>20</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Percent increase from previous year:</td>
<td>14%</td>
<td>35%</td>
<td>30%</td>
<td>67%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Students receiving $4,000 Fellowships (which will fully fund their summer research):</td>
<td>7</td>
<td>7</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Challenge grant funds:</td>
<td>$50,000</td>
<td>$50,000</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Expenditures:**

- Total gifts this year: $214,130
- W&M funds*: $71,204
- Total: $285,334

Percent increase from previous year:
- Total gifts: 30%
- W&M funds*: 27%
- Total: 30%

*NOTE: “W&M funds” refers to all internal College funds applied toward Honors Fellowships. This includes Monroe Scholars (etc.) to whom the College has committed research funds, and endowment income specifically dedicated to Honors Fellowships – e.g., the Dintersmith endowment.
Gift Distribution

Number of Gifts, Spring 2014

- 18-Mar, 118 gifts
- Match announced
- 25-Mar, 110 gifts
- New match announced
- 29-Apr, 50 gifts
- Last match announced
Moving Forward
This Honors Fellowships initiative provides us with a way to create a sense of excitement and urgency within a compact period of time. We could not launch the site any earlier because students need this time to plan their projects and get them approved by their departments; we could not end any later because students need to know if they have funding to conduct their research in the upcoming summer. Right now, the fundraising period is 5 weeks. We are considering shortening it to four weeks next year, IF we can be confident to have significant challenge grants. Our conclusion from the Number of Gifts figure is that, if we had moved up our third and last challenge grant by one week, we could have closed out the fundraising period one week earlier without sacrificing many donations.

We have started working on strategies in an effort to increase our fundraising period and attract and retain more donors. These include:

- Continue inviting donors to campus to discuss the Honors Fellowships program, including increased invitations to the Annual Scholarship Luncheon
- Continue to work with Alumni Association, Christopher Wren, and Town and Gown Organization outside of fundraising period
- Work closer with departments to encourage alumni fundraising
- Work with Annual Giving Office to include a direct mail component
- Touch base with major gifts officers of previous donors before fundraising cycle
- Create guidelines for students on how to write satisfactory thank you notes to donors
- Create links to the College’s DSpace for donors to read previous theses
- Continue to improve the usability of the website, including editing the order of browsing projects and creating options for Interdisciplinary students
PRESENTATION EVENTS

Each year, the Charles Center hosts three major presentation events: the Summer Research Showcase in the fall, and the Honors Colloquium and Science Symposium in the spring. This year we added an event for the Catron Scholarship recipients to present their work: Catron Scholars Exhibition and Reception.

Showcase of Summer Research
Between September 30 and October 4, 2013, 179 students presented their Charles Center-funded work at the Summer Research Showcase. Presenters include Monroe Scholars (at both the freshman and upperclass scholarship levels), 1693 Scholars, and students who were awarded general Charles Center summer funding. Once again, the Showcase was held in Blow Hall 201, with afternoon oral presentations on Monday and Friday and poster presentation sessions on Tuesday, Wednesday, and Thursday. The Showcase is open to the public.

A total of twelve students did oral presentations, six on each day. Thirty-eight students presented in the afternoon poster session on Tuesday. We held morning and afternoon poster sessions on Wednesday and Thursday. A total of sixty-eight students (33 in the morning/35 in the afternoon) presented on Wednesday and seventy-three students presented on Thursday (35 in the morning/38 in the afternoon).

Participation in the Showcase continues to increase. While it is difficult to compare the turnout for the poster presentations from year to year, Blow 201 was crowded with people throughout all sessions. The audience for the oral presentations continues to increase, although we would still like more people to attend the oral presentations.

http://www.wm.edu/as/charlescenter/undergrad_research/focus/index.php

Catron Scholars Exhibition and Reception
On November 5, 2014, students who were awarded Louis Catron Scholarships for Artistic Development exhibited their work in the Andrews Hall Gallery space. Six students presented their various projects, including one writer, three visual artists, one musician, and one music therapy researcher. A reception followed the presentations. The event was open to the public. An estimated sixty people attended the event.

http://www.wm.edu/sites/scholarships/recipients/current_recipients/catronscholars.php

Honors Colloquium
The fifteenth annual Honors Colloquium took place over February 17-27, 2014 with afternoon and early evening sessions in Blow Hall 201. At the Colloquium, students pursuing Honors projects have the chance to present their work to faculty members and their fellow students. While participation in the Colloquium is not mandatory, Honors students are encouraged to take advantage of the opportunity in preparation for their oral defense. The Honors Colloquium is open to the public, and presenters are encouraged to invite thesis advisors, members of the thesis committee, other faculty, underclassmen in the discipline, friends, and family members to attend.

http://www.wm.edu/as/charlescenter/undergrad_research/focus/index.php
Most presentations consisted of two students in a one-hour block. Each student gave a 20-minute presentation consisting of a concise summation of their thesis accessible to an audience of non-specialists. Audience members then had ten minutes to ask questions after each presentation. Underclassmen moderated each session.

Fifty-eight Honors students presented their work in 2014. While attendance varied from session to session, overall the Colloquium presentations were well-attended. The average attendance was twelve audience members per session. Some sessions had as many as thirty people in attendance. In nearly every case, the presenter’s thesis advisor was present for his or her student’s session, and many sessions included other faculty members outside of the advisor in attendance.

The Charles Center pays for the binding of one copy of the thesis for all students who present at the Colloquium and successfully complete and defend their thesis. This year, 41 students submitted theses for binding. The Charles Center will mail the bound theses to students in July.

http://www.wm.edu/as/charlescenter/honors/currentstudents/colloquium/index.php

**Science Symposium**

Each spring, all William and Mary undergraduates conducting science research are invited to present their work at the annual Science Symposium. Charles Center Graduate Assistant Libby Neidenbach works with a faculty team of representatives from each of the involved disciplines to get the word out about the event and encourage students to participate. The Symposium is open to the public and held in the Sadler Center.

On Friday, February 28, 2014, thirteen students delivered oral presentations and 120 students presented posters at the twentieth annual Undergraduate Science Research Symposium. The five separate sessions of oral presentations took place between 12:00 and 4:15 in the York and James Rooms. The poster session took place from 2:00-4:00 pm in Tidewater rooms A & B. Applied Science, Biology, Chemistry, Environmental Science and Policy, Geology, Neuroscience and Health Science, Mathematics, Neuroscience, Physics, and Psychology were represented.

Fears that attendance would be down because the Symposium fell on the Friday before Spring Break this year proved unfounded. As in previous years, attendance at the event was very high and included students and faculty members.

http://www.wm.edu/as/charlescenter/undergrad_research/science_symposium/index.php
EMBARK ONLINE APPLICATION SYSTEM

All of the Charles Center scholarship applications utilized the online Embark system in the 2013-2014 academic year. In the fall semester, Monroe Program applications, Upperclass Monroe project proposals, and Freshman Monroe project proposals were submitted through the system. In the spring semester, seven different applications used the online system: Charles Center Summer Research funding (which includes WMSURE and Sharpe), Honors Fellowships, Kraemer Scholarships, Catron Scholarships, 1693 Scholars funding, Summer Internships funding, and the Grimsley fellowship. Like last year, the applications reviewed by faculty committees were done so through the online Admissions Center. Student Research Grant applications, received on a rolling basis, also used the system throughout the year. In total, 425 applications have been submitted through this system so far this year.

Each year the applications have to be updated before they are made available to the students. These updates included dates for deadlines, revisions in the wording of questions, and making the title text box larger so that students’ project titles did not get cut off in the .pdf format. One major overhaul involved making the applications more uniform so that we can more easily sift through the applications in the Admissions Center by specific categories/questions. For example, the 2013 version of the Honors Fellowship application did not include the same basic information cover sheet that the other applications had. By having the Embark developers add this page, we can more easily access information like the student’s home address or major from the Admissions Center across applications. The developers and customer service representatives at Embark are extremely helpful. They are quick to answer questions and make requested changes. One nice part about having the system online is that issues can be resolved as they arise rather than having to wait until next year to make a change to the paper form.

In addition to updating the applications in the system, the Charles Center and Scholarships websites were updated to reflect current deadlines and any new information in the 2014 version of the application. Graduate Assistant Libby Neidenbach reorganized the various CC summer funding webpages to make the information more accessible. She included step by step instructions for how to apply for the scholarships and descriptions for all parts of the application. With this information, students had a clear sense of what they would need for the application (proposal, personal statement, etc) and could start working on these materials (and meeting with faculty/request recommendation letters) even before the online application form was made available.

This year we also created an internal database using Embark’s Admissions Center. This database allows everyone in the office to easily access the applications and to see where each individual application is in the review process. Information such as whether or not an application received funding or the date that the Upperclass Monroe Project Update Form was received can be filled out by the appropriate Charles Center staff member in the Admissions Center. This keeps all of the necessary information for reviewing and processing the applications in one central location. During the summer, this information will be downloaded into an Excel file/Access file to keep for future reference. Creating the database required efforts on both our end and the developers’ end to make the necessary categories available in the Admissions Center. We worked on devising and setting up the database during the fall and have utilized it for the spring semester applications. Overall, the database has been a success in further streamlining the application process. Information is much more organized and accessible from a central location to everyone in the office. Moreover, using Embark in this way allows us to take better advantage of the system than we did last year.
We did experience a few technological issues with the system again this year. The main problem involved recommendation letters submitted through Embark by faculty members. In some cases, a blank sheet with an error message would come through rather than the letter. Although we determined a way around this issue on our end, it became apparent that it was more than a one-time glitch. After contacting Embark, the developers quickly determined why this was occurring and made immediate changes to keep it from continuing to happen.

In preparation for next year, we have started a list of items that will need to be updated on the 2014-2015 version of the applications. These updates will be submitted to the Embark developers over the summer so that the fall applications will be ready to go for the start of the school year. As we continue to use Embark and become more familiar and comfortable with all of the available features, processing applications will become more efficient and easier to handle.
INTERNSHIP FUNDING PROGRAMS
INTERNSHIP FUNDING

Summer Internship Funding: Irwin / Taylor / Reves
Thanks to the generosity of Lawrence and Jean Irwin and Bertha Taylor, the Charles Center and the Government Department are able to award a number of scholarships to help support continuing undergraduate-level students undertaking summer internships related to politics, government, and public affairs in general.

In addition, the Reves Center offers a number of scholarships for continuing students at the undergraduate or graduate level. Students must be involved in full-time internships overseas or in domestic agencies/organizations that are international in focus. The Charles Center also oversees the selection process for these awards.

The exact number of awards and the amount of each varies from year to year. In 2014, sixty-five students submitted applications and forty-six were awarded grants of $500 to $2,000.

2014 recipients of Irwin / Taylor / Reves awards are interning with the following:
- American Civil Liberties Union
- Center for American Progress
- Congressman Fitzpatrick's Office
- Crossroads Eurasia
- Department of Commerce
- Department of Justice
- Department of State, Washington DC
- Economic Policy Institute
- Eric Cantor Congressional Internship
- FACETS
- Governor's Fellows Program
- HelpAge USA
- US House of Representatives
- Hudson Institute
- Human Rights Law Network
- Illinois Senate Democrat Victory Fund
- INFO/NATION International Limited
- Landgericht Essen
- Legal Services for Prisoners with Children
- Library of Congress
- National Endowment for the Humanities
- New Jersey Office of the Public Defender
- North Carolina League of Women Voters
- Office of Adolescent Health, Dept HIS
- Office of Supply Reduction, ONDCP, White House
- Openlands
- Policy Matters Ohio
- Senator Mark Warner's Southwest VA District Office
- Shepherd Poverty Internship Program
- Smithsonian Center for Folklife and Cultural Heritage
- The Brookings Institute
Summer Internship Funding: Grimsley Fellowship for Journalism
See Journalism section page 46.

Welsh National Assembly Internship
With the help of alumnus David Melding (MA Government ’89), currently the Deputy Presiding Officer of the Welsh National Assembly, the Charles Center has arranged for one undergraduate per year to undertake an internship with the Assembly in Cardiff, Wales. In Spring 2014, Elizabeth Laird interned January 13 – March 20 and received a salary of £1,805 (approximately $2,890) per month.

The intern’s tasks include reviewing local press to prepare questions for Ministers and submitting questions to the Table Office; updating David Melding’s official website and Facebook account; preparing briefs for questions for Ministers on topics such as equal pay in Wales, littering in public parks, wine production in Wales, Private Finance Initiative, historic religious sites, European convergence funding in South Wales, and coal and steel production in Wales.
JOURNALISM PROGRAMS
Although William & Mary has no communications program, there are many William & Mary students interested in journalism as a potential career path. The Charles Center is dedicated to providing opportunities for students to gain experience in journalism and writing for a public audience through a number of different initiatives.

**Grimsley Fellowship for Journalism**

The J. Edward Grimsley Fellowship for Journalism was created to allow William & Mary undergraduate students to gain practical journalism experience during the summer. Mr. Grimsley graduated from the College in 1951 with a degree in Government. Now retired, he is the former editor of the Richmond Times Dispatch and has won numerous awards from the Virginia Press Association.

The Grimsley Fellow must dedicate a minimum of seven full-time weeks to the Fellowship, should not be receiving funding from other sources, and must be returning to the College in the fall following the award (unless studying away). Applicants are responsible for securing their own internships.

In 2014 the Charles Center awarded the $3,000 fellowship to Zachary Frank to support his internship at WETA in Arlington. Zachary will be working in the National Programming department, primarily on history documentaries, as well as more traditional news shows.

**Sharp Writing for Public Audience**

The Sharp Seminar, established with a generous gift from Anne and Barry Sharp, is a Charles Center initiative that includes a close collaboration with the Pulitzer Center for Crises Reporting. It pairs Pulitzer Center-sponsored journalists with William & Mary students who have been nominated by faculty to participate in the program. The goal of the initiative is to provide students with the opportunity to learn how to communicate to a broad audience about topics that they have studied and care deeply about. William & Mary provides students with many opportunities to write as scholars for other scholars; this course is designed to help students improve their ability to write as citizens for other citizens.

In 2011, the College of William & Mary and the Pulitzer Center formally launched their Campus Consortium partnership. It began October 16-17 with the first session of a specially-designed Sharp Seminar, bringing together William & Mary students and Pulitzer Center journalists to promote global learning and quality storytelling in journalism over the course of the academic year. "Bringing The Story Home," a campus-wide event on October 17 offered the entire William & Mary community an opportunity to hear from the journalists.

The 2013-2014, Pulitzer Center grantees, Stephanie Hanes and Jina Moore, participated in the year-long Sharp Seminar, visiting the campus four times over the course of the academic year. The year began with the students doing course assignments based on the journalists’ work that were designed to stimulate a discussion of the characteristics of high quality journalism, of how journalists address ethical issues, and of how journalists find audiences and outlets for their work. By the end of the seminar, in the spring term, each student had a finished product that they submitted for publication and presented on campus.
**2013-2014 Sharp Seminar Participants**

- **Hannah Boes** - Charm City Gets Real
- **Daniel Casey** - The Volkswagens and Cadillacs: Agricultural Best Management Practices and the Restoration of the Chesapeake Bay
- **Brian Comiskey** - Unlocking the SAFE Act: US Immigration Detention Policy and Reform in 2014
- **Claire Gillespie** - Let Them Take Tests: The Common Core State Standards as Implemented in Illinois Elementary Schools
- **Dana Hayes** - Hannibal’s Hungary Tumblr Fandom
- **Olivia Jebb** - The Residency Bottleneck: A Speed Bump in the Healthcare Road
- **Lizzy Pelletier** - Testing in Harm’s Way
- **Meg Schwenzfeier** - Consumer Data Privacy in Politics

The Pulitzer Center on Crisis Reporting supports the work of journalists working on "under-reported" international topics. You can read more about the Pulitzer Center by visiting their site.

**Sizemore Fellowship for Graduate Study in Journalism**

This fellowship was created through the generosity of William & Mary alumni Mason and Connie Sizemore. Applicants must be graduating seniors who plan to enroll in a graduate school of journalism in the fall immediately after graduation.

In 2014, the H. Mason Sizemore, Jr. Journalism Travel Fund endowment was created. This income paid from this endowment is to be used to support undergraduate student travel to conduct interviews and to meet other costs associated with research for journalism projects.
THE MELLON FOUNDATION AND THE NEW CURRICULUM
THE CHARLES CENTER, THE MELLON FOUNDATION,
AND THE NEW CURRICULUM

In late 2013, the Faculty of Arts and Sciences passed a new general education curriculum. To implement this curriculum, Dean Conley appointed four new College Fellows who were charged with the responsibility to initiate the Center for the Liberal Arts and to preside over the development of the new curriculum. In Spring 2014 the Charles Center hosted a series of workshops, led by the College Fellows, which discussed the plan for developing courses for the new curriculum, which begin in May 2014.

The Charles Center also wrote a proposal to the Andrew Mellon Foundation requesting $900,000 to help fund the transition from the old to the new curriculum. This proposal was funded in June, 2014. Specifically, it includes course development funds for four years, start-up funding for a director and office administrator for a new Center for Student Academic Success to be created in Swem Library, and start-up funds for several tenure-eligible and non-tenure-eligible faculty positions in Arts and Sciences.

Mellon Foundation Projects
The Charles Center has been the home for a series of grants from the Andrew Mellon Foundation that have supported research experiences for undergraduates. Proposals for these projects can be found on the Charles Center’s web site.

Two grants from Mellon supported program development and research infrastructure in Environmental Science and Policy, including a grant that established our Center for Geospatial Analysis and an environmental post doc, which rotates between the sciences, social sciences, and humanities. From 2007-2009 the Charles Center administered “Undergraduate Research Across the Curriculum,” which supported 81 curriculum development projects designed to move undergraduate research into the curriculum and across the curriculum in the sciences, social sciences, and humanities. Finally, the Charles Center secured a grant to enhance undergraduate research specifically in Global Studies (2011-2015).

In 2013-14, the environmental post doc was Dorothy Ibes who taught a course on writing about science for non-science audiences. The Global Studies grant supported two post-docs in 2013-14, Chinua Thelwell, who studies African and African American performance traditions and Pan-Africanism, and Leslie Waters, who studies borderlands regions in twentieth century eastern Europe. Both of the Global Studies post docs incorporated their research into their courses and supervised independent student research projects.
FACULTY-STUDENT RESEARCH PROGRAMS
The Charles Center has a long history of providing support for student research. Initially, this support was associated primarily with Scholar programs and open-competition summer research grants. More recently, the Center has focused on supporting the culture of student-faculty research more broadly, including funding faculty-student research teams, and faculty initiatives to bring research experiences into specific courses and degree programs.

**Scholar Programs**

**Monroe Scholars** – We added a guaranteed summer research fellowship to the Monroe Scholar program starting with the class that graduated in May, 1993. In recent years we have increased the summer stipends for upper-division Monroe summer projects from $2,000 to $3,000, and added a second, competitive scholarship for Monroes targeted for the summer after the freshman year. Currently, we are currently budgeted to graduate about 150 Monroe Scholars each year, up to 120 of whom are admitted as entering freshmen and no more than 30 of whom are admitted by a competitive process as rising sophomores. The latter group is eligible for the upper-level summer scholarship but not the post-freshman-year scholarship.

**1693 Scholars** – These students, all of whom receive a full merit scholarship at the in-state level, enter the College with a guarantee of $5,000 in research funding, which they can allocate as they wish to projects over their four years at the College. They are partnered with one or more faculty mentors who guide their research programs over their years at the college. 1693 Scholars now include “Murray 1693 Scholars,” and “Stamps 1693 Scholars.”

**Sharpe Scholars** – These students take courses that integrate course-based research experiences with community partnerships, and have the opportunity to complete a Community Studies minor that culminates in a required senior thesis/research project.

**William and Mary Scholars** – Finally, we have recently begun to augment the research experiences that are available to William and Mary Scholars, who are academically distinguished students from under-represented groups to whom the College gives substantial academic scholarships. Under the leadership of Anne Charity-Hudley (English and Linguistics) and Cheryl Dickter (Psychology and Neuroscience), we have launched an ambitious effort to partner William and Mary Scholars with research mentors and to fund their research experiences. We label this program WMSURE (William and Mary Student Undergraduate Research Experiences). In June of 2012 we submitted a proposal to the federal McNair Scholars initiative, which provides universities with funding to support the pipeline to PhD programs for students from under-represented groups. Unfortunately, this grant was not funded but we are preparing to re-submit as soon as possible.

Over the past approximately 20 years, we have also secured private money that makes it possible to fund about 50 additional students each summer on a competitive basis. Significant undergraduate research funds have been created by Frank Batten, Louis Catron, The Cummings Foundation, Harvey Chappell, Elliot Cohen, Nathan Jacobs, James Kramer, Margaret Montgomery, Dewey Renick, and others.
Mellon Foundation Projects
The Charles Center has been the home for a series of grants from the Andrew Mellon Foundation that have supported research experiences for undergraduates. For more information see page 50, above. Also, proposals for these projects can be found on the Charles Center’s web site.

Two grants from Mellon supported program development and research infrastructure in Environmental Science and Policy, including a grant that established our Center for Geospatial analysis and an environmental post doc, which rotates between the sciences, social sciences, and humanities. From 2007-2009 the Charles Center administered “Undergraduate Research Across the Curriculum,” which supported 81 curriculum development projects designed to move undergraduate research into the curriculum, and across the curriculum, into the sciences, social sciences, and humanities.

The Charles Center also secured a grant from the Mellon Foundation to enhance undergraduate research in Global Studies (2011-2015). This grant will seed three faculty positions that embed undergraduate research curricula in six Global Studies fields.

Honors Fellowships
This program is designed to support students who are conducting honors research in their majors. All students who are admitted in the spring of their junior year to the departmental honors program are eligible to participate. Their proposals are placed on a web site in mid-March and alumni and other friends of the College are invited to contribute to the specific projects that they wish to support. Donors can select the specific project to which they wish to contribute, and they can provide any level of funding – $25, $100, $1000, or up to $6,000, the cost of a full Honors Fellowship. So, a fully funded student might receive $6,000 from a single donor or he or she might accumulate this level from ten or more donors.

The Honors Fellowship web site was open from March 14 to May 5 in Spring 2014. In that period we were able to fully fund 47 students and partially fund 19 others. $214,130 was directly raised over the site. In addition, core support for the program is provided by a substantial endowment that was created by Ted Dintersmith. A full scholarship includes money to support student research in the summer before the senior year, funds to support specific research expenses, and a significant stipend to support the research of the student’s faculty thesis advisor.

Our annual Honors Fellowships report on page 37 summarizes Spring 2014 results

Weingartner Global Initiative
The Weingartner Global Initiative was initiated in 2008 thanks to support from Werner and Mary Anne Weingartner.

The Initiative supports a two-year term professorship and student research positions each year devoted to the study of a crucial international policy issues. In 2013-14, the Weingartner Professor was Francie Cate-Arries, who studies cultural production related to the Franco regime’s “disappeared,” civilian victims of firing squads whose mass graves are currently being exhumed nationwide in Spain. Megan Bentley and Katherine Wessman, both William & Mary undergraduates, filmed and interviewed witnesses to the dictatorship’s repressive reprisals.
In February, 2014 the Weingartner Global Initiative sponsored “dot.democracy,” a nation-wide competition that culminated in a major event on the William & Mary campus. The students focused on the question, “What is the impact of the internet and social media on democracy?” They invited high school and college-age students to submit suggestions for strategies for using technology to enhance democracy. The submissions were reviewed by a panel organized by Nicco Mele, a College alumnus, and the topic was the subject of a panel discussion at the concluding symposium. The Weingartner Policy Fellows were: Zachary Brown, Greg Collier, Jake Douglas, Daniel Duane, Rachel Fybel, Gabe Manion, Colin McCann, Lizzy Pelletier, and Carliegh Snead.

**English-Stonehouse Faculty/Student Fellows**
This initiative, supported by Cory English, funds a two-year faculty fellow who is conducting research in the sciences, to include, biology, chemistry, computer science, geology, mathematics, physics, and the biological areas of psychology and kinesiology. It also supports students who are conducting research under the supervision of this faculty member.

There are currently two English-Stonehouse faculty fellows, Josh Burk (Psychology), who is studying the effects of nicotine exposure on learning and memory; and J.C. Poutsma (Chemistry), who uses mass spectrometry to study the intrinsic properties of gas-phase bio-molecules. The students working with Professor Burk are Diana Otoya and Cassidy Reich; the students working with Professor Poutsman are Kathy Huynh and Isabel Hardee.

**Morton-Brown Faculty-Student Fellows**
Thanks to the generosity of Douglas Morton and Marilyn Brown, the Morton-Brown Fund was created in 2008 to support faculty and student research in the bio-medical sciences.

In 2013-14, the Morton-Brown endowment funded the research of Kenneth Kambis (Kinesiology) on individual differences in responses to acute high altitude exposure. It also funded the summer research of seven students: Jordan Villa, Chemistry; Elizabeth Stern, Biology; Morgan Sehdev, Psychology; Sarah Schad, Biology; Emily Masi, Neuroscience; Elise Braatz, Biology; and Austin Tapp, Neuroscience.

**Morton Science Laboratory Fund**
Thanks to the generosity of Douglas Morton, a significant award is made each year to an instructional faculty member who teaches creative and innovative laboratories in the physical or biological sciences. Each year, all of the departments that teach labs are invited to apply and one is selected by a faculty review team.

In 2013-14, these funds were awarded to the Department of Biology to establish deer “exclosure” plots in the Matoaka woods that make it possible to compare the impact of the deer population on the woods with 10m x 10m fenced “exclosures” from which deer are excluded.
Global Film Festival
The Global Film Festival provides a year-long set of opportunities for students in Film Studies to conduct research that will contribute to the development of the Festival’s theme, and to help select films and write program materials for the Festival. These opportunities include a fall Festival-planning course and a 1-credit course associated with the Festival itself.

Sharp Writing for Public Audiences Program
This initiative makes it possible for about a dozen students each year to conduct research and write articles under the supervision of practicing journalists, who are working with the Pulitzer Center for Crisis Journalism.
DONOR RELATIONS AND STEWARDSHIP
DONOR RELATIONS AND STEWARDSHIP

The Roy R. Charles Center houses numerous programs that are possible thanks to our generous donors. In an effort to maintain these programs and foster relationships with our donors, we employ a range of strategies:

**Thank you notes**
All students receiving funding that is made possible by a donor are required to write thank you notes before receiving their checks. This includes anyone who received funding through the Honors Fellowships site. Donors are either sent their thank you notes through the mail directly from the Charles Center or electronically. Electronic letters are sent with a supplemental note from the Charles Center. The Charles Center also sends thank you notes whenever the office receives additional funding. For example, we send out direct mailings asking for financial support to Monroe Scholar parents and Monroe Scholar alumni every fall. Every donor receives a thank you note from the director, Joel Schwartz. In 2014, the Charles Center designed and printed Honors Fellowships and Charles Center thank you cards. Each time a gift is given to the Charles Center, the donor will receive either a handwritten Honors Fellowships or Charles Center thank you card. We have received a very positive response from this initiative and will continue to acknowledge every gift with a handwritten card.

**Blogs**
The Charles Center houses a number of blogs to encourage donors to follow research projects our students are doing thanks to their funding. Upperclass and freshman Monroes, student research grant recipients, summer research scholarship recipients, and Honors Fellows are all required to blog throughout the research process. All blogs are compiled and can be found on the Process of Undergraduate Research (POUR) site. The website is dedicated to promoting undergraduate research by students at the College of William and Mary. The POUR site is dedicated to documenting and supporting the process that leads to these finished results, and it is intended to help students better understand the process of discovery.

**Honors Fellowships Program**
The Honors Fellowships program provides a way for donors to support the intellectual community at the College through direct contributions to the Honors theses research of individual undergraduates. Student proposals are posted on a specially designed web site every spring. Visitors to the site can browse or search the student projects and find one of interest to them. They can either fully or partially fund the project that they have selected. After a donor gives a gift over the site, they immediately receive an automated acknowledgement and thank you from the College. New to 2014, the Charles Center designed Honors Fellowships thank you cards that were handwritten and sent to every donor immediately after their gift was received by the College. After the fundraising period is over, all donors receive thank you notes from the student they helped fund. All students who receive a fellowship are required to blog on the Honors Fellowships site. The Honors Fellowships program is extremely donor-centered as donors get to choose exactly where their funds are going and can watch their gifts at work through the blogs. The Charles Center sends electronic updates and feature stories to all previous donors outside of the fundraising period. This year, we will also invite Honors Fellowships donors to the 6th Annual Scholarship Luncheon during Homecoming in October where they will be able to meet the students that they have funded.
CENTER FOR GEOSPATIAL ANALYSIS
The Center for Geospatial Analysis (CGA) is an interdisciplinary GIS program on the campus of William and Mary. We offer GIS classes in Geology, Environmental Science, Anthropology, Health Science, Biology and GIS science classes such as GIS Programming. The CGA employs one full-time faculty member with expertise in GIS. It supports competitive grants totaling $1.5 million and employs between 3-10 grant staff and 2-5 students at any given time.

The CGA partners with other GIS faculty across campus including Dr. Leu (geostatistics, ecology, biology), Dr. Hancock (geology, river processes, erosion), and Dr. Tierney (government/AidData), and numerous other faculty and staff that incorporate GIS into their research. At the college level, we have access to a database engineer and a GIS programmer. We have a state-of-the-art 15-seat GIS lab and an open source alternate in our 2000ft² purpose-built teaching and researching facility housed within Swem Library. We have access to Stereo GIS, Open Source GIS, and house VA Lidar and USA School attendance boundaries in our GIS data center. We have a server structure comprising of four front-end GIS web servers, 2 database servers (Oracle and Microsoft SQL) totaling 20TB of available GIS storage, and GIS equipment such as large map plotters and large format scanners. The CGA is a partner with VGIN to distribute their GIS holdings. The CGA is supported with grants from Mellon, NSF, and internal awards.

The Center was directed in 2013-14 by Stu Hamilton and will be directed in 2014-15 by Marco Millones.

Thanks to increased funding from the Dean of Arts and Sciences and the Vice Provost for Research, the CGA was able to add an office administrator position and expand its course offerings in 2013-14. These included courses in remote sensing that were taught by Marco Millones. In summer, 2013, the Center initiated a GIS certificate program in Washington DC. While successful, we have decided to suspend the program for at least a year while we adjust to new leadership in the CGA.
GLOBAL FILM FESTIVAL
GLOBAL FILM FESTIVAL

The William & Mary Global Film Festival (W&M GFF) is comprised of a fall launch event and a Wednesday night film series culminating with a four-day gala festival event over Presidents’ Day Weekend. These events are held at the Kimball Theatre with some special screenings at the Williamsburg Public Library Theater, and the Commonwealth Auditorium in the Sadler Center. The Festival, which is directed by Professor Tim Barnard, celebrated its seventh anniversary in 2014.

On Friday November 22 at the Kimball Theatre, the W&M Global Film Festival launched its 2014 theme, Journeys & Passages, with an evening of Chilean-American programming featuring special guests director Sebastián Silva and actor Michael Cera. The night included a double feature screening of two films directed by Silva and starring Cera: “Magic Magic” and “Crystal Fairy & The Magical Cactus.” The event also featured a Q&A with Cristóbal Ross, creator of the Chilean web series “Gringolandia”, and a screening of “Gringolandia” webisodes before each feature film.

Sebastián Silva is a director, screenwriter and musician who has worked and studied around the world. Originally from Chile, Silva has studied in Montreal and lived in New York and Los Angeles. His Sundance debut was in 2009, where his film The Maid won the Grand Jury Award. In 2013, Silva premiered both “Magic Magic” and “Crystal Fairy” at Sundance, winning the Directing Award for Crystal Fairy. Michael Cera is a Canadian actor famous for his portrayal of quirky, awkward teenagers in films such as “Juno,” “Superbad,” “Nick and Norah’s Infinite Playlist,” and “Scott Pilgrim vs. the World,” and for his role as George Michael Bluth in the series Arrested Development.

Despite inclement weather which resulted in the cancellations of visits by three of the invited filmmakers, the 2014 Festival enjoyed great success. Festival guests Megan Gilbride ’00 and Dominic Fredrianelli, were on hand throughout the weekend to discuss their work with W&M students, faculty, and community members. Ms. Gilbride co-produced Heather Courtney’s Emmy and Film Independent Spirit award-winning documentary, “Where Soldiers Come From,” which features Mr. Fredrianelli.

Eleven feature-length films were screened at the Festival, including “The Congress” (2013 / Israel-Germany-Poland-Luxembourg-France-Belgium), “2001: A Space Odyssey” (1968 / USA-UK), “Where Soldiers Come From” (2011 / USA); “Café de Flore” (2011 / Canada-France); “Blue is the Warmest Color” (2013 / France); “Kooky” (2010 / Czech Republic); “Blood Brother” (2013 / USA); “Ida” (2013 / Poland-Denmark), “Nieulotne/Lasting” (2013 / Poland-Spain), “Milky Way” (2013 / Switzerland-Belgium), and “The Gold Rush” (1925 / USA). Festival ticket holders also enjoyed the world premiere of W&M-produced global documentaries, a W&M Alumni Filmmaker Showcase, a filmmaker breakfast, a showcase of student short films, a workshop with filmmakers, a concert by the W&M Wind Ensemble, and numerous receptions and parties.

In April, the Global Film Festival joined the W&M Confucius Institute to sponsor the China/US Film Symposium. Events included a screening of the film “Lost in Thailand,” a roundtable discussion on China & Hollywood with Leon Xiao from Beijing Normal University, Mia Liu from Yale University, and GFF Director Tim Barnard, and a brown bag conversation with Professor Xiao. Professor Xiao worked for 20th-Century Fox and on numerous Hollywood blockbusters in Los Angeles and New York for over a decade before returning to China to help develop the Chinese film industry.
Once again the Festival offered four different tiers of VIP passes ranging in price from $15 to $50 and in perks from entrance into a Festival party to a listing in the official Festival program and pre-screening slideshow. For the third consecutive year and in partnership with the William and Mary French and Francophone Film Festival (WM4F), all VIP pass holders received special “Movie &…” food and drink deals at Merchants Square restaurants.

In addition to the $7,000 grant from the Williamsburg Arts Commission, this year the Festival was delighted to welcome Canon Virginia as a new partner. The company provided a $5000 grant as well as cameras and lenses for use by the GFF and students in the Film and Media Studies program.

Planning is underway for the 2015 Festival, which will fall on the weekend after President's Day, February 19-22. The Pre-Festival Wednesday night series will run January 21-February 18.

http://filmfestival.wm.edu/
COMMUNITY OF SCHOLARS PROGRAM
COMMUNITY OF SCHOLARS PROGRAM

COMMUNITY OF SCHOLARS FUND

This program supports faculty development and intellectual interaction between students and faculty outside of the classroom. While the fund may be used for extra-curricular activities associated with courses, it is not intended to subsidize basic or required course expenses. Examples of appropriate activities include book or film discussion groups; trips to lectures, museums, performances, laboratories, or field sites; conference travel; and funding for visiting scholars and performers.

http://www.wm.edu/as/charlescenter/scholars/communityfund/index.php

- Funding for Ewell Concert Series
- Support for Tim Barnard’s Global Film Festival class to attend the DCSHORTS film festival.
- Support for the French section’s annual Fete de la Recherche research conference, in November, 2013.
- Support for Lu Ann Homza’s Spring-Break research trip with students to Pamplona, Spain.
- Support for John Riofrio to bring two speakers to campus: Jose Galvez, a Pulitzer-Prize winning photographer, and Dr. Samaa Abdurrah1ib, who studies Muslim women in the West.
- Support for the Philosophy Club’s annual undergraduate philosophy conference (Chris Freiman, advisor).
- Support for Christy Burns to bring in Professor Scott Klein to deliver a talk on Charlie Chaplin and The Great Dictator.
- Support for costs associated with the Nineteenth-Century French Studies conference, which was held at William & Mary. The coordinator was Robert St. Clair.
- Support for John Allen, which will help subsidize the costs for 8 students to attend a field marine ecology course.
- Support for Bianca Hemp to attend the United States Institute for Theater Technology annual conference in Fort Worth, Texas.
- Support for Isabelle Lee to attend the international computer science conference, APS-DPP, in Denver, Colorado.
- Support for Leah Glenn to bring dance students to two conferences, The International Association of Blacks in Dance Conference (January 16-19, Dallas), and the American College Dance Festival (George Mason, March 8-11).
- Support for Classical Studies’s annual lecture series on classical archaeology.
- Support for Katherine Preston to take her freshman seminar to the DeWitt Wallace Gallery for a guided tour of the exhibit on American pianos, 1779-1830.

- Support for the summer Bosnia Project.

- Support for Fabricio Prado’s Rio de la Plata Working Group conference in February 2014 at William & Mary.

- Support for a book group to be organized by Paul Heideman that will be reading George Gopen, “Expectations: Teaching Writing from the Reader’s Perspective.”

- Support for the GSWS program to hire 3 teaching fellows to supervise research projects in GSWS 205.

- Support for Kristin Wustholz to bring two students to a 2-day art conservation conference at the Smithsonian Museum.

- Support for Amy Quark to bring Luciana Marchesini (a research analyst at the World Bank) to campus to speak to classes in Sociology, Latin American Studies, and International Relations.

- Funding for Sahnun Mohamud, president of the William & Mary organization Students for Somalia, to bring Abdi Samatar to campus to speak to students. Professor Samatar is a specialist on Somali politics and recent president of the African Studies Association.

- Funding for Calvin Hui to help support the Chinese Major Forum dinner in February 2014. The dinner was the culmination of a student research presentation event.

- Support for Professor Cristina Stancioiu to conduct research in Santiago de Compostella, Spain.

- Support for Isra Nikoolkan and Priscilla Lin to attend the East Coast Asian American Student Union meeting, in Washington D.C.

- Support for Maggie Skorup to attend the Clinton Global Initiative Conference in Phoenix, AZ.

- Support for the Lemon Project, to include one summer student grant, faculty course development grants, and funding to bring Craig Steven Wilder to campus to deliver the keynote talk for the Lemon Symposium.

- Support for Iyabo Isiapem’s NTE faculty book club, reading Ken Bain, What the Best College Professors Do.

- Support for Meagan Phillips to attend the Students for Critical Animal Studies Second Annual Conference in Montreal.

- Support for Ryan Fletcher to bring students from his Opera Workshop to attend the HD Live Broadcast from the MET of LaBoheme in April 2014.
- Support for Evan Cunningham (undergraduate and Monroe Scholar) to attend the rehearsals and live performances of his ballet, which took place in St. Andrews in April 2014.

- Support for Sylvia Tandeciarz to bring two students to Washington, D.C. to meet with the Argentine delegation at the National Security Archive to discuss the ways in which declassified documents can aid in the search of missing children from the dictatorship period.


- Support for Jamie Settle to bring two students to conferences in summer 2014 – to take Margaret Schwenzfeier to attend the Political Networks Conference, in Montreal; and to take Taylor Feenstra to attend the International Society of Political Psychology Conference in Rome.

- Funding for a gathering, hosted by George Greenia, of students who will be conducting research in summer 2014 in Santiago de Compostela, Spain.

- Funding to support an undergraduate research geology field trip that was coordinated by Greg Hancock.

- Support for Mark Smith to bring his International Development class to Washington DC to visit USAID and the Eurasia Foundation.
FACULTY DEVELOPMENT PROGRAMS
NEW FACULTY ORIENTATION PROGRAM

The New Faculty Orientation Program is a year-long program for new tenured and tenure-eligible faculty. The primary objectives of the Program are to welcome our new colleagues and to provide them with: a chance to meet one another; an opportunity to reflect on the multiple roles of faculty members and other issues of common concern; an understanding of the resources that are available at William and Mary to support faculty research and teaching; and, in general, with a comprehensive initiation into the strong culture of teaching, scholarship, and institutional involvement that distinguishes faculty life at William and Mary.

Before 2011-12 the New Faculty Orientation was restricted to new faculty in the Arts and Sciences. The provost had hosted a briefer event in the first week of classes for all new faculty. In 2011-12 we merged the two events, basically including new faculty from Law, Business, and Education in the program that has existed for some time in Arts and Sciences.

The Program starts with a one-day event in the week before the start of fall classes. At this event new faculty are introduced to each other and to several faculty and administrators, including the president and the provost. They are provided with some information that will be immediately useful to their teaching and research. The retreat ends at about 3PM and then there is an informal dinner for all new faculty that evening, which included spouses, partners, and children.

NOTE: In 2013-14 we experimented with dropping the year-long small-group mentoring program that had been in place in Arts and Sciences for many years. It was our intention to replace this with regular group events for new faculty to be coordinated by Kate Slevin and Joel Schwartz. We have decided to reinstate the small groups for the Arts and Sciences new faculty in 2014-15 but to not attempt to merge the programming on a regular basis across schools.
New Faculty, 2013-14

Chemistry
Tyler Meldrum

Economics
John Lopresti

English
Chelsey Johnson

History
Fahad Bishara
Gerard Chouin
Hannah Rosen

Marine Science
Matthew Kirwin

Modern Languages and Literatures
Ka Man Calvin Hui

Philosophy
Christopher Tucker

Physics
Eugeni Mikhailov
Andre Walker-Loud

School of Business
David Long
Christine Petrovits
Michael Seiler
Philip Shane

School of Education
Eddie Cole
Spencer Niles
Jacqueline Rodriguez

School of Law
Evan Criddle
Thomas McSweeney
James Stern
New Faculty Orientation  
Thursday, August 22, 2013

Program Objectives
The primary objectives of the New Faculty Program are to welcome our new colleagues and to provide new faculty with: a chance to meet one another; an opportunity to reflect on the multiple roles of faculty members and other issues of common concern; an understanding of the resources that are available at William & Mary to support faculty research and teaching; and, in general, with a comprehensive initiation into the strong culture of teaching, scholarship, and institutional involvement that distinguishes faculty life at William & Mary.

Schedule

<table>
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<th>Time</th>
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| 9:00 a.m. – 9:30 a.m. | Continental Breakfast  
Board Dining Room, Blow Memorial Hall, Third Floor |
| 9:30 a.m. – 10:00 a.m. | Welcome and Introductions  
Michael R. Halleran, Provost |
| 10:00 a.m. – 10:45 a.m. | Ginger Ambler, Vice President for Student Affairs  
An overview of the Student Affairs division, with an emphasis on some of the policies and resources that are most relevant and important to new faculty. |
| 11:00 a.m. – 12:00 p.m. | Steve Hanson, Vice Provost for International Affairs and Director of the Reves Center for International Studies  
International Studies at William & Mary  
Dennis Manos, Vice Provost for Research and Graduate/Professional Studies  
Research-related Resources at William & Mary  
Joel Schwartz, Director of the Charles Center for Academic Excellence  
Teaching-related Resources at William & Mary  
Kate Slevin, Vice Provost for Academic Affairs  
Faculty Development Initiatives for 2013-14 |
| 12:00 p.m. – 1:00 p.m. | Luncheon  
Board Dining Room |
| 1:00 p.m. – 2:00 p.m. | Panel Discussion with Selected Tenured Faculty on Tenure and Promotion  
Moderator: Michael R. Halleran, Provost  
Panelists:  
Laura Heymann, Vice Dean and Professor of Law  
Mark Hofer, Associate Professor of Education  
Rowan Lockwood, Associate Professor of Geology  
Virginia Torczon, Chancellor Professor of Computer Science and Graduate Dean, Arts and Sciences |
| 2:00 p.m. – 3:00 p.m. | Welcome and Overview of Arts and Sciences  
Kate Conley, Dean, Faculty of Arts and Sciences  
John Griffin, Lu Ann Homza, Joel Schwartz, Virginia Torczon, Contact Deans |
| 6:00 p.m. | Dinner |
UNIVERSITY TEACHING PROJECT

Over the past 20 years the William & Mary faculty has made a concerted effort to rethink and renew the curriculum in such a way as to help students move from being passive consumers of knowledge to being active creators of knowledge. The University Teaching Project complements that effort by helping faculty expand their teaching methods to include techniques that are more in line with our goals for student learning.

Each Teaching Project spans one academic year and is open to all W&M faculty by application. Generally about 25 faculty participate, with each receiving a $1,000 stipend.

The program begins with a full-day retreat scheduled before fall classes begin. By the end of the retreat, participants are divided into smaller groups that meet throughout the year.

The program's organizing unit is the individual course portfolio, where each faculty member develops a new or revised course curriculum. Within their small groups, faculty work with their peers to test and refine new teaching content and delivery methods. While completed individual class portfolios are the tangible result of the Project, participants often note the additional value of the collegial working relationships they develop and the exchange of teaching techniques across disciplines.

The Teaching Project also sponsors a series of workshops on teaching topics that are offered throughout the school year. Several of these are organized and led by Teaching Project small groups, while others are led by faculty who have developed expertise in pedagogical topics.

Teaching Project Participants and Groups 2013 - 2014

**Interdisciplinary Groups**
Annie Blazer, Religious Studies
Cristina Stanciou, Art and Art History
Shannon Trice-Black, School of Education
Kristin Wustholz, Chemistry

Jennifer Kahn, Anthropology
Michelle Lelievre, Anth and American Studies
Anya Lunden, Linguistics
Jaime Settle, Government
Jamel Donner, School of Education

**Brain Differences**
Josh Burk, Psychology
Cheryl Dickter, Psychology
Karin Wulf, History
Janice Zeman, Psychology
French and Francophone Studies
Maryse Fauvel, French and Francophone Studies
Chris Bennett, French and Francophone Studies
Magali Compan, French and Francophone Studies
Angela Leruth, French and Francophone Studies
Michael Leruth, French and Francophone Studies
Katherine Kulick, French and Francophone Studies
Giulia Pacini, French and Francophone Studies
Rob St Clair, French and Francophone Studies

NTE Teaching Network
Robert Sanchez, Philosophy
Naomi Falk, Psychology
Iyabo Osiapem, Linguistics and Africana Studies
Timothy Van Meter, Biology
Christy Porter, Neuroscience and Psychology
Meghan Sinton, Psychology

Teaching Project Workshops, 2013-14

September 27, 2014
Tools and Approaches for Pre-Term and Mid-Semester Course Evaluation
Presenters: Jamel Donnor, Education; Jennifer Kahn, Anthropology; Michelle Lelievre, Anthropology; Anya Lunden, Linguistics; Joel Schwartz, Government; Jaime Settle, Government

Faculty are often left unsatisfied by end-of-the-semester teaching evaluations that leave us with ideas of how to improve our courses at a time when the course is already completed. Our workshop will explore how we can receive and incorporate student feedback on our courses within a single semester. It will include how-tos on survey software available to us, and case studies highlighting pre-semester surveys for organizing students into working groups and mid-semester evaluations for evaluating student learning and effective teaching methods. A final case study will consider how to draw on student feedback at mid-semester to make appropriate changes to our teaching methods and/or course content before the end of the semester. As the workshop will illustrate, incorporating student evaluations from the onset of teaching and at mid-term engages students directly in the learning process, can be used as an effective method for clarifying teaching objectives, and allows professors more fluidity in their teaching practice.

October 7, 2014
Flipping Without Flopping: Inverting Teaching in Response to Students’ Learning Needs
Judi Harris, Professor and Pavey Family Chair in Educational Technology, School of Education

What are the potential benefits and risks of "flipping classrooms" -- that is, using in-the-classroom time for content-based, student-focused interactions, and outside-of-the-classroom time for self-paced and/or small-group learning using a variety of digital and nondigital tools and resources? How are instructors
flipping classrooms with university students? What kinds of learning and teaching are most effectively flipped? How are various educational technologies used to support different forms of inverted learning/teaching (aka, flipping classrooms)? This session will overview the flipped classroom phenomenon, focusing upon instructional options and decision-making that can guide effective inverted teaching in higher education.

**October 29, 2013**

**Classroom flipping for beginners: How-to suggestions, simple trials, and freed class time**
Paul Heideman, Professor of Biology

In this workshop, participants will plan how to flip some student learning to out-of-class time, using the in-class time for something such as problem-solving sessions. Each participant will develop a plan to flip one class meeting. The instructor (a nervous newcomer to flipping) will demonstrate. Our planning will include: (1) Choosing what to move out of class, (2) Deciding what might be useful problem-solving activities or other in-class time, (3) Preliminary planning to develop materials, (4) Assessing the time it will require, and (5) Is the effort worth the potential gains.

**November 18, 2014**

**Oral Presentations**
Kris Bennett, Rob St Clair, Magali Compan, Maryse Fauvel, Giulia Pacini, Michael Leruth (all faculty in French and Francophone Studies)

In this workshop participants will examine the pros and cons of including student presentations in a class. Why and when are oral presentations useful? What are their objectives? What are their different formats? How can we prepare students beforehand? How do we ensure that the oral presentation is a valuable learning experience for the whole class? How can technology enhance a presentation? How do we evaluate oral work? How do we evaluate collaborative work?

**February 5, 2014**

**A Discussion of the Steps We Need To Take to Implement the Arts & Sciences Curriculum**
Coordinated by the new Center for Liberal Arts Fellows: Deborah Morse, Nicholas Popper, John Riofrio, and Gene Tracy

The inaugural cohort of Fellows for the William & Mary Center for the Liberal Arts are enjoined to work in collaboration with W&M faculty to implement the College's recently approved general curriculum. To that end, the CLA Fellows are eager to invite interested faculty to join them for a discussion on this subject. This is the first of several events that will give faculty an opportunity to come together to discuss our collective aspirations for the new curriculum, as well as to explore the most effective ways to design courses that will fulfill those aspirations in concrete ways during the coming months.

In particular, the Fellows hope to establish an ongoing faculty dialogue that will 1) clarify the curriculum's guiding principles in practical terms and the Fellows’ role as a resource for faculty, and 2) begin the process of piloting the initial COLL courses.
February 26, 2014
Where Are We Now?: New Curriculum May Seminars, Pilot Courses, and Beyond
The College Fellows would like to invite you to the second forum of the semester to discuss the new curriculum. The goals of this second conversation are several and interrelated: 1] We will provide a quick status report on the efforts of the EPC working groups who are crafting criteria for the COLL courses. 2] We would like to begin brainstorming about a series of May seminars that we will help to create with interested faculty. How should these May seminars be designed and organized so as to best forward the development of new COLL courses? 3] We want to continue the Q&A we started at our last brownbag. At that meeting we asked faculty to write down questions and concerns about the new curriculum, but we only had time to cover a small fraction of them. We will distribute copies of all of the questions and comments we collected at that kick-off meeting, and will continue the discussion. Some of the concerns raised should inform the May seminar planning.

March 24, 2014
Classroom Flipping for Beginners: A Report on Selective, Low-Effort Flipping
Paul Heideman, Department of Biology, and William Buchser, Department of Biology
In this workshop, we report our experiences in classroom flipping as beginners. Our goal was to move some selected content out of class time and use that open time for in-class problem solving. We wanted the flipping to take as little effort as possible from the instructor, and we wanted to assess how our William and Mary students would respond. This workshop is about the choice of the content to flip out of the classroom, in-class problem solving on that content, student responses in an anonymous survey, and a subjective assessment of how well they learned. We offer coaching for attendees if, after this workshop, they wish to try flipping a classroom session themselves. The coaching includes help with software, hardware, and/or preparation of flipped content.

Thursday, May 1, 2014
Non Tenure Eligible Faculty Successes and Challenges: An Open Dialogue
Robert Sanchez, Philosophy; Naomi Falk, Art and Art History; Iyabo Osiapem, Linguistics and Africana Studies; Christy Porter, Psychology; Meghan Sinton, Psychology
As the College implements new policies and practices regarding its non-tenure eligible faculty, and works to fulfill the "William and Mary Promise," now is a perfect opportunity to reflect on the role of NTE faculty. In addition to the data on the size of NTE faculty already circulating, we would like to discuss the influence that NTE faculty have on the educational experience of students. We will share our own data and perspectives on the NTE experience, as well as offering a few specific observations about what in our experience has worked well and what might still be improved.
MAY SEMINARS

The May Seminar Program has been in place since 1993. It provides modest stipends to support collaborations of 2-10 faculty working on specific curriculum development or teaching improvement initiatives. It has been the convention for these seminars to meet immediately after commencement, which is how the program acquired the name “May Seminars.” In fact, the meetings take place at a variety of times over the summer, depending on the schedules of participants.

The Committee on Honors and Interdisciplinary Studies (CHIS) solicits and reviews proposals from all areas of Arts and Sciences. The program’s Principles and Guidelines, and the application form, are available on the Charles Center’s web site, at:

http://www.wm.edu/as/charlescenter/faculty/mayseminars/index.php

In Spring 2014, there were two groups of May Seminar proposals, proposals focused specifically on course development for the new curriculum and “general” proposals. The former were reviewed by the College Fellows and the latter were reviewed by CHIS. CHIS reviewed 8 proposals and funded the 5 proposals listed here. In its evaluations the committee focused on the following questions: How important is this project? Could it be accomplished without a seminar? How many people (faculty and students) will benefit, and how much will they benefit?

Spring 2014 May Seminars

Two-day EPC retreat to study criteria for new College Courses and to consider proposals for College Courses:
John Gilmour
Diane Shakes
Jack Martin
Heather MacDonald
Bill Hutton
Josh Erlich
Weizhen Mao
Lu Ann Homza

Two-day seminar to implement changes in the History graduate curriculum, including updating website:
Kathrin Levitan
Gerard Chouin
Hiroshi Kitamura
Paul Mapp
Hannah Rosen

Two-day multi-disciplinary mathematics seminar:
Tanujit Dey (Mathematics)
Chi-Kwong Li (Mathematics)
Junping Shi (Mathematics)
Anke Van Zuylen (Mathematics)
Ross Iaci (Mathematics)
Rex Kincaid (Mathematics)
Greg Smith (Applied Science)
Leah Shaw (Applied Science)
Margaret Saha (Biology)
Rom Lipcius (VIMS)

Two-day seminar to review graduate programs and catalog entries:
Arthur Knight (AMST)
Martin Gallivan (ANTH)
Leah Shaw (APSC)
Matt Wawersik (BIOL)
Debbie Bebout (CHEM)
Rex Kincaid (Computational Operations Research)
Evgenia Smirni (CSCI)
Jim Whittenburg (HIST)
Jeff Nelson (PHYS)
Pam Hunt (PSYC)
Elizabeth Torczon (Dean)