Table of Contents
Introduction: Restructuring the Charles Center for Academic Excellence ............................................................... 2-3
2014-2015 Highlights ............................................................................................................................................. 4
Interdisciplinary Degree Programs .......................................................................................................................... 5-13
  Interdisciplinary Degree Programs ..................................................................................................................... 6
  Committee on Honors and Interdisciplinary Studies ......................................................................................... 11
Scholars Programs .................................................................................................................................................. 14-24
  James Monroe Scholars ..................................................................................................................................... 16
  1693 Scholars .................................................................................................................................................... 19
  Sharpe Scholars and Engaged Scholarship ........................................................................................................ 21
  W&M Scholars/WMSURE ................................................................................................................................... 22
  Class of 1940 Scholars ...................................................................................................................................... 24
Prestigious Fellowships Programs .......................................................................................................................... 25-27
Student Research Programs .................................................................................................................................... 28-37
  Department Honors Program .......................................................................................................................... 29
  Charles Center Scholarships ............................................................................................................................ 30
  Presentation Events ............................................................................................................................................. 35
  Embark ............................................................................................................................................................. 37
Internship Funding Programs ................................................................................................................................. 38
Journalism Programs ............................................................................................................................................. 41-43
Mellon Foundation and The Charles Center .......................................................................................................... 44-46
Faculty-Student Research Programs ....................................................................................................................... 47-51
  Scholar Programs ............................................................................................................................................... 48
  Mellon Foundation Projects .............................................................................................................................. 49
  Honors Fellowships .......................................................................................................................................... 49
  Weingartner Faculty/Student Fellows ................................................................................................................ 50
  English-Stonehouse Faculty/Student Fellows ................................................................................................. 50
  Morton-Brown Faculty-Student Fellows ........................................................................................................... 50
  Morton Science Lab Fund .................................................................................................................................. 51
  Global Film Festival .......................................................................................................................................... 51
  Sharp Writing for Public Audiences Program ................................................................................................. 51
Donors Relations and Stewardship .......................................................................................................................... 52-53
Center for Geospatial Analysis ............................................................................................................................... 54-55
Global Film Festival ............................................................................................................................................... 56-59
Community of Scholars Program .......................................................................................................................... 60-62
Faculty Development Program ............................................................................................................................... 63-70
  New Faculty Orientation .................................................................................................................................... 64
  Teaching Project .................................................................................................................................................. 69
  May Seminars ................................................................................................................................................... 70
INTRODUCTION: RESTRUCTURING THE CHARLES CENTER FOR ACADEMIC EXCELLENCE TO SHARPEN OUR FOCUS ON RESEARCH

In recent years we have worked to increase the support that the Charles Center can provide for undergraduate research and faculty-student research collaborations. This emphasis is important for two reasons. First, since William & Mary places a uniquely balanced emphasis on teaching and research, it is critical that we build structures that integrate these two missions and create complementarities wherever they are possible. Second, since the focus on research now inflects just about everything that we do in the Charles Center, this focus has made it possible for us to work with more intellectual and budgetary discipline over the past few years.

It has become clear to us that some internal restructuring is the next step in the process of sharpening this focus. I look forward to reporting on the conclusion of that exercise next year.

In last year’s annual report I called attention to the extent to which research is the axis around which almost all of the Charles Center’s initiatives pivot. This is especially true if you relax the scope of “research” along several dimensions – for example, to include music composition and other creative work in the arts, and significant inquiry/project-based learning in the lower-division curriculum that introduces students to the research skills and dispositions that a growing number of them will continue to develop as they progress along the pipeline to senior theses and refereed publications. Research, after all, is both a noun and a verb, and it is important to give students opportunities “to research” in many venues along the path to producing the kind of “research” that shows up on academic CVs.

Readers of this year’s annual report will see the thread of research that passes through almost all of its topics. For example, all of the Scholars Programs that we support – Monroe Scholars, 1693 Scholars, Sharpe Scholars, and WMSURE -- emphasize research at the core of their identities, as do the Charles Center Scholarships and Honors Fellowships initiatives. Many of the special programs that the Charles Center administers – e.g., the Global Film Festival, the Sharp Journalism Seminar, the Weingartner Global Initiative – also provide students with research opportunities. Our Woody Internship in Museum Studies requires interns to complete a research project, working in collaboration with their museum coordinator. Finally, our growing series of research presentation events, now four in all, gives students valuable opportunities to explain and defend their work.

The Center for Geospatial Analysis supports research both in its curriculum and in the assistance its staff provides to individual faculty and student research projects.

In my 2013-14 report I showed how research is also the central concept in many of the Charles Center’s faculty development programs, and especially the Teaching Project, New Faculty Orientation, and May Seminar programs.

One of the developments that has led to the restructuring that we will be doing this year is the growth of curriculum-based research at William & Mary. The Charles Center has participated in five Andrew Mellon Foundation grant projects that have had this emphasis, two specifically in Environmental Science and Policy, one that built the Center for Geospatial Analysis, one that funded the design of 81 research-based courses across the disciplines, and one that has made it possible for us to place a series of research opportunities at the core of our Global Studies degree programs.

The College’s new general education curriculum replaces an emphasis on subject-matter distribution with a commitment to engaged, inquiry-based learning, presenting an opportunity for the Charles Center to
increase its support for research experiences, both on and off campus (and both domestic and international), that are based in the general education curriculum.

The Association of American Colleges and Universities has recently supported research that has documented the important contribution that “high impact educational practices” make to student learning. These practices, in the AAC&Us formulation, include research, along with study abroad, community-based learning, internships etc. While I applaud this emphasis, it is our experience at William & Mary that research deserves a distinct prominence above the other “practices” on the list. For example, the Sharpe service learning program isn’t a social service agency; its mission is to give students research opportunities using the community as a laboratory. And the College has made decisive strides toward replacing the conception of study abroad as a drive-by cultural experience with a “research abroad” model.

The Charles Center, then, will seek to increase its emphasis on a whole range of “high impact practices” in its new administrative structure, but our core emphasis on research will allow us to integrate these practices into a unified whole.

Joel Schwartz
Director, Roy R. Charles Center for Academic Excellence
2014-15 HIGHLIGHTS

- There have been several exciting developments in interdisciplinary programs in the past year. One of these is the launch of the new Computational and Applied Mathematics and Statistics program, with major tracks in Mathematical Biology and Applied Statistics. Another is the creation of the Film and Media Studies Program, which has just completed the hiring of a new faculty member to help expand its media production curriculum.

- The Center for Geospatial Analysis has hired a new permanent director, Robert Rose, and secured significant new funding thanks to a College budget initiative.

- The Honors Fellowships “kickstarter” fundraising initiative once again surpassed previous years in all measures of success. For example, in just a four-week fundraising period we received a total of 871 gifts that provided 46 students with full $6,000 Fellowships, and 8 additional students with full summer grants of $4,000.

- The College made impressive strides in the implementation of the new curriculum in 2014-15, something that was helped considerably by the grant from the Andrew Mellon Foundation that the Charles Center participated in developing.

- The Weingartner Global Initiative launched a new experiment in deliberative democracy in fall, 2014. There are a core group of eight Weingartner Student Fellows who studied the literature on deliberative democracy and selected a topic – international child labor – on which to stage large-scale deliberations in fall, 2015. They have been working on the development of an issue book that outlines the prominent alternative policy options, which will be distributed to all participants prior to the deliberations.

- Thanks to the generosity of Carol and Robert Woody, we initiated the Woody Internships in Museum Studies this year. We have established collaborations with Colonial Williamsburg, The Phillips Collection, and the J. Paul Getty Museum, and this program has fully funded students to work in each of the prestigious institutions in summer, 2015.

- The Charles Center’s prestigious scholarship advising and support program had an exceptionally successful year, including helping our students earn four Goldwater Scholarships and fifteen Fulbright Scholarships.
INTERDISCIPLINARY DEGREE PROGRAMS
INTERDISCIPLINARY DEGREE PROGRAMS, 2014-2015

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.

Self-Designed Majors
The Committee on Honors and Interdisciplinary Studies (CHIS) conducted a study in fall 2014 of self-designed majors. It was interesting to look at the distribution of fields of these degrees and in the trend over time in the number of self-designed majors. This study is based on the 202 self-designed degrees since 2008-09:

<table>
<thead>
<tr>
<th>08-09</th>
<th>09-10</th>
<th>10-11</th>
<th>11-12</th>
<th>12-13</th>
<th>13-14</th>
<th>14-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>15</td>
<td>19</td>
<td>28</td>
<td>26</td>
<td>40</td>
<td>60</td>
</tr>
</tbody>
</table>

It is impossible to cleanly categorize these into science, social science, and humanities fields because a good number straddle these categories. For example, public health majors typically include science, social science, and culture studies courses, and a major in human rights can include both international relations and philosophy courses. However, the following subdivision reflects the general pattern in these 169 majors.

52 = science/computational
Examples: Biochemistry; Ecology; Environmental Toxicology; Marine Ecology and Conservation; Applied Statistics; Cognitive Neuroscience; Molecular Biochemistry and Biophysics; Cellular Biophysics; Planetary Geophysics; Systems Biology; Bio-Mathematics; Bio-Informatics

98 = social sciences
Examples: Public Health; International Public Health; Environmental and Urban Architectural Design; Women and International Justice; Culture, Globalization, and Migration; Human Geography; Human Security and International Development; Peace and Conflict Resolution; Education in the United States: History and Policy; Southern Studies; Animal Rights

52 = humanities and arts
Examples: East Asian Philosophy; Philosophy of Science; Political Philosophy; International Justice and Human Rights; Constitutional Interpretation and History’ Visual Arts; Dance, Music, and Theatre Performance; Italian Literature and Culture; Japanese History and Culture; Storytelling as Folklore and Performance; Holocaust Memory and Memorialization; Judaic Studies; Asian-American Studies
NOTES
Since 2003, 44 self-designed major declarations have been advised by David Aday, all in the general area of public health. This explains most of the spike in recent graduates. The frequency of these declarations have fallen off significantly since the creation of the Minor in Public Health, which David helps to direct.

Since 2003, 22 declarations have been advised by Francis Tanglao-Aguas, most in the area of Asian-American Studies.

Historical Trends in Interdisciplinary Degree Programs
The following table shows the number of students graduating in 2014-15 in each of the College’s interdisciplinary majors and minors. This includes December 2014 graduates and May 2015 graduates. It also provides an overview of the pattern over time in the number of students graduating with interdisciplinary majors. The total number of interdisciplinary majors grew by over two-and-a-half times from 1994-95 to 2014-15 – from 135 to 384. 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.
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>American Studies</td>
<td>American Studies</td>
<td>3</td>
<td>16</td>
<td>16</td>
<td>17</td>
<td>13</td>
<td>24</td>
<td>14</td>
<td>16</td>
<td>13</td>
<td>11</td>
<td>12</td>
<td>9</td>
</tr>
<tr>
<td>Africana Studies</td>
<td>¹ Africana Studies</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Black Studies</td>
<td>0</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>4</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Environmental</td>
<td>Environmental Science and Policy</td>
<td>7</td>
<td>29</td>
<td>21</td>
<td>30</td>
<td>36</td>
<td>28</td>
<td>39</td>
<td>45</td>
<td>33</td>
<td>31</td>
<td>31</td>
<td>38</td>
</tr>
<tr>
<td>Science and Policy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Film and Media</td>
<td>² Film and Media Studies</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>6</td>
</tr>
<tr>
<td>Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Film Track</td>
<td>5</td>
<td>6</td>
<td>15</td>
<td>15</td>
<td>8</td>
<td>9</td>
<td>13</td>
<td>14</td>
<td>9</td>
<td>15</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Literary and Cultural Studies</td>
<td>12</td>
<td>11</td>
<td>10</td>
<td>6</td>
<td>6</td>
<td>9</td>
<td>8</td>
<td>9</td>
<td>7</td>
<td>7</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Gender,</td>
<td>³ Gender, Sexuality, and Women's Studies</td>
<td>2</td>
<td>11</td>
<td>9</td>
<td>9</td>
<td>10</td>
<td>17</td>
<td>14</td>
<td>13</td>
<td>10</td>
<td>13</td>
<td>11</td>
<td>5</td>
</tr>
<tr>
<td>Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Global Studies</td>
<td>African</td>
<td>0</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>9</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>⁴ Asian/Middle Eastern</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>9</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>East Asian</td>
<td>10</td>
<td>13</td>
<td>8</td>
<td>11</td>
<td>9</td>
<td>8</td>
<td>12</td>
<td>7</td>
<td>10</td>
<td>1</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>European</td>
<td>0</td>
<td>5</td>
<td>1</td>
<td>9</td>
<td>6</td>
<td>6</td>
<td>12</td>
<td>11</td>
<td>9</td>
<td>11</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Latin American</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>6</td>
<td>3</td>
<td>8</td>
<td>6</td>
<td>7</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Middle Eastern</td>
<td>2</td>
<td>6</td>
<td>3</td>
<td>9</td>
<td>12</td>
<td>14</td>
<td>8</td>
<td>23</td>
<td>10</td>
<td>7</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>Russian</td>
<td>5</td>
<td>3</td>
<td>8</td>
<td>7</td>
<td>4</td>
<td>10</td>
<td>9</td>
<td>10</td>
<td>8</td>
<td>10</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Interdisciplinary</td>
<td>Self-Designed</td>
<td>8</td>
<td>8</td>
<td>11</td>
<td>9</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>19</td>
<td>28</td>
<td>26</td>
<td>40</td>
<td>60</td>
</tr>
<tr>
<td>Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>International</td>
<td>International Relations</td>
<td>41</td>
<td>84</td>
<td>76</td>
<td>83</td>
<td>86</td>
<td>103</td>
<td>64</td>
<td>86</td>
<td>82</td>
<td>62</td>
<td>77</td>
<td>85</td>
</tr>
<tr>
<td>Relations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Linguistics</td>
<td>Linguistics</td>
<td>12</td>
<td>11</td>
<td>23</td>
<td>19</td>
<td>18</td>
<td>17</td>
<td>30</td>
<td>28</td>
<td>19</td>
<td>25</td>
<td>32</td>
<td>13</td>
</tr>
<tr>
<td>Medieval and</td>
<td>Medieval/Renaissance</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>6</td>
<td>3</td>
<td>4</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Renaissance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neuroscience</td>
<td>Neuroscience</td>
<td>8</td>
<td>62</td>
<td>71</td>
<td>51</td>
<td>63</td>
<td>69</td>
<td>99</td>
<td>63</td>
<td>75</td>
<td>72</td>
<td>83</td>
<td>72</td>
</tr>
<tr>
<td>Public Policy</td>
<td>Public Policy</td>
<td>20</td>
<td>23</td>
<td>36</td>
<td>13</td>
<td>28</td>
<td>28</td>
<td>24</td>
<td>33</td>
<td>29</td>
<td>46</td>
<td>38</td>
<td>42</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>135</td>
<td>299</td>
<td>307</td>
<td>295</td>
<td>328</td>
<td>371</td>
<td>376</td>
<td>385</td>
<td>355</td>
<td>347</td>
<td>375</td>
<td>384</td>
</tr>
</tbody>
</table>

¹ Black Studies and African Studies merged into Africana Studies in 2009-10
² Literary/Cultural Studies and Film Studies merged into Film & Media Studies in 2014
³ Previously known as Women's Studies
⁴ East Asian Studies and Middle Eastern Studies merged into East Asian/Middle Eastern Studies in 2012-13
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Africana Studies</td>
<td>1 Africana Studies</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Black Studies</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>American Studies</td>
<td>American Studies</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>5</td>
<td>4</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Biochemistry</td>
<td>Biochemistry</td>
<td>14</td>
<td>16</td>
<td>12</td>
<td>15</td>
<td>16</td>
<td>19</td>
<td>28</td>
<td>21</td>
<td>23</td>
<td>25</td>
<td>19</td>
</tr>
<tr>
<td>Community Studies</td>
<td>Community Studies</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Environmental Science and Policy</td>
<td>Environmental Science and Policy</td>
<td>7</td>
<td>1</td>
<td>5</td>
<td>6</td>
<td>4</td>
<td>11</td>
<td>7</td>
<td>5</td>
<td>12</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>Film and Media</td>
<td>2 Film and Media Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Film Studies</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>6</td>
<td>6</td>
<td>12</td>
<td>5</td>
<td>6</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Literary and Cultural Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Gender, Sexuality, and Women’s Studies</td>
<td>3 Gender, Sexuality, and Women’s Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Global Studies</td>
<td>African</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td></td>
<td>East Asian</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>--</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>4 Asian/Middle Eastern</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>2</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Italian</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>1</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Japanese</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Latin American</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Middle Eastern</td>
<td>3</td>
<td>6</td>
<td>7</td>
<td>4</td>
<td>6</td>
<td>1</td>
<td>7</td>
<td>5</td>
<td>4</td>
<td>--</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Russian</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>International Relations</td>
<td>International Relations</td>
<td>16</td>
<td>10</td>
<td>8</td>
<td>11</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>--</td>
<td>0</td>
<td>--</td>
</tr>
<tr>
<td>Judaic Studies</td>
<td>Judaic Studies</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Linguistics</td>
<td>Linguistics</td>
<td>2</td>
<td>6</td>
<td>3</td>
<td>8</td>
<td>8</td>
<td>3</td>
<td>4</td>
<td>6</td>
<td>7</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Marine Science</td>
<td>Marine Science</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>9</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medieval and Renaissance Studies</td>
<td>Medieval/ Renaissance Studies</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>66</td>
<td>55</td>
<td>56</td>
<td>72</td>
<td>63</td>
<td>56</td>
<td>80</td>
<td>60</td>
<td>77</td>
<td>83</td>
<td>82</td>
</tr>
</tbody>
</table>

2. Literary/Cultural Studies and Film Studies merged into Film & Media Studies in 2014
3. Previously known as Women's Studies
4. East Asian Studies and Middle Eastern Studies merged into East Asian/Middle Eastern Studies in 2012-13
**Total Interdisciplinary Degrees Conferred**

(Majors & Minors)

<table>
<thead>
<tr>
<th>Year</th>
<th>Majors</th>
<th>Minors</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003-04</td>
<td>235</td>
<td>49</td>
</tr>
<tr>
<td>2004-05</td>
<td>299</td>
<td>66</td>
</tr>
<tr>
<td>2005-06</td>
<td>307</td>
<td>55</td>
</tr>
<tr>
<td>2006-07</td>
<td>295</td>
<td>56</td>
</tr>
<tr>
<td>2007-08</td>
<td>328</td>
<td>72</td>
</tr>
<tr>
<td>2008-09</td>
<td>371</td>
<td>63</td>
</tr>
<tr>
<td>2009-10</td>
<td>376</td>
<td>56</td>
</tr>
<tr>
<td>2010-11</td>
<td>385</td>
<td>80</td>
</tr>
<tr>
<td>2011-12</td>
<td>357</td>
<td>60</td>
</tr>
<tr>
<td>2012-13</td>
<td>346</td>
<td>72</td>
</tr>
<tr>
<td>2013-14</td>
<td>375</td>
<td>83</td>
</tr>
<tr>
<td>2014-15</td>
<td>384</td>
<td>82</td>
</tr>
</tbody>
</table>

**Degrees Conferred for Largest Interdisciplinary Majors**

<table>
<thead>
<tr>
<th>Year</th>
<th>Environmental Science &amp; Policy</th>
<th>Interdisciplinary Studies</th>
<th>International Relations</th>
<th>Neuroscience</th>
<th>Public Policy</th>
<th>Linguistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1994-95</td>
<td>7</td>
<td>8</td>
<td>41</td>
<td>8</td>
<td>20</td>
<td>12</td>
</tr>
<tr>
<td>2003-04</td>
<td>16</td>
<td>5</td>
<td>38</td>
<td>31</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>2004-05</td>
<td>29</td>
<td>8</td>
<td>84</td>
<td>31</td>
<td>23</td>
<td>19</td>
</tr>
<tr>
<td>2005-06</td>
<td>39</td>
<td>15</td>
<td>64</td>
<td>72</td>
<td>24</td>
<td>30</td>
</tr>
<tr>
<td>2006-07</td>
<td>39</td>
<td>26</td>
<td>62</td>
<td>72</td>
<td>46</td>
<td>25</td>
</tr>
<tr>
<td>2007-08</td>
<td>31</td>
<td>60</td>
<td>99</td>
<td>72</td>
<td>42</td>
<td>13</td>
</tr>
<tr>
<td>2008-09</td>
<td>31</td>
<td>60</td>
<td>85</td>
<td>72</td>
<td>42</td>
<td>13</td>
</tr>
<tr>
<td>2009-10</td>
<td>31</td>
<td>60</td>
<td>85</td>
<td>72</td>
<td>42</td>
<td>13</td>
</tr>
<tr>
<td>2010-11</td>
<td>31</td>
<td>60</td>
<td>85</td>
<td>72</td>
<td>42</td>
<td>13</td>
</tr>
<tr>
<td>2011-12</td>
<td>31</td>
<td>60</td>
<td>85</td>
<td>72</td>
<td>42</td>
<td>13</td>
</tr>
<tr>
<td>2012-13</td>
<td>31</td>
<td>60</td>
<td>85</td>
<td>72</td>
<td>42</td>
<td>13</td>
</tr>
<tr>
<td>2013-14</td>
<td>31</td>
<td>60</td>
<td>85</td>
<td>72</td>
<td>42</td>
<td>13</td>
</tr>
<tr>
<td>2014-15</td>
<td>31</td>
<td>60</td>
<td>85</td>
<td>72</td>
<td>42</td>
<td>13</td>
</tr>
</tbody>
</table>
Committee on Honors and Interdisciplinary Studies -- 2014-2015

Faculty Members:
Catherine Forestell, Psychology
Christopher Freiman, Philosophy
Greg Hancock, Geology
Richard Lowry, English/American Studies
Jeremy Pope, History
Carol Sheriff, History
Gene Tracy, Physics
Elizabeth Wiley, Theatre, Speech, Dance
Lisa Grimes, Charles Center
Joel Schwartz, Charles Center

Student Members:
Shannon Callahan
Sarah Kinniburgh,
Jackson Stone
Srueeera Sathi

The Committee met twice in the fall term and three times in the spring term. Faculty committee members selected the rising sophomore Monroe Scholars (20, in all) in the Fall and the May Seminar recipients in the Spring.

132 students received honors in their majors in 2014-15. The Committee discussed possible recommendations that it might make concerning the department honors program. Specifically, it discussed proposing the standardization of a 1-level (“honors”) honors system, which has become the practice of about half 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.

The Committee conducted a study of “self-designed majors.” There had been about 15 students graduating with self-designed majors each year until 2011-12, when this number jumped to 28. The number seems to have roughly remained at that level. Because of the breadth of many of these majors, it is difficult to categorize them into (for instance) science, social science, and humanities/arts areas.

Historically, it is not uncommon for self-designed majors to be incubators for the development of new degree programs. Following this pattern, it is clear that the recent jump in the number of self-designed majors was the result of proposals in a small number of areas – e.g., public health, in 2010-14, and Asian American Studies, more recently. The creation of a minor in Public Health led to a significant decrease in self-designed majors, and a possible degree program in Asian American Studies, if one is developed and approved, would certainly have the same impact.
Monroe Scholars
75 Monroe Scholars have been approved to do their upper-division projects ($3,000) in summer, 2015.

In addition, 47 freshman Monroes have been provided with funding to do freshman projects ($1,000) in summer 2015. 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 20 rising sophomore Monroes in Fall 2015.

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.

Department Honors Theses
132 students completed senior honors theses in Spring 2015. 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.
## Honors Students, By Department

<table>
<thead>
<tr>
<th>Department</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africana Studies</td>
<td>1</td>
</tr>
<tr>
<td>American Studies</td>
<td>1</td>
</tr>
<tr>
<td>Anthropology</td>
<td>4</td>
</tr>
<tr>
<td>Applied Science</td>
<td>2</td>
</tr>
<tr>
<td>Biology</td>
<td>14</td>
</tr>
<tr>
<td>Chemistry</td>
<td>16</td>
</tr>
<tr>
<td>Classical Studies</td>
<td>2</td>
</tr>
<tr>
<td>Computer Science</td>
<td>1</td>
</tr>
<tr>
<td>Economics</td>
<td>3</td>
</tr>
<tr>
<td>English</td>
<td>12</td>
</tr>
<tr>
<td>Film and Media Studies</td>
<td>1</td>
</tr>
<tr>
<td>Geology</td>
<td>3</td>
</tr>
<tr>
<td>Global Studies</td>
<td>2</td>
</tr>
<tr>
<td>Government</td>
<td>4</td>
</tr>
<tr>
<td>History</td>
<td>9</td>
</tr>
<tr>
<td>Interdisciplinary Studies</td>
<td>12</td>
</tr>
<tr>
<td>International Relations</td>
<td>7</td>
</tr>
<tr>
<td>Kinesiology and Health Sciences</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Modern Languages and Literatures</td>
<td>3</td>
</tr>
<tr>
<td>Music</td>
<td>1</td>
</tr>
<tr>
<td>Neuroscience</td>
<td>6</td>
</tr>
<tr>
<td>Philosophy</td>
<td>1</td>
</tr>
<tr>
<td>Physics</td>
<td>11</td>
</tr>
<tr>
<td>Psychology</td>
<td>8</td>
</tr>
<tr>
<td>Religious Studies</td>
<td>1</td>
</tr>
<tr>
<td>Sociology</td>
<td>1</td>
</tr>
<tr>
<td>Theatre, Speech, and Dance</td>
<td>2</td>
</tr>
</tbody>
</table>
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, 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." James Monroe Scholars are the most academically distinguished undergraduates at the College of William & Mary, representing the top seven percent of the student body.

In the early years of the program, 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.

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.

Admission
All incoming freshmen are considered for admittance 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. In fall 2014, 150 students matriculated as Monroe Scholars.

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 June 2014, these invitations went out to students who had earned grade point averages of 3.86 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.

Monroe Weekend and Recruitment
Each spring all incoming freshmen admitted to the Monroe program are invited to attend Monroe Scholars Weekend to learn more about the program and to meet their peers. Admitted students and their families have the opportunity to attend the College’s Day for Admitted Students and to extend their visit to Williamsburg at the conclusion of the campus-wide event. Monroe Weekend offers students and their parents an opportunity to hear from current Monroe Scholars regarding their research pursuits and experiences as Monroe Scholars, take part in mock seminar discussions designed to replicate William & Mary’s in-class experience, and can attend a dinner Saturday night with current Monroe Scholars.

This year’s Monroe Weekend was held on Saturday, April 11 and Sunday, April 12. A total of 150 admitted students registered for this year’s event with 126 actually attending the weekend. The Charles
Center was able to recruit approximately 50 current Monroes for the Saturday night host dinner and Monroe Scholars Johnathan Maza and Rachel Merriman-Goldring presented their research to admitted students and their families during the welcoming event.

A list of the Sunday seminars is below.

Bev Sher – Avian Influenza Strains: A Pandemic Threat
Caroline Hanley – American Inequality: Causes, Consequences, Remedies
Brian Castleberry – The Great Gatsby and the 1920s
Christopher Howard – Saving Social Security
Christopher Freiman – Is it Morally Wrong to Listen to this Talk?

**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. Forty-seven Monroes conducted freshman research in 2015.

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 & Mary campus or might involve travel to specialized domestic or foreign library collections, laboratories, field stations, or other research facilities. In 2015, seventy-five upperclass Monroe Scholars conducted summer research.

http://www.wm.edu/as/monroescholars/currentstudents/summerresearchprojects/currentsummerprojects/index.php

**Monroe Reading Groups**
In summer 2014, 113 Scholars read books and participated in one or more Monroe reading groups in the fall semester. Continuing Scholars picked up the books before they left campus in the spring and Charles Center staff mailed books to incoming freshmen. The summer books included Purple Hibiscus, Beyond the Beautiful Forevers, Mountains Beyond Mountains, and A Constellation of Vital Phenomena. The program was so popular that we added a winter break reading group. 90 Monroes took part. The winter break book list included Bad Feminist, Excession, The Immortal Life of Henrietta Lacks, Me Talk Pretty One Day, Shadow of the Wind, A Tale for the Time Being, and A Wizard of Earthsea.

The program allowed Monroe Scholars to meet and talking with one another (as well as to faculty members like Brian Castleberry, Tom Linneman and Sharon Zuber and administrators like Dean of Libraries Carrie Cooper and Assistant to the Vice President for Student Affairs Jodi Fisler) in an informal setting, contributing to our efforts to build community among Scholars of different classes.

**Monroe Meals**
Monroe Scholars are invited to a series of lectures/discussions throughout the academic year. These informal sessions allow Monroe Scholars to meet and interact with many William & 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, dinner, or snacks are provided. In 2014-2015, lunch speakers included:
Anne Charity Hudley - Highest Honors: A Guide to Undergraduate Research

Eliot Dudik - Recent Photographs

Keith Griffioen - Pythagoras Meets Orpheus; Physics Meets Music

Rebecca Hernandez - Who are the Religious Scholars in Islam and Does Anyone Still Listen to Them? The Case of Post-2011 Egypt.

Scott Ickes – The Role of Public Health in the Liberal Arts

Susan Kern - Everything You Want to Know about the Wren Building, and What is the Office of Historic Campus Anyway?

Dan Maliniak - The Geography of Representation: How Boundaries can Manipulate Politics

John Swaddle - How Does Noise Pollution Affect Wildlife

Morgan Uland - The Search for the Giant Virus

Douglas Young - Expanding the Genetic Code with Unnatural Amino Acids

Social Events and Service
At the beginning of the fall semester, over 100 Monroes attended an ice cream social. This event provided upperclass Monroes the chance to meeting incoming students. The Monroe Scholar Family Weekend Tailgate continues to be popular, with over 115 people attending in 2014. Scholars also enjoyed a mixer at Brickhouse Tavern, a series of movie nights at the Kimball Theatre followed by dessert at Merchant’s Square restaurants, and a December study break double feature of Elf and How the Grinch Stole Christmas with snacks.

In 2014-15, the Monroe Scholar Program partnered with the Virginia Peninsula Foodbank, which serves people in need from Poquoson all the way to Williamsburg, and students from the William & Mary School of Law to collect for the VPF’s Food Frenzy food drive.

Moving Forward
This fall, we look forward to holding our first Monroe Scholar induction ceremony and reception where current Monroe Scholars and incoming first year students will receive official Monroe pins. Throughout the year 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

The 1693 Scholars Program is a highly selective merit-based scholarship funded by the Murray 1693 Scholars Foundation, the Stamps Scholars Charitable Foundation, and the Estes family. 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 ($30,350 for 2015-2016) for in-state residents and Virginia tuition, fees, room and board annually ($30,350 for 2015-2016) for out-of-state residents towards their total cost of $52,050. 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 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 2015, candidates were asked to write about the following topics:

1. Choose a current 1693 Scholar. Pose an important question to this scholar and engage him or her in a hypothetical battle of wits.
2. What matters least to you?

1693 Scholar finalists are invited to William & Mary for an expense-paid weekend visit each spring. Finalists give a presentation to a faculty selection committee on how they would spend their $5,000 research stipend and engage in a 15-20 minute Q&A with the faculty selection committee. Also, they are interviewed by 1693 Scholar alumni and donors of the program (new this year), tour the campus, participate in a long list of optional events 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 2015-16, with a record of 14,950 applications submitted to William & Mary. 2,653 of these were reviewed by Kim Van Deusen and 56 semi-finalists were chosen for the 1693 Scholars Program. These semi-finalists were asked to submit two short essays. Twenty students were chosen as finalists and attended our Finalist Weekend April 9-11th. There will be six scholars entering this fall, three Murray 1693 Scholars and three Stamps 1693 Leadership Scholars. The incoming class is strong and the most diverse in the program’s history.
The 1693 Scholars entering Fall 2015 are:

Srijan Bhasin, Annandale, Bishop O’Connell High School  
Jared Grooms, VA Beach, Floyd E. Kellam High School  
Yorick Oden-Plants, AZ, Basis Oro Valley  
Alexis Payne, Ashburn, Broad Run High School  
Andrew Peritz, Charlottesville, Charlottesville High School  
Lillian Waddill, Newport News, Hampton Roads Academy

We now have fifty-six 1693 Scholars (31 alumni and 25 current scholars). With the possible addition of a Watson Family 1693 Scholar and a Gore 1693 Scholar, we will be able to enroll six to eight scholars for the fall of 2016. This will take us closer to our goal of enrolling 10 per year. An ongoing debate is whether the scholarship should 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.

Some highlights of the year include: an on-line Year In Review, a freshmen canoe trip, 21 faculty and staff lunch guests to the Murray House through our lunch lecture series, our annual alumni Homecoming event at the Murray House, a special Charter Day lunch with Jim and Bruce Murray as well as Rob and Jean Estes, a November trip to the Murray family home in Charlottesville, breakfast with photojournalist Allison Shelley, breakfast with Paul Begala from CNN, all three seniors being inducted to PBK, two Goldwater Scholars, and a wonderful graduation lunch for the three 1693 scholars and their families.

William & Mary hosted the USPAA (Undergraduate Scholars Program Administrators Association) Conference June 3-5, 2015. This provided 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. Thirty-six people registered for the USPAA conference, getting us close to the 37 attendees GA Tech had last year.

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
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 applicants 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 student for continued community-based learning and research.

In 2014-15 the Sharpe Program offered five first-year seminars:
- African-American English – Anne Charity Hudley
- Living with the Environment – Dennis Taylor
- Activism & Cultural Arts – Monica Griffin
- Communities & Neighborhoods – David Aday
- Families, Law & Psychology – Danielle Dallaire

In addition, all freshmen Sharpe students live together in Spotswood Hall and participate in a one-credit Sharpe course that introduces them to the Williamsburg community and strategies for conducting engaged research.

Community Studies Minor
The Community studies minor courses continue to have adequate enrollments but this has not resulted in students actually completing the degree program. There are no doubt a variety of reasons for this. For example, students who are already double-majoring are not allowed, by College policy, to also do a minor. Also, the minor has a demanding set of requirements, including a senior research project, and many students conclude that it is not possible for them to finish this as well as research work that they are doing in their majors. We have experimented with this minor long enough now that it is time to accept the reality that it is not accomplishing any reasonable performance measures and that it is time to move on to another model – e.g., to reallocate the resources to support service learning at the department level.

Spring Research Symposium
The spring engaged learning research symposium has become an annual event on the Arts and Sciences calendar. This year the symposium was held on Wednesday, April 29 in the Sadler Center and featured poster presentations by all of the freshman Sharpe students, as well as by other undergraduates who had conducted research using service-learning methods.
WMSURE PROGRAM

The William and Mary Scholars Undergraduate Research program has enjoyed continued growth in participation in 2014-15 as well as an expansion in programming due to the support of the duPont Fund award. During the academic year, an average of 20 students and several faculty attend each Wednesday afternoon workshop. Our largest workshop, Confronting Racism: A Restorative Justice Approach with Jeree Harris ’08, Attorney with Just Kids, attracted over 100 attendees. An even 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.

Fifteen WMSURE students received 2015 summer 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, preparing for honors, the imposter syndrome, solo status, and stereotype threat. Several WMSURE faculty presented on their own research to students as well. For our workshops, we selected faculty and staff from around campus to lead these workshops based on their expertise. Some workshops were led by individuals and many included a panel of faculty and/or staff members to expose students to a number of people on campus with whom they could follow up outside of WMSURE. Time is left at the end of each workshop for students to ask individual questions and exchange contact information. Students report that the networking and mentoring opportunities that the program provides are among the most important aspects of WMSURE.

On Wednesday, November 19, Dr. Ana Celia Zentella, Professor Emerita at University of California San Diego, gave a talk to a group of 150 people entitled Bilinguals and Borders: Patrolling Languages and Identities on the US-Mexico Border. Dr. Zentella’s visit was a joint venture between: The Department of Sociology, WMSURE, the programs in community studies, linguistics, Latin American Studies, Africana Studies, and the President’s Office.

This year, WMSURE students have continued to take an active role in expanding and leading the program. Current student-initiated projects include WMSURE course development, a plan for a student and alumni mentoring program, and research on the academic and social experiences of WMSURE students. WMSURE students and faculty are also working on expanding programming to for graduate students in arts and science, business, education, and law.

WMSURE is also an integral part of the 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. Highlights of last year’s initiative were the WMSURE student panels for both educators and middle school students.

In 2014, The William and Mary Scholars Program and WMSURE received a $68,000 grant from the Jesse Ball DuPont Fund (http://www.dupontfund.org). The grant was awarded as a challenge match grant. The challenge match has been met by the Forsyth Family who have also committed to expanding the number of William and Mary Scholars each year for the next seven years.
The three-year DuPont and Forsyth funding enables 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. This year, we have accomplished these goals by hiring undergraduate fellows who help with event preparation and hold office hours for their WMSURE peers and funding student-faculty research projects. In addition, we created Autumn Blast Research and hosted a research-focused event for students and parents following the Day for Admitted Students. The first WMSURE research workshop for high school students, Autumn Blast Research, was held on October 26, 2014, following Autumn Blast. The second workshop for high school students was held in April 2015, the Sunday afternoon after A Day for Admitted Students. We received extremely positive feedback after both events from both prospective scholars and their family members. Current WMSURE scholars took an active role in preparing for both workshops and in engaging with prospective students and their families.

WMSURE hosted the first WMSURE two-day faculty conference, which took place on Thursday, June 25 and Friday, June 26, 2015 to support faculty who engage in undergraduate research with students from underrepresented backgrounds. Faculty from 11 different Virginia colleges and universities signed up and excellent faculty speakers presented at this event.

WMSURE co-directors Anne Charity-Hudley and Cheryl Dickter along with graduate assistant Hannah Franz are currently writing a book about undergraduate research. The book, Highest Honors: A Guide to Undergraduate Research, will be published by Teachers College Press in 2017. Highest Honors prepares students for undergraduate research in college. The text is designed to help students take full advantage of the academic resources and experiences that the university setting has to offer so that students will actively be on the path to achieving highest honors. The book is designed to appeal to all first and second year college students and as such, has a specific focus on the experiences of students who are underrepresented in the academy. Highest Honors provides students with detailed research-based tools that will prepare them for the social and academic transition from high school experiences to college research.
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 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 and will graduate in spring 2016. Matthew majors in Anthropology and Environmental Studies and Policy and is from Falls Church, VA. A new Scholar will be selected from the sophomore class 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 & 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 9 a.m. and 5 p.m. weekdays.

Three veteran students serve as Head PSAs and work closely 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 three hours per week. In the second semester, in addition to two hours of shadowing, they also have one office hour 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.

2014-2015 PSAs
Greg Collier ‘16 – Head PSA
Jenifer Hartley ‘17 – Head PSA
Kara Newman ‘17 – Head PSA
Brittany Acors ‘18
Anna Gosling ‘18
Natasha King ‘16
Taylor Lain, ’15
Thomas Le ‘17
Johnathan Maza ‘15
Nathan Owen ‘17
Brandon Possner ‘18
Elizabeth Ransome ‘18
Yusheng Qin ‘18
Jakob Stalnaker ‘16
Johnny Mac Yates ‘17
Highlights of the Past Year
2014-2015 was another successful year in terms of national fellowships, both with respect to the awards received and in the amount of student interest and number of applications submitted. Lisa and the PSAs had well over 500 individual in-person consultations and conducted many more consultations over email, phone, and Skype.

Here are some of the fellowship highlights of the year.

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, and all four nominees were awarded scholarships. The four Scholars are: Christine Gao ’17 (Biology); Andrew Halleran ’16 (Biomathematics); John Marken ’17 (Mathematics); Morgan Sehdev ’17 (Biology).

Matthew Abel ’16 was awarded a Beinecke Scholarship to attend graduate school in Anthropology. The goal of the Beinecke Scholarship program is to provide substantial scholarships for the graduate education of young men and women of exceptional promise, and for them to be courageous in selecting a graduate course of study in the arts, humanities and social sciences. Matt, who majors in Anthropology and Environmental Policy, is the College’s current Class of 1940 Scholar.

A record number of College-nominated candidates were awarded Fulbright Scholarships for 2015-16. The 15 awardees, including 12 English Teaching Assistants (ETA) and three Academic Grant grantees, are: Matthew Baker (Taiwan ETA); Elisabeth Bloxam (Luxembourg ETA); Francine Cilke (India ETA); Daniel Falloon (Russia ETA); Logan Ferrell (Russia ETA); Rebecca Fulp-Eickstaedt (Malaysia ETA); Alexandra Hartley (Bosnia & Herzegovina ETA); Bradley Jones (India Academic Grant); Elisabeth Laird (Germany ETA); Isra Nikoolkan (South Korea ETA - declined); Elizabeth Pelletier (Canada Academic Grant); Kelsey Renoll (South Korea ETA); Danielle Tassara (South Korea Academic Grant); Elena van den Berg (Bulgaria ETA); Elsa Voytas (Turkey ETA). In addition, three students were named Fulbright Alternates: Nicole Fitchett (Norway Academic Grant); Meg Gerry (Cyprus ETA); Lauren Jean (Ireland Academic Grant).

The Focus ON: Scholarships series continued to draw big audiences. Sessions were led by Lisa, the PSAs, and guest experts. They were very well attended and received excellent feedback from students. In addition to numerous award-specific sessions, we presented topics such as Refining your Research Question and Writing and Talking about Yourself, ran a three-hour personal statement workshop with 27 attendees, and hosted a webinar with Humanity in Action Coordinator of Outreach and Admissions – and Fellow – Ryan Gayman.

Planning for 2015-2016
We will continue our efforts to get the word out about scholarships and the Peer Scholarship Advisor program. In 2014-15 the PSAs held evening office hours in Swem Library just before the summer scholarship application deadline, and we will continue to experiment with this model before major deadlines such as Fulbright.
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, each Honors student must defend his or her thesis before a committee of William & 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 2015, 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.

132 students in the class of 2015 successfully completed Department 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 page 13, above.
Summer Research Awards

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 one of the Center’s blog sites and present at the Summer Research Showcase 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 2015, the application deadline was noon on Wednesday March 18, and students submitted their applications online (see Embark section, page 42).

The Charles Center awarded summer scholarships for research to over 100 students and awarded an additional 54 Honors Fellowships for summer funding. This website has more information on these awards. [http://www.wm.edu/sites/scholarships/scholarshipsfellowshipsawards/summer/index.php](http://www.wm.edu/sites/scholarships/scholarshipsfellowshipsawards/summer/index.php)

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.

In 2014-2015, thirty-four 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 department Honors in their senior year are eligible to apply for fellowships of up to $6,000 through the William & 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 & Mary Honors Fellowships “kickstarter” website that allows alumni (and others) to provide funding to individual students.

William & 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 William & Mary 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 an honors thesis or 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 2015 Results

We have recently completed the seventh 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 weeks that the web site is live. In Spring 2015, seventy one students presented their research proposals on the site and the funding period extended from March 20 to April 24.

- Detailed descriptions of our 2015 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 spring, 2015 Honors Fellowships “kickstarter” fundraising period started on March 20, 2015 and was just over four weeks in duration.

One number the Center follows closely is the total number of students – all juniors who have been approved by their departments to undertake an honors thesis – who have chosen to participate in the site. One goal that we have had from the beginning has been to use the availability of funding and the sheer excitement and success of our Honors Fellowships fundraising initiative to motivate more and more students to undertake honors research. As the chart illustrates, the number of students participating has grown each year, and more than doubled since the program began.

In addition, there is no question that the availability of this funding allows our students to undertake projects that are more ambitious than would otherwise have been possible. Ten years ago a study by an Anthropology student of the cultural assimilation of immigrants in Korea would have been a library project in the U.S; last year Danielle Tassara, supported by an Honors Fellowship, undertook a project on this topic in Korea.

Fortunately, as the number of students participating on the site has continued to grow, so has the success of the fundraising itself. We had 871 gifts this year, 100 more than last year, and the number of these gifts that were over $500 increased at a greater rate than the year-over-year increase in the number of gifts. As a result, we had 54 Honors Fellows this year, 46 of whom were fully funded ($6,000) and 8 of whom received full summer grants ($4,000). We are also fortunate to have received three new endowments that will help fund Honors Fellowships in perpetuity.

The importance of matching funds is perhaps the biggest lesson that we have learned over the years. Unlike “challenge grants” in other contexts, matching funds on the Honors Fellowships site allows donors to double the gift that they are giving to a specific project. The enormous impact that this has can be seen on the graph, below. We were fortunate to receive a single gift of $100,000 this year for matching gifts, half of which we used this year and half of which we plan to use next year. Raising additional funds for matching grants remains our single biggest fundraising goal for Honors Fellowships.

The Honors Fellowships program is, without a doubt, the most exciting thing we do every year in the Charles Center. Within just four short weeks, we are able to raise a significant amount of money that has an immediate impact on the academic opportunities we can give many of our most outstanding students. It has also made it possible for us to work with a large number of William & Mary’s alumni and friends, many of whom have become annual supporters of our students’ honors research. Our sincere thanks for the generosity and loyalty of all of the donors to Honors Fellowships.
Honors Fellowships Report
June 2015

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of gifts:</td>
<td>871</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>16%</td>
<td>51%</td>
<td>53%</td>
<td>146%</td>
<td>50%</td>
<td>93%</td>
<td></td>
</tr>
<tr>
<td>Donors $500 and over:</td>
<td>99</td>
<td>79</td>
<td>69</td>
<td>28</td>
<td>14</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Percent increase from previous year:</td>
<td>25%</td>
<td>15%</td>
<td>146%</td>
<td>100%</td>
<td>27%</td>
<td>88%</td>
<td></td>
</tr>
<tr>
<td>Total students who applied:</td>
<td>71</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>8%</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>46</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>15%</td>
<td>14%</td>
<td>55%</td>
<td>50%</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>8</td>
<td>7</td>
<td>7</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Match grant funds*:</td>
<td>$80,000</td>
<td>$50,000</td>
<td>$50,000</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total expendable gifts this year:</td>
<td>$285,682</td>
<td>$214,130</td>
<td>$164,416</td>
<td>$90,857</td>
<td>$43,006</td>
<td>$35,656</td>
<td>$11,505</td>
</tr>
<tr>
<td>New endowments created:</td>
<td>$150,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other W&amp;M funds expended 2015**:</td>
<td>$69,575</td>
<td>$71,204</td>
<td>$98,700</td>
<td>$81,220</td>
<td>$90,314</td>
<td>$59,857</td>
<td>$64,883</td>
</tr>
<tr>
<td>Total expended 2015:</td>
<td>$325,257</td>
<td>$285,334</td>
<td>$263,116</td>
<td>$172,087</td>
<td>$133,320</td>
<td>$96,533</td>
<td>$75,688</td>
</tr>
</tbody>
</table>

* $50,000 used from a new gift and $30,000 used from W&M funds
**"W&M funds" refers to all Internal College funds applied toward Honors Fellowships. This includes research support that the College has committed to Monroe Scholars [etc.], as well as annual Honors Fellowship endowments and General Fund income.

**Number of Honors Fellowship Donations vs. Date, Spring 2015**

3/20 – Early access email to previous donors with Match #1 announced
3/23 – Official launch email from Taylor Reveley with Match #2 announced
4/6 – Match #3 announced early to students
4/7 – Match #3 email
4/13 – Todd Stottlemeyer email
4/16 – Final match communicated early to students then large email sent announcing final match
4/21 – One Tribe, One Day
Moving Forward
We have started working on strategies in an effort to increase our fundraising period and attract and retain more donors. These include:

- Raising additional funds for matching grants remains our single biggest fundraising goal for Honors Fellowships in 2016
- Continuing to work with Advancement to create a communications plan outside of the fundraising period to encourage donor engagement
- Continuing our invitations to donors to visit campus to discuss the Honors Fellowships program, including increased invitations to the Annual Scholarship Luncheon. We would like to continue to discuss ways to create an “advisory committee” that would encourage donors to serve as mentors to our Fellows and motivate more pledges
- Continuing to work with Alumni Association, Christopher Wren, and Town and Gown Organization outside of fundraising period
- Working closer with departments to encourage alumni fundraising
- Touching base with major gifts officers of previous donors before fundraising cycle
- Creating guidelines for students on how to write satisfactory thank you notes to donors
- Researching and implementing a new platform for the Honors Fellowships site. This involves working with the Advancement team and retaining their support for the program
PRESENTATION EVENTS

Each year, the Charles Center hosts four major presentation events: the Summer Research Showcase and the Catron Scholars Exhibition and Reception in the fall, and the Honors Colloquium and Science Symposium in the spring.

Showcase of Summer Research
Between September 29 and October 3, 2014, 212 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 16 students did oral presentations, eight on each day. Thirty-nine students presented in the afternoon poster session on Tuesday. We held morning and afternoon poster sessions on Wednesday and Thursday. A total of 79 students (37 in the morning/42 in the afternoon) presented on Wednesday and 78 students presented on Thursday (41 in the morning/37 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.

Catron Scholars Exhibition and Reception
On November 20, 2014, students who were awarded Louis Catron Scholarships for Artistic Development exhibited their work in the Andrews Hall Gallery space. Nine students presented their various projects, including one writer, five visual artists, two musicians, and one dancer. For the presentations by the writer, the musicians, and the dancer we added video in a second room that ran throughout the event while Scholars stood by and discussed their work. A reception followed the presentations. The event was open to the public, and an estimated 60 people attended the event.

Honors Colloquium
The sixteenth annual Honors Colloquium was scheduled to run February 16-26, 2015 with afternoon and early evening sessions in Blow Hall 201. While the majority of sessions were held as scheduled, multiple campus closures due to severe weather forced the rescheduling of 22 individual presentations; those students who were rescheduled participated as available in the ensuing weeks, and ultimately, the presentation period extended until the third week of March. At the Colloquium, students pursuing Honors projects have the chance to present their work to faculty members and their fellow students. Participation in the Colloquium is mandatory for Honors Fellows and optional for all other Honors students, who 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

http://www.wm.edu/sites/scholarships/recipient.../catronscholars.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.

Eighty-one Honors students presented their work in 2015. While attendance varied from session to session, overall the Colloquium presentations were well-attended. The average attendance was six audience members per session. Some sessions had as many as twenty 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, 35 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 & Mary undergraduates conducting science research are invited to present their work at the annual Undergraduate Science Research Symposium. Charles Center graduate assistant Sarah Adams works with a team of faculty representatives from each of the involved disciplines to publicize the event and encourage student participation. The Symposium is open to the public and held in the Sadler Center. Originally scheduled to be held at the end of February, bad weather and the related campus closure forced the event’s postponement until mid-April.

On Tuesday, April 21, 2015, fourteen students delivered oral presentations and 97 students presented posters at the twenty-first annual Undergraduate Science Research Symposium. The five separate oral-presentation sessions took place between 2:00 and 6:00 p.m. in the York and James Rooms. The poster session took place from 5:00 to 7:00 p.m. in Tidewater rooms A & B. Applied Science, Biology, Chemistry, Environmental Science and Policy, Kinesiology and Health Science, Mathematics, Neuroscience, Physics, Psychology, and VIMS were represented.

Despite concern that rescheduling the event would compromise students’ ability to participate and/or attend, only seven participants were forced to withdraw in light of the new date, and as in previous years, event attendance was very high and included students and faculty members.

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

Looking Ahead
In April 2016, the Charles Center will host the Colonial Academic Alliance Undergraduate Research conference. The CAA Undergraduate Research Conference provides an opportunity for undergraduates from the ten CAA institutions to present the results of their research, service and scholarship from a broad range of disciplines to an audience of fellow researchers, including students, faculty, and administrators.
EMBARK ONLINE APPLICATION SYSTEM

All of the Charles Center scholarship applications are submitted through the online Embark system. This includes Monroe Program applications, Upperclass Monroe project proposals, Freshman Monroe project proposals, and Student Research Grant applications as well as all of the applications for summer funding. In total, 445 applications were submitted through this system in 2014-15.

In preparation for next year, Associate Director Lisa Grimes has begun working with the Embark developers to implement updates to the 2015-16 applications. 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 2015, fifty-five students submitted applications and forty-three were awarded grants of $400 to $2,500.

In 2015, Irwin / Taylor / Reves award recipients are interning with the following:

Colorado Department of Higher Education
Cultural Survival
Delegate Monty Mason
Democracy for America
Democratic National Committee
Department of Mental Health and Substance Abuse
Embassy of Spain
EMILY's List
Environmental Protection Agency
Foundation International Medical Relief of Children
Healthcare Leadership Council
Library of Congress
National Health Research Institutes
Office of Congressman Loebsack
OPIC
Palestine Center
People for Successful COrean REunification
Projects Abroad
Public Citizen
The Constitutional Sources Project
The Hudson Institute
U.S. Commercial Services – China
U.S. Department of Justice
U.S. Department of State
U.S. Green Building Council
U.S. House of Representatives
U.S. House of Representatives Judiciary Committee
VA State Republican Senate Caucus
Women's Institute for Freedom of the Press
WorldTeach
Summer Internship Funding: Grimsley Fellowship for Journalism
See Journalism section page 41.

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 2015, George Rudebusch ’16 interned January 12 – March 30 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.

Solera Capital Internship
Alumna Molly Ashby (International Relations ‘81) is the CEO of Solera Capital, a New York-based firm that makes private equity investments in emerging growth companies in industries with compelling long-term prospects. Solera’s portfolio companies have achieved leadership positions within the organic/natural, US Latin media, consumer healthcare, specialty branded retail, health/wellness and sustainable industries.

Every few years, Solera offers an internship to a rising senior at William & Mary with a major in Arts and Sciences major. The intern receives a stipend of $6000 and has a chance to be involved in, among other things, research, marketing and strategic projects within the portfolio companies. A faculty committee selected Zhiyao (Lucy) Lu as the summer 2015 intern.

Woody Internship Scholarships for Museum Studies
In 2015, the College established the Woody Internship Scholarships in Museum Studies. Thanks to the generosity of Carol and Robert Woody, the gift will provide funds for students with an interest in museum administration an opportunity to intern and conduct research at a respected museum that exhibits art, historical materials, etc. to the public. All interns will receive $3,000 to complete ten full-time weeks of intern and research activities. In Summer 2015, Woody Scholarships will support undergraduate internships at the J. Paul Getty Museum, The Phillips Collection, and Colonial Williamsburg. All internships are required to have a research component and students receiving funding are required to blog about their research on the Charles Center Summer Research blog.

The Charles Center received an overwhelming number of applications for 2015. A committee of faculty and staff, along with an advisory committee from each museum, selected the following students to receive a Woody Internship Scholarship for Museum Studies in 2015:

Rachel Rosenfeld – Colonial Williamsburg - http://ccsummerresearchblogs.wm.edu/author/rerosenfeld1/
JOURNALISM

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 should not be receiving funding from other sources, and must be returning to the College in the fall following the award (unless studying abroad). Applicants are responsible for securing their own unpaid internships.

In 2015, the Charles Center awarded the fellowship to Vayda Parrish to support her internship at Virginia Living Magazine in Richmond, Virginia.

Sharp Writing for Public Audiences
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.

In 2014-2015, the seminar format changed by having Pulitzer Center grantee Stephanie Hanes filling the role of the sole journalist mentor and increasing the number of visiting journalists and classroom visits. Pulitzer Center grantees visited 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. In 2014-2015 the College welcomed Steve Sapienza, an award-winning photo-journalist and documentary producer, and Allison Shelley, an award-winning documentary photographer and multimedia journalist.
2014-2015 Sharp Seminar Participants

Hannah Berk - The Right to Know Your Rights: Language Access in the Justice System
Akshay Deverakonda - The Fall of Icarus: Ivanpah's Solar Controversy
Alexis Foxworth - What's in a Vote?
Rachel Merriman-Goldring - The War Over Wilderness: Drakes Bay Oyster Company and the Preservation Movement
Akela Lacy - Italy: The Future of Migrants and Refugees
William Plews-Ogan - New Justice Center: A Beacon of Hope for Oglala Sioux Amid Complex Challenges
Katharine Sucher - Private Tiger Ownership in U.S.
Becca Thorpe - The Future of Confucius Institutes in the U.S.
Ellen Wexler - When Employers Demand Skills Professors Cannot Define

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 Journalism Awards
These awards are created through the generosity of William & Mary alumni Mason and Connie Sizemore. Applicants for the Fellowship for graduate study in Journalism must be graduating seniors who plan to enroll in a graduate school of journalism in the fall immediately after graduation. In 2015 the Charles Center awarded Danielle Hall the $17,500 award to support her graduate studies at Stony Brook School of Journalism in Stony Brook, NY.

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. In 2015, approximately $8,000 was used to fund the Sharp Seminar students. Travel included a reporting trip to the Oglala Sioux Tribal Justice Center in South Dakota to interview leaders of the Native American community, a visit to southern California to observe firsthand the growing concern of avian deaths while flying over solar plants, a trip to Big Cat Rescue in Tampa to interview advocates against the private ownership of big cats and to observe the consequences of abandoned exotic pets, and a reporting trip to Turin to speak with immigrants and organization leaders to see firsthand the quality of life of immigrants versus Italian natives.
THE ANDREW W. MELLON FOUNDATION AND THE CHARLES CENTER
CURRENT MELLON GRANTS AND THE CHARLES CENTER

Detailed information about the seven grants that the Charles Center has secured from the Andrew W. Mellon Foundation can be found on the Center’s website. Also, summary information about the Mellon grants focusing specifically on undergraduate research can be found in the Faculty-Student Research Programs section of this report. This section will provide a brief up date of recent activities under the Mellon Foundation grants that are currently underway.

Mellon Post-doctoral faculty in Environmental Studies
This grant, together with required matching funds that William & Mary raised, funds two teaching environmental studies post docs each year. It also provides research funds for the post docs and funds a mentorship program. The post docs in 2015-16 were Dorothy Ibes, who has a background in geography and science communication, and studies urban parks and public places; and Dana Moseley, who studies vocal performance in birds and is currently working on a project to use acoustic techniques to deter birds from flying into wind turbines.

Undergraduate Research in Global Studies
This is a four-year grant that was funded beginning in the 2011-12 academic year. At the core of this project has been the goal of building multiple research experiences into the curricula of our Global Studies programs, and the means of accomplishing this has been to fund three new faculty positions in Global Studies fields. During the grant, these positions have been filled by two-year teaching post-docs; after the grant ends, the proposal specified that William & Mary will pick up the cost of these positions and the programs will decide whether to keep them as rotating post-docs or to convert them to tenure-eligible positions. The grant also provides other support for the faculty and curricula of our Global studies programs.

We are about to enter the last year of this grant and the decision has been by the Global Studies faculty to dedicate all three positions to tenure eligible hires. One of these has already been filled – Richard Turits, as specialist on the history of the Carribean, who will serve the curricula of both Africana Studies and Latin American Studies. The two additional positions will serve the European Studies and Russian/Post-Soviet Studies program, and the Asian Studies and Middle East Studies programs. Searches for these positions will commence in fall, 2015.

Bridged Retirements
This grant was funded in early 2012 and is a three-year grant that begin with the 2012-13 academic year.

The goal of this program is to make it possible for the Dean of the Faculty to offer departments early, or “bridged,” faculty replacements under the condition that departments hire in fields that will make critical contributions to the departmental, interdisciplinary, and general education curricula. The basic model for this project is that during the grant period, when a retiring and a bridging faculty member are both on the payroll the bridging faculty member will be charged to the grant and, upon retirement, the difference between the retiring faculty member and the new hire’s full compensation is accumulated in a pool to be used for future bridges. When the grant is depleted, the bridging faculty member will be charged to the accumulated pool during the period of overlap, and, when the retiring faculty member leaves, the difference between his/her full compensation and the full compensation of the bridging faculty member will be moved to the pool.
To date, this grant has funded three bridged retirements and will fund three more in the upcoming academic year.

**The Implementation of the New Curriculum**

After a two-year process of deliberation the William & Mary faculty adopted a new general education curriculum in December, 2013. This grant, funded in June, 2014, was designed to accelerate the implementation of this curriculum by funding an ambitious curriculum development initiative and providing bridge funding for several key instructional and administrative positions. The most significant development over the last year has been the creation of the Center for the Liberal Arts, which will provide the institutional home for a dozen Faculty Fellows who are charged with the responsibility of developing the College’s new general education curriculum.
FACULTY-STUDENT RESEARCH PROGRAMS
FACULTY-STUDENT RESEARCH

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 focussed 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. The next area for growth will be support for curriculum-based research initiatives.

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 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 scholarships 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 that they are on campus. 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,” “Stamps 1693 Scholars,” “Estes 1693 Scholars,” and “Watkins 1693 Scholars.” The 1693 Scholars director is Professor Daniel Cristol, Biology.

Sharpe Scholars – These students take courses that integrate freshman seminars with community-based research experiences. They also have the opportunity to apply for summer research funding, which supported five students in Summer 2015.

William and Mary Scholars / WMSURE – 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 and disadvantaged 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). We are currently discussing a plan for committing the Quality Enhancement Plan in our next accreditation cycle to this cohort of students, and if we do this, the WMSURE program will play a significant role.
Over the past approximately 25 years, we have also secured private money that makes it possible to fund about 50 additional research 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 in Support of Student Research**
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 on these and Mellon Foundation grants on other topics see page 44, 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 tenure-eligible 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 department 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 20 to April 24 in Spring 2015. In that period we were able to fully fund 46 students with another 8 students receiving full summer funding. A total of $286,682 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 33 summarizes Spring 2015 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 2014-15, 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. She and her students filmed and interviewed witnesses to the dictatorship’s repressive reprisals.

Also during the 2014-15 academic year Professors Clay Clemens and Joel Schwartz organized a 3-semester Weingartner Global Initiatives deliberation process. Eight student Weingartner Global Fellows were selected in fall, 2014 to coordinate the project, and these students selected the topic of international child labor to focus on. They will organize a series of deliberations on this topic in fall, 2015, and they have been busy developing “issues books” that outline policy options that will be distributed to participants in these deliberations. The objective is to see if it is possible for citizen groups, working in a deliberative setting, to come to some agreements about the best way to address child labor. The student Fellows are Courtney Blackington, Rohan Desai, Jordan Gilliard, Kailyn Hornbeck, Astraea Howard, Emma Lother, Ryan Oppenheim, and Michael Silvidi.

English-Stonehouse Faculty/Student Fellows
This initiative, supported by Cory and Kim 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, Elizabeth Harbron, Chemistry, and John Swaddle, Biology. They each have student fellows working with them in summer, 2015. Both the outgoing Fellows (Josh Burk and J.C. Poutsman) and in the incoming Fellows did a presentation with their students for the Englishs in spring, 2015.

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 2014-15, 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 six students:

Amanda Back - “The Effects of SUMO Modification on TR and Nuclear Dynamics.”
Samantha Collins - “Inhibiting Axon Degeneration in Avian Neurons.”
Yazdi Doshi - “Thyroid Hormone Receptor β1 Nuclear Localization.”
Reuben Levy-Meyers - “Identifying transcriptional regulators of Huntington's Disease.”
Austin Tapp - “The Role of Pharmacological Agents and Neurotransmitters on Risky Reward Decisions by Rats.”
Alexander Williams - “Embryonic ethanol exposure in the zebrafish: Effects on learning and memory.”
Morton Science Laboratory Fund
Thanks to the generosity of Douglas Morton, a significant award is made each year to a department or 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 2014-15, these funds were awarded to the Department of Chemistry to help them convert from analog to digital technology for data collection and analysis in their lower-division laboratories.

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 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. 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 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. The blogs are dedicated to documenting and supporting the research process and it is intended to help students better understand the process of discovery.

**Honors Fellowships Program**
The Honors Fellowships program provides a new way 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 to the site, they immediately received an automated acknowledgement and thank you from the College. The Charles Center has designed Honors Fellowships thank you cards that are handwritten and sent to every donor immediately after their gift is received by the College. After the fundraising period is over, all donors will 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 7th 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 program that supports curriculum and research in the broad area of GIS and geospatial analysis. We offer an introduction to GIS, as well as more advance courses, including remote sensing and GIS programming, and discipline-specific courses in Geology, Government, Environmental Science, Anthropology, Health Science, Biology.

The CGA partners with other GIS faculty across campus including Dr. Matthias Leu (geostatistics, ecology, biology), Dr. Greg Hancock (geology, river processes, erosion), and Dr. Michael 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 2000ft$^2$ 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.

**Developments in 2014-15 and Looking Forward**

The interim director of the Center in 2014-15 was Marco Millones, who did an excellent job upgrading the Center’s technology, expanding the curriculum, and assisting faculty from several departments with research projects. In the Spring of 2015 a search committee chaired by Matteus Leu conducted a search for a new permanent director, which resulted in the hiring of Robert Rose. Dr. Rose completed his Ph.D. at the University of Wisconsin, Madison, and has taught at Harvard University, Columbia University, and Macalester College. Most recently, he served as assistant director of the Global Conservation Program of the Wildlife Conservation Society.

The Center’s annual budget achieved significant stability in 2014-15 thanks to a successful budget initiative for $100,000 in base operating funding. In addition, we hired Dorothy Ibes, who originally came to the College as a Mellon Post Doc in Environmental Studies, who will teach core GIS courses, as well as courses in her specialties in urban public spaces and science communication. Finally, the College has recently submitted a pre-proposal to the Teagle Foundation that, if successful, will provide significant support to the development of our curriculum in geospatial analysis, as well as to faculty teaching and research collaborations on campus and with colleagues elsewhere.
The William & Mary Global Film Festival (GFF), directed by Film and Media Studies (FMST) Senior Lecturer Tim Barnard, celebrated its eighth year in 2015 under the programming theme “Film & Renewal.” The GFF continued its established programming schedule including a fall semester theme launch event, a Wednesday night film series running the first five weeks of the spring semester, and, immediately following the Wednesday series, a four day main event in late February. The fall theme launch and main festival events were both held at the Kimball Theatre. The Wednesday pre-festival series was held in Tucker Hall Theatre. Over the 2014-15 academic year, GFF endeavors also included a number of additional projects, programs, and events.

The GFF’s program of public screenings and related special events were again integrated with the Film and Media Studies Program’s curriculum including two fall semester production courses (FMST 370), “Film Festival History & Production” and “The GFF Documentary Project” both taught by Prof. Barnard, and four sections of a 1-credit FMST 351 spring semester course (“Global Film & Renewal”) built around the Wednesday film series and the main GFF event. Professors Arthur Knight, Keith Johnson, Simon Joyce, and Elena Prokhorova each taught a course section, and Professor Knight served as the course coordinator. In the fall, the “Film Festival History & Production” class ran the GFF’s third annual “Do-It-Young/Film-It-Yourself” (DIY/FIY) Youth filmmaking workshops, culminating with a November screening before a full-house audience of family and friends at the Williamsburg Library Theatre.

On Friday November 21, the GFF launched its 2015 theme at the Kimball Theatre with a screening of the American-Icelandic Independent film Land Ho! (2014). Lead actors Earl Lynn Nelson and Paul Eenhoorn attended the screening and participated in related events throughout the following days.

The use of recycled tires in the DIY/FIY project was the result of a collaboration with the GFF’s other fall semester class, “The GFF Documentary Project,” which ran a community recycled art competition for the documentary film it was making under the working title “Greener Galway, Greener Williamsburg.” The project was a continuation of a summer documentary production course Prof. Barnard taught in Galway Ireland while serving as the director of William & Mary's 2014 Galway Summer Program. Students executed environmental cleanup and recycled art projects in both Galway and Williamsburg as a means of generating the content for a documentary film on renewal. The resulting community art works generated for the competition were presented in a gallery exhibit during the opening night reception at the GFF main event after a screening of the resulting documentary. With co-sponsorship support from the Muscarelle Museum, Irish found-object sculptor and performance artist Noel Malloy—who was featured in the documentary—attended the festival, gave a performance art presentation designed expressly for the festival, and gifted to the College his artwork “The Book of Eglinton Cover” made from trash students had recovered from Galway’s Eglinton Canal. Malloy’s artwork was on display alongside the locally generated recycled art.

In the spring, the Wednesday pre-festival series featured five films including: Walkabout (1971, Australia) presented by Professor Verun Begley, The Pruitt-Igoe Myth (2011, USA) presented by Professor Sibel Zandy-Sayek, A2-B-C (2013, Japan) presented by Professor Hiroshi Kitamura, Elena (2011, Russia) presented by Professor Elena Prokhorova, and Out of Here (2013, Ireland) presented by GFF Film Scholar in Residence Professor Anthony Tracy from National University of Ireland, Galway. The GFF also ran an abbreviated two-film Saturday Family Matinee “Film & Renewal” series in
partnership with the Williamsburg Regional Library with screenings of *Swiss Family Robinson* (1960, USA) and *The Boxcar Children* (2014, USA) were screened.

The spring semester also saw the launch of “GFF/Kimball Mug Night Film Screenings,” a new GFF partnership with the Kimball Theatre and initiated by the GFF’s student production team to program a series of cult films popular with students to be screened on Thursday evenings at a discounted ticket price of $3. The series of films (including *The Big Lebowski, Animal House, Harry Potter and the Sorcerer’s Stone, and Monty Python’s Holy Grail*) drew audiences of between 100 and 300 and provided great promotion and exposure for the GFF and its upcoming main event, generated some profit for the Kimball and introduced many William & Mary students to the venue. The mugs were then used at the main festival event. Due to the success of the pre-festival series, two additional Mug Night screenings were scheduled in March: *The Breakfast Club* on March 5 and *Fast Times at Ridgemont High* on March 19. The Kimball is interested in continuing this kind of promotional collaboration in the future.

For the GFF’s main festival event, running Feb. 19-22, independent American filmmaker Paul Harrill presented his film *Something, Anything* (2014) and participated in a panel discussion and a luncheon with filmmaking students hosted by the Swem Library Media Center. He also served as a jurist of GFF student film competitions including the Media Center’s 24Speed competition. Preservationist and curator Bruce Posner presented and ran a post-screening Q&A for the restored and remastered version of Robert Flaherty’s silent documentary classic *Moana* (1926). Composer and piano accompanist Matt Marshal performed live piano accompaniment at a matinee silent film screening featuring two western parodies: the Harold Lloyd short *Eastern Western* (1920, USA) and Buster Keaton’s feature *Go West* (1925). Marshall also participated in a panel discussion at one of the GFF’s student filmmaking workshops.

The highest profile events of the 2015 GFF were two screenings of the documentary *The Hunting Ground* (2015, USA), a powerful expose on sexual assault on American college campuses. The second screening of the film was held on campus in Andrews Hall and featured an extended post-screening Q&A with the film’s two protagonists, campus sexual assault survivors-turned-activists Annie Clark and Andrea Pino. With sponsorship support from the College’s Student Assembly and Task Force on Preventing Sexual Assault and Harassment, the GFF hosted Pino and Clark who, in addition to attending the film’s screening, met with campus activists and leaders in a variety of meetings. After the film’s world premiere at the 2015 Sundance Film Festival in January, and in advance of its theatrical premieres in New York and Washington DC, the GFF’s screening of *The Hunting Ground* made William & Mary the first college in the nation to show the film that has been credited with galvanizing the national fight to end the sexual assault crisis on American college campuses. The GFF’s screenings of *The Hunting Ground* and Pino and Clark’s visit resulted in both regional and national media coverage including articles in *The Chronicle of Higher Education, Indiewire, Wavy News 10’s HR Resource, The Daily Press, and The Richmond Times Dispatch*. The GFF’s screenings of *The Hunting Ground* and hosting of Pino and Clark were also highlighted at the 2015 Image Awards ceremony of the William & Mary Chapter of the NAACP where the GFF was presented the “Outstanding Achievement of the Year” award.

Other curated films screened during the 2015 GFF main event included the documentaries *Elemental* (2012, USA-India-Canada) and *Silence* (2012, Ireland); recent fiction feature films *The Duke of Burgundy* (2014, UK) and *Across the Sea* (2014, Turkey-USA), the latter of which screened at the GFF immediately following its US premiere at the 2015 Slamdance film festival; and three films from Australia—the documentary *Shut Up Little Man* (2011) and fiction features *52 Tuesdays* (2013) and *Charlie’s Country*.
(2014), the latter of which was followed by a Q&A with director Rolf de Heer via live video feed from Australia.

The 2015 GFF also saw the growth of its Student Film Competition and an expanded presence and participation from its sponsor Canon Virginia, Inc. Thirty-three films made by students at 25 different schools were divided into separate Elementary, Middle, and High School tiers and competed for Canon cameras and lenses in the categories of fiction and documentary. A number of the student filmmakers, including four recipients of travel scholarships and numerous others who received complimentary accommodations, participated in the festival’s filmmaker workshops, panel discussions, and receptions.

The festival also continued its partnership with the William & Mary Music Department’s Wind Ensemble and its conductor Professor Paul Bhasin who worked with GFF video production students over the fall and first part of the spring semester to develop a program of music performed by the Wind Ensemble and accompanied by film montages related to different interpretations of the theme “Film & Renewal.”

The festival again sold VIP passes at four tiers and featured a number of receptions offering food, drink, and music all made possible with contributions and sponsorship support from local restaurants, businesses, and musicians. Sub-zero temperatures on Thursday and Friday night required the cancellation of the festival’s tent outside of the Kimball that had been scheduled to serve as a venue for a variety of receptions, workshops, and even some film screenings. Fortunately, the Festival was able to secure a recently vacated gallery space on Merchant’s Square as an alternative venue which proved to be very popular among festival goers.

The use of the gallery space for the GFF receptions came as an addition to Colonial Williamsburg’s sponsorship support of the festival in the form of its waiving the Kimball Theatre rental fees for the four days of the festival’s main event and use of other unoccupied office space above the theatre used for staging and on-site administration of the festival. The 2015 GFF also received a $6000 grant from the Williamsburg Area Arts Commission and Canon Virginia, Inc. renewed its cash support of $5000 in addition to another $30,000 worth of cameras, lenses, and flashes including some for film competition prizes and others for ongoing use by the GFF, the FMST Program and the Swem Media Center. Canon Virginia, Inc. also hosted camera and lens demos with the company’s tech experts during student filmmaker workshops and receptions. Williamsburg Event Rentals again joined CW, WAAC, and Canon Virginia, Inc. as local Platinum Level GFF Sponsors. On-Campus Platinum and Gold Sponsorship—in addition to the Roy R. Charles Center and the Reves Center serving as GFF foundational co-sponsors and administrators—came from: the American Studies Program, the Student Assembly, the Muscarelle Museum of Art, and the Swem Media Center.

Looking Ahead
The theme of the 2016 Festival is “Film and Community.” The Festival will again fall on the weekend after President’s Day, February 18-21 with the Pre-Festival Wednesday night series running January 20-February 17.

http://filmfestival.wm.edu/
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

Wiebke Wemheuer-Vogelaar, Nicholas Bell, and Darin Self (ITPIR) funded to initiate research project with William & Mary students on the perspective on international relations of scholars in non-Western and/or non-industrialized countries. This is a “proof of concept” project that will result in grant proposals for further support.

Funding for Monika Gosin (Sociology) to bring Anthro-political Linguistics scholar Ana Celia Zentella to William & Mary to speak.

Funding for Lunpeng Ma to purchase DVDs in China for class project. Students will compose English subtitles to Chinese films.

Funding to help subsidize Brian Hulse and Paul Bhasin’s recording project with students.

Funding to help Pamela Eddy bring Ellen Hazelkorn to campus to talk about European higher education policy.

Funding to assist Paul Heideman’s participation in a conference run by the American Society of Microbiologists on pedagogical research in science fields – in Washington D.C.

Support for Classical Studies annual public lecture series (John Oakley).

Funding for the French Program’s annual “Fete de la Recherche” symposium show-casing the work of upper-level students in the program (Magali Compan).

Support for Global Film Festival class trip to the DCSHORTS film festival in Washington, D.C. (Tim Barnard)

Funding for Gerard Chouin to bring students on a field trip to the Library of Congress.

Support for Arthur Knight and Jennifer Putzi to bring Anne Baley to campus to discuss her book on gay, lesbian, and transgender steelworkers in Indiana.

Funding for undergraduate Ebony Lambert to present her research at the Black Doctoral Network Conference in Philadelphia.

Funding for Silvina Pagnola to travel to the National Institute of Neutron Research to collect data on two new materials synthesized by William & Mary undergraduates.
Funding for the William & Mary Hip Hop Collection Research Paper Contest organized by Swem Library (Kevin Kosanovich).

Funding for Dance program to bring students to the American College Dance Association Festival at Towson University, and the Blacks in Dance Festival in Cleveland.

Funding for William & Mary’s delegate, undergraduate Susan Nelson, to attend the West Point SCUSA conference (Amy Oakes).

Funding for Francie Cate-Arries to host a paella dinner for her Hispanic Studies students before attending Tomas Lozano concert.

Funding for the Womens’ Network to purchase 30 copies of *I Am Malala* for a reading group. (Jodi Fisler).

Funding for four undergraduates to attend Harvard’s Igniting Innovation Summit on Social Entrepreneurship (Maggie Skorup).

Funding for a student research assistant for the Latin American Studies program (Betsy Konefal).

Funding for Melanie Dawson to host a mini-conference on Edith Wharton.

Funding for a reception for faculty and students visiting here from Argentina and participating in a conference on immigration and human rights.

Funding for a reception for Joanne Braxton’s collaborators on her “narrative medicine” project, from Eastern Virginia Medical School.

Funding for Janice Zeman to take four undergraduates to a national psychology meeting in Philadelphia.

Funding for two History graduate student reading groups, the Early American Reading Group and the Modern American Reading Group (Kristina Poznan).

Funding to bring photographer Josh Jalbert to campus for exhibition and talk.

Funding for John Riofrio to attend two ethnic studies conferences.

Funding to support William & Mary’s undergraduate team’s participation in the iGen (gene synthesis) competition (Margaret Saha).

Funding for Biomath faculty/student seminars (Greg Smith).

Funding to help support Professor Jeremy Black’s lecture on world War II. (Brian Blouet).

Funding to support the participation of undergraduates in a workshop on social network analysis (students of David Aday’s in the MANOS and SOMOS program).
FACULTY DEVELOPMENT PROGRAMS
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 & 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.

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.

After this retreat, the faculty members in Arts & Sciences were organized into three groups, arts and humanities, social sciences, and mathematics. A tenured William & Mary Faculty mentor was assigned to each group, and the groups met about once/month over the school to discuss orientation topics in more depth. The mentors in 2014-15 were Laura Ekstrom, Philosophy, Susan Peterson, Government, and Deborah Bebout, Chemistry.

The retreat agenda and the list of new faculty in 2014-15 follow.
## New Faculty, 2014-15

<table>
<thead>
<tr>
<th>Name and Email</th>
<th>School/Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ariel BenYishay</td>
<td>Economics</td>
</tr>
<tr>
<td>David Grandis</td>
<td>Music</td>
</tr>
<tr>
<td>Marcus Holmes</td>
<td>Government</td>
</tr>
<tr>
<td>Darian Ibrahim</td>
<td>Law</td>
</tr>
<tr>
<td>Melinda Johnson</td>
<td>Education</td>
</tr>
<tr>
<td>David Johnson</td>
<td>Marine Science</td>
</tr>
<tr>
<td>Joseph Jones</td>
<td>Anthropology</td>
</tr>
<tr>
<td>David Kaplan</td>
<td>Marine Science</td>
</tr>
<tr>
<td>John A. Lee</td>
<td>Art &amp; Art History</td>
</tr>
<tr>
<td>Xu Liu</td>
<td>Computer Science</td>
</tr>
<tr>
<td>Patricia A. Lott</td>
<td>English &amp; Africana Studies</td>
</tr>
<tr>
<td>Daniel Maliniak</td>
<td>Government</td>
</tr>
<tr>
<td>Helen A. Murphy</td>
<td>Biology</td>
</tr>
<tr>
<td>Dan Parker</td>
<td>English &amp; Linguistics</td>
</tr>
<tr>
<td>Mainak Patel</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Joshua R. Puzey</td>
<td>Biology</td>
</tr>
<tr>
<td>Sarah R. Wasserman Rajec</td>
<td>Assistant Professor of Law</td>
</tr>
<tr>
<td>Francesca Sawaya</td>
<td>English &amp; American Studies</td>
</tr>
<tr>
<td>Andrew Scheld</td>
<td>Marine Science</td>
</tr>
<tr>
<td>Monica J. Seger</td>
<td>Modern Languages &amp; Literatures</td>
</tr>
<tr>
<td>Elizabeth Shadwick</td>
<td>Marine Science</td>
</tr>
</tbody>
</table>
Stephen Sheehi
Juliette L. Smith
Kun Sun
Chinua A. Thelwell
Nathaniel A. Throckmorton
Richard Turits
Kevin Weng

FACULTY DEVELOPMENT PROGRAMS
Middle Eastern Studies
Marine Science
Computer Science
History & Africana Studies
Economics
History, Africana & Latin American Studies
Marine Science
New Faculty Orientation Agenda  
Thursday, August 21, 2014

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

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*  
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, Charles Center*  
Teaching-related Resources at William & Mary  
Susan Grover, *Vice Provost for Academic and Faculty Affairs*  
Faculty Development Initiatives for 2014-15

12:00 p.m. – 1:00 p.m.  Luncheon  
*Board Dining Room*

1:00 p.m. – 1:15 p.m.  William and Mary’s Sexual Harassment Policy  
Kiersten Boyce, Chief Compliance Officer

1:15 p.m. – 2:15 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*  
Michael Deschenes, *Professor of Kinesiology and Health Sciences*
Rowan Lockwood, Associate Professor of Geology
Suzanne Raitt, Professor of English and Gender, Sexuality, Women’s Studies

2:15 p.m. – 3:15 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
Dinner
Blow Memorial Hall, Second Floor, Room 201
Spouses, partners and children are invited.
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 William & Mary 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.

NOTE: In 2014-15 we kept the size of the Teaching Project smaller than usual because of the large curriculum development effort that is underway for the new COLL curriculum. Teaching/curriculum development initiatives related to the new curriculum were coordinated primarily by the College Fellows and the Center for the Liberal Arts.

Teaching Project Participants and Groups 2014-15

**Interdisciplinary Group**
Dorothy Ibes, Environmental Science and Policy
Christopher Tucker, Philosophy
Lynn Weiss, American Studies and English
( Joel Schwartz served as convener for this group.)

**Film and Media Studies Group**
Tim Barnard, FMST
Arthur Knight, English and FMST
Sasha Prokhorov, Modern Languages and Literatures and FMST
Elena Prokhorova, Modern languages and Literatures and FMST
Charles Palermo, Art and Art History and FMST
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 2015 the Committee received six proposals and funded four of these. 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?

The four proposals funded in Spring 2015 are:

1. For the American Studies faculty to develop significant changes to the American Studies curriculum. **Participants:** Alan Braddock, Chandos Brown, Susan Donaldson, Charles McGovern, Hannah Rosen, Francesca Sawaya, Robert Scholnick, Lynn Weiss.

2. To study the various technological and conceptual possibilities and difficulties for mapping soundscapes for use in COLL 100 courses. **Participants:** Marco Millones, Anne Rasmussen, Jonathan Glasser, Christopher DeLaurenti, and Michael Iyanaga.

3. For the Religious Studies department to orient new and junior faculty to department guidelines and practices, and to share pedagogical practices in an effort to improve and expand teaching strategies. **Participants:** Kevin Vose, Julie Galambush, Alex Angelov, Patton Burchett, Faraz Sheikh, Rebecca Hernandez, Mark McLaughlin, and Annie Blazer.

4. For the members of the Committee on Graduate Studies to review the cumulative changes made to the Graduate Arts & Sciences catalog following last year’s successful May Seminar, and then assess the changes needed to bring the requirements for the individual A&S graduate programs into compliance. **Participants:** Alan Braddock, Neil Norman, Leah Shaw, Matt Wawersik, Debbie Bebout, Rex Kincaid, Weizhen Mao, Kathrin Levitan, David Armstrong, Pam Hunt, Elaine McBeth, Virginia Torcson, DGSR, Chasity Roberts (OGSR), Wanda Carter (OOGSR), Corey Springer (Registrar).