THE ROY R. CHARLES CENTER
FOR ACADEMIC EXCELLENCE

2015-2016
ANNUAL REPORT

William & Mary
CHARTERED 1693
# Table of Contents

Introduction: The Charles Center’s Focus on Research, Project-based Learning, and High Impact Practices ........................................... 2-3

The Charles Center’s New Study Away Initiative ......................................................................................................................... 4-6

Interdisciplinary Degree Programs .................................................................................................................................................. 7-15
  Interdisciplinary Degree Programs ........................................................................................................................................... 8
  Committee on Honors and Interdisciplinary Studies .................................................................................................................. 13

Scholars Programs ........................................................................................................................................................................... 16-24
  James Monroe Scholars ............................................................................................................................................................. 18
  1693 Scholars ............................................................................................................................................................................ 20
  Sharpe Scholars and Engaged Scholarship ................................................................................................................................. 22
  W&M Scholars/WMSURE .......................................................................................................................................................... 23
  Class of 1940 Scholars ............................................................................................................................................................. 24

Prestigious Fellowships Programs ............................................................................................................................................. 25-27

Student Research Programs ......................................................................................................................................................... 28-34
  Department Honors Program .................................................................................................................................................... 29
  Charles Center Scholarships ................................................................................................................................................... 30
  Presentation Events .................................................................................................................................................................... 33

Internship Funding Programs ...................................................................................................................................................... 35-37

Journalism Programs ................................................................................................................................................................. 38-40

Mellon Foundation and The Charles Center ................................................................................................................................. 41-43

Faculty-Student Research Programs ........................................................................................................................................ 44-47
  Scholar Programs ................................................................................................................................................................. 45
  Mellon Foundation Projects ...................................................................................................................................................... 45
  Honors Fellowships ............................................................................................................................................................... 45
  Weingartner Faculty/Student Fellows ........................................................................................................................................ 46
  English-Stonehouse Faculty/Student Fellows ............................................................................................................................ 46
  Morton-Brown Faculty-Student Fellows ................................................................................................................................ 46
  Morton Science Lab Fund .......................................................................................................................................................... 46
  Global Film Festival ................................................................................................................................................................. 47
  Sharp Writing for Public Audiences Program .......................................................................................................................... 47
  Study Away Courses ............................................................................................................................................................... 47
  Margaret L. Glauber Faculty-Student Research Fellowships .................................................................................................. 47

Donors Relations and Stewardship ........................................................................................................................................ 48-49

Center for Geospatial Analysis .................................................................................................................................................... 50-51

Global Film Festival ...................................................................................................................................................................... 52-53

Community of Scholars Program .................................................................................................................................................. 54-57

Faculty Development Program ..................................................................................................................................................... 58-64
  New Faculty Orientation .......................................................................................................................................................... 59-61
  Teaching Project ....................................................................................................................................................................... 62-63
  May Seminars ........................................................................................................................................................................... 64
Introduction:  
The Charles Center’s Focus on Research, Project-based Learning, and High Impact Practices

In our last annual report I underscored our plans to increase the Charles Center’s focus on project-based learning and undergraduate research and to undertake a partial restructuring of the Center to accomplish this. I am pleased to say that we have made significant progress toward accomplishing these objectives, and I will use this opportunity to highlight these developments.

The Charles Center’s core mission is to augment the quantity and quality of “high impact practices” (HIPs) in William & Mary’s undergraduate program. HIPs is a term that has emerged from research supported by the AAC&U that refers to a range of curricular and co-curricular structures that have been shown to be closely associated with student academic success. HIPs, in the literature, have been understood to include freshman seminars, undergraduate research, service learning, living-learning programs, internships, study abroad, etc.

The Charles Center has gone beyond the standard definition to emphasize the decisive role that mentored, project-based learning (or research) plays in assuring the efficacy of HIPs. For example, service learning opportunities have a long-term impact on student learning precisely because they challenge students to form hypotheses, collect data, and defend conclusions on questions that are important to communities. From this point of view, “community service” (for example, tutoring), however laudable, is not a HIP because it doesn’t provide students with an analytical, project-based research experience. Similarly, study abroad is not a HIP, under our definition, if it is restricted to cultural exposure and lacks a significant project-based academic assignment.

Undergraduate research, then, is not just one form that HIPs take; it is the underlying characteristic that all HIPs must have if they are going to fulfill their potential to accomplish the most important objectives of a liberal education. This is especially true when the goal of HIPs is not limited to retention and graduation, as it often is in the literature, but is extended to include students’ higher-order creative and analytical abilities, and their disposition to be lifelong learners.

Examples of Charles Center programs that are grounded in research/project-based research are described in more detail in this annual report. They include:

- our Scholars programs, Monroe, Sharpe, 1693, and WMSURE, all of which are centered around providing students with research experiences. The Sharpe program, for instance, has both service-learning and living-learning components, but its core goal is to provide first-year students with significant research experiences in community settings. WMSURE supports the academic success of students from under-represented groups and first generation families. This, of course, is an objective that we share with many institutions, but the “William & Mary way” to accomplish this is to help these students find mentored research experiences that start them on a path to senior honors theses and graduate school.

- funding to support honors thesis research, an extensive summer research grant program, and a growing faculty-student research program that includes the English-Stonehouse Faculty-Student Research Fellowships in the sciences and the Margaret L. Glauber Faculty-Student Research Fellowships in the social sciences and humanities.
• research in the curriculum, including the research-based curricula in our Global Studies degree programs that has been made possible by funding from the Mellon Foundation. Another Mellon grant has enabled our faculty to design 81 research-based courses across the curriculum.

• our prestigious scholarships program, which helps students communicate about the research they have done in the Goldwater, Fulbright, Rhodes, Marshall (etc.) selection processes, as well as to acquire support from these scholarship programs for their post-undergraduate research.

• the Center for Geospatial Analysis, which supports one of the fastest growing research methodologies at the College, both with its curriculum and with the assistance it provides to individual faculty and student research projects.

• several research-based special programs that the Charles Center administers, including the Sharp/Pulitzer Journalism Seminar, the Weingartner Global Initiative, and the Woody Museum Internship Program.

• the Charles Center’s various faculty development programs, including the Teaching Project, New Faculty Orientation, and May Seminars, all of which reinforce the key role that research and project-based learning play in our curriculum.

• the Center’s new “study away” initiative, which subsidizes costs associated with courses that are taught primarily on campus but that have significant off-campus components, either international or domestic. The goal is to both extend the College’s project-based curriculum and fund courses that students will be able to use to meet the new COLL 300 and 400 requirements.

William & Mary has recently proposed a new Quality Enhancement Plan (QEP) that will lie at the center of our accreditation effort over the next ten years. This Plan emphasizes the goal of increasing the HIPs that are available to our students beyond those that are already available to them or, in fact, required in our new general curriculum. This focus is a perfect fit for the Charles Center and we look forward to playing a central role in the QEP’s implementation.

The Charles Center, finally, has had two important staff changes in recent weeks. First, we have lost Kristina Neuhart, who has been a valuable member of the Charles Center team for eight years. Kristina is responsible for getting a number of important initiatives off the ground, including Honors Fellowships and the Sharp/Pulitzer Seminar. We will miss her and we wish her well in the years ahead. We are pleased to welcome Chelsie Craddock to the Charles Center to fill a brand new professional position directing key study away and communications programs. Chelsie has a wealth of experience administering higher education programs and we are fortunate to be able to take advantage of her experience and enthusiasm.

Joel Schwartz
Director, Roy R. Charles Center
The Charles Center’s New Study Away Initiative

The Charles Center has a longstanding mission to support student research and project-based learning. This initiative is designed to support research/project-based learning in courses that have significant domestic or international off-campus components.

The Center has supported individual off-campus research projects for 25 years with the Monroe Scholar and Charles Center Summer Scholarship programs. In addition, it has supported several courses with significant off-campus components, including Lu Ann Homza’s course on Spanish social history that has included a January or Spring break research trip to Pamplona, Spain to conduct archival research. Over the last year, we have begun to expand this initiative in response to general faculty and student demand to the COLL 300 and 400 components of the new Arts & Sciences general education curriculum, and to the emphasis on “high impact practices” (HIPs) in the College’s new Quality Enhancement Plan (QEP).

COLL 300 requires all students to have a 3-credit “cross-cultural, face-to-face” experience. There will be three ways for students to fulfill this, traditional full-semester study abroad courses, a specially designed on-campus course that will be offered each year, and study away courses. The educational Policy Committee has ruled that courses that are taught primarily on campus must have an off-campus cross-cultural component of at least 1 week to fulfill this requirement. This may be a week before, during, or after the 3-credit course, or it may be an accumulation of 40 hours over the semester (a model that will work for service learning courses with engagement in the local community). Faculty will also design study away courses that will fulfill COLL 400, the fourth-year capstone component of the new curriculum that requires students to “synthesize and apply critical analysis, solve problems in an applied and/or academic setting, create original material or original scholarship, and communicate effectively with audiences.”

Charles Center study away courses may take place in either international or domestic settings. Since the focus of COLL 300 is on “cross-cultural,” not “international,” many courses on domestic topics (for example, Jack Martin’s course on field methods for studying the Muskogee language), will be appropriate for this requirement. Jennifer Kahn’s historical archaeology course in Hawaii is another example of a domestic course that provides students with significant cross-cultural opportunities.

The College completed its regular accreditation in 2015-16, one component of which was to establish a “quality enhancement plan” for the next 10-year cycle. The plan focuses on increasing the number of “HIPs” that are available to our students. “HIPs” is a term that refers to highly engaged, mentored, project-based learning opportunities that may take the form of service learning, internships, freshman seminars, study abroad, undergraduate research, etc. The study away model is an excellent way to make high quality HIPs available to students for a manageable cost per student. For this reason, the Charles Center and the provost are investing in increasing the number of study away courses in the years ahead.

The Charles Center begin experimenting with study away during the 2015-16 school year, and it has already made commitments to funding several courses in 2016-17. The goal is to provide a substantial subsidy that makes these courses feasible for faculty and students. The current budget model is that the Charles Center will provide up to a maximum of $17,000 per study away course. Faculty are invited to devise budgets that cover up to 100% of faculty costs and no more than 50% of the costs of each participating student. Student funding may be applied across the board or with attention to need. The off-campus component of the course may include all of the students in the core course or a subset of these students.
One important short-term project is for the Charles Center to develop a risk program for study away courses. There is not currently a risk program for domestic off-campus activities, so developing guidelines, checklists, training, etc. in this area will be a high priority for our new study away director. The Charles Center will continue to work in close collaboration with Nick Vasquez and the Reves Center to support international courses.

Brief Summary of Study Away Proposals, 2015-2016 and 2016-2017

Spring, 2015 Projects

Lu Ann Homza
History 212, Spanish Law and Social History. COLL 300 credit. The course focuses on the social context of Spanish courts in the 16th and 17th centuries, and all 7 of the students traveled with Professor Homza to Pamplona Spain over spring break, 2016, to do archival research that will become the basis of 15-page papers.

Jack Martin, Linguistics
Linguistics 440, Linguistics field methods. 6 students worked with a native Muskogee (Creek) speaker via Skype during the term and then traveled to Oklahoma over spring break to work in person with this person and do other linguistic and cultural immersion activities.

Ann Marie Stock, Hispanic Studies and FMST
New Media Workshop, HISP 389/FMST 370 (COLL 300), with an immersion component in Cuba that included work on documentaries with Cuban film makers.

Summer, 2016 Projects

Jennifer Kahn, Anthropology
ANTH 226 will fulfill the COLL 300 requirement. This is a 5-week (full summer session) archeological field school focusing on research and cultural heritage management on a remote site in the Miloli’i Valley on the island of Kaua’i (Hawaiian Islands). 15 students participated for 5 weeks.

Paula Pickering, Government
COLL 300 spring 2016 course in preparation for Summer 2016 “Bosnia Project.” Following the spring course focused on different approaches to conflict resolution, students implement projects with teenagers focused on cross-cultural understanding and conflict resolution.

2016-17 Academic Year Projects

Anne Charity Hudley, Linguistics and WMSURE
Domestic COLL 300 course on diversity and minority achievement in the schools, with emphasis on field research. Students will be placed in local schools and as interns with educators around the state.

Jon Allen and Mattheus Leu, Biology
Domestic COLL 400 course in spring, 2017 that includes a one-week field component at Friday Harbor Laboratories, San Juan Island, WA. The program is designed for 10 students and 2 instructors.
**Nicholas Balascio, Geology**
International COLL 300 or 400 Geology course with a International Geology field component, to take place in May, in Lofoten Islands, Norway. The course will include a 2 week (or more) field trip for 10 students.

**Tim Barnard, Film and Media Studies**
Domestic COLL 300 course that includes research and internship experience at Sundance Film Festival. Fifteen students will participate.

**Jennifer Bickham Mendez, Sociology and Global Studies**
Domestic/International COLL 300 field experience with NGO at the U.S/Mexico border. Ten students and two faculty directors will participate. There will be a fall, 2016 prep course and 3 affiliated spring seminars.

**Danielle Moretti-Langholtz, Anthropology and Susan Kern, History**
Domestic COLL 300 course on “Building the Brafferton,” that includes a significant field component.

**Phil Roessler, Government**
Government 391 is a course on “mixed research methods for the study of conflict resolution. It will have either a COLL 300 or 400 designation. Five students and one faculty member will follow up the course with summer field research in Tanzania in May/June.
INTERDISCIPLINARY DEGREE PROGRAMS
INTERDISCIPLINARY DEGREE PROGRAMS

INTERDISCIPLINARY DEGREE PROGRAMS, 2015-2016

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 advisor may formulate an interdisciplinary major that is uniquely tailored to his or her interests – a “self-designed major.” 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, and they may only declare two degree programs, two majors or a major and a minor.

Self-Designed Majors
The Committee on Honors and Interdisciplinary Studies (CHIS) conducted a study in fall 2014 of self-designed majors. The Committee was responding in part to the spike in self-designed graduates in 2014-15. In that year 60 students graduated with self-designed majors, where the previous high was 40 and the long-term norm was 20-25. Of course, the student body is growing in size, so some growth in the number of all degrees is not surprising. But why such a steep one-year spike?

A closer look at the data indicated that much of the growth was explained by the popularity of two topics, public health and Asian American studies (APIA). Since A&S now has a set minor in public health and will also have one in APIA, it is reasonable to expect that the number of self-designed degree programs will fall. The total number of 2015-16 self-designed graduates did indeed fall, to 36.

Over the years, several students have proposed self-designed degrees in “biochemistry” (or related titles). CHIS learned in 2015-16 that there is not a lot of consensus among faculty in the field about what constitutes an appropriate (especially, an adequately rigorous) program of study in this field, so the Committee will constitute a faculty review committee in fall, 2016 to give it a recommendation on this subject.

Established Interdisciplinary Degree Programs
The total number of interdisciplinary majors was 353 in 2015-16, slightly fewer than the norm in recent years, especially when placed in the context of the overall growth in the size of the student body. This includes December 2015 graduates and May 2016 graduates.

Established Interdisciplinary Minors
In contrast, the College graduated more minors than ever last year, explained in part by the growing popularity of the minors in biochemistry, marine science, and especially public health. Note that there were 57 and 46 minors in Public Health alone over the last two years, respectively, and the overall number of minors has tripled in size over the past 10 years. In addition, now that a public health minor is in place, we are seeing students gravitate from self-designing public health majors to the new public health minor. This was a goal when we created the new minor.

The Asian Pacific Islander American Studies minor was newly added in 2015-16, while the Community Studies minor was terminated due to a long term lack of student interest.
Tables
The following tables show the number of students graduating in 2015-16 in each of the College’s interdisciplinary majors and minors. This includes December 2015 graduates and May 2016 graduates. It also provides an overview of the pattern over time in the number of students graduating with interdisciplinary majors and minors.

Note: “Interdisciplinary Studies” in this table refers to self-designed majors
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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
## Interdisciplinary Minors

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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
Committee on Honors and Interdisciplinary Studies -- 2015-2016

**Faculty Members:**
Catherine Forestell, Psychology
Christopher Freiman, Philosophy
Greg Hancock, Geology
Michael Harris, Kinesiology and Health Sciences
Richard Lowry, English/American Studies
Irina Novikova, Physics
Giulia Pacini, Modern Languages and Literatures
Jeremy Pope, History
Margaret Saha, Biology
Gene Tracy, Physics
Lisa Grimes, Charles Center
Joel Schwartz, Charles Center

**Student Members:**
Anna Ayre
Mitchell Croom
Antonin Scalia
Aaron Staple

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.

The Committee approved one new degree program in 2015-16, a minor in Asian and Pacific Islander American Studies. This program was approved by the EPC and the faculty as a whole in spring, 2016. 132 students received honors in their majors in 2016-17.

The Committee also discussed possible recommendations that it might make concerning the department honors program. Specifically, it discussed proposing the standardization of a one-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.

**Monroe Scholars**
The Committee names 20 new rising sophomore Monroe Scholars each fall. The current process is to invite students who had very high grades in the freshman year to apply for Monroe status in the fall of their sophomore years. The Committee conducted a study of this program to make sure that there was no unintended bias in the system – e.g. that would favor students with some intended majors over other students. The first table, below, indicates the ultimate majors of three cohorts of rising sophomore Monroe Scholars, by graduation years. The Committee concluded that there does not appear to be any unintentional bias.

**Honors in the Major**
132 students received honors in their majors in 2016-17. The second table, below, presents information about major honors broken out by department.
Majors of Students Designated Monroe Scholars as Rising Sophomores

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SCHOLARS PROGRAMS
STUDENT SCHOLARS PROGRAMS

When the Charles Center was established in 1987, it inherited responsibility for a small program of Presidential Scholars that included one freshman “Great Books” course, with 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 $2,000 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 210 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 complete 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 130 Monroes as new freshmen and 20 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 as a whole: for example, 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 distin guished undergraduates at the College of William and 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.

Recruiting
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 2015, 104 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. Invited students submitted applications at the beginning of November and the members of the Committee on Honors and Interdisciplinary Studies reviewed the applications and selected the new Monroe Scholars. Aside from the opportunity to live in Monroe Hall and apply for the freshman research grant, students named Monroe Scholars as sophomores enjoy all of the benefits of the Monroe program.

Summer Projects
Every freshman Monroe Scholar is eligible to apply for a $1,000 grant to conduct a two-week research project during the summer after the freshman year. These competitive grants are restricted to Monroe Scholars and fund projects that build on themes or concepts encountered in general education courses. 49 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 and Mary campus or might involve travel to specialized domestic or foreign library

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49 Monroes conducted freshman research in 2015.
collections, laboratories, field stations, or other research facilities. In 2015, seventy-eight upperclass Monroe Scholars conducted summer research.

Please view the site below for more information:
http://www.wm.edu/as/monroescholars/currentstudents/summerresearchprojects/currentsummerprojects/index.php

Monroe Reading Groups
In summer 2015, 119 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 The Handmaid’s Tale, Good Omens, All the Light We Cannot See, The Lost City of Z, Their Eyes Were Watching God, The Sixth Extinction, A Song of Ice and Fire, The Partly Cloudy Patriot, and Born to Run. For the second year, we added a winter break reading group and 80 Monroes took part. The winter break book list included Americanah, Bossypants, Just Mercy, Station Eleven, and We Should Hang Out Sometime by Monroe Scholar alumnus Josh Sundquist.

The program allowed Monroe Scholars to meet and talk with one another (as well as to faculty members including Liz Allison, Mark Forsyth, Elizabeth Mead, and Tom Linneman and administrators such as Vice President for Student Affairs Ginger Ambler and Associate Director of the 1693 Scholars Program Kim Van Deusen) in an informal setting, contributing to our efforts to build community among Scholars of different classes.

Monroe Meals, Social Events and Service
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 2015-2016, speakers included Founder and Executive Director of Citizencity Ryan Gayman, Pulitzer Center Journalist Jenna Krajeski, veteran Washington Post columnist Michael Gerson, and William & Mary Psychology professor Peter Vishton.

The Monroe Scholar Family Weekend Tailgate continues to be popular, with over 170 people attending in 2015. The Monroe Scholars Program continues to work with students at Matthew Whaley Elementary School, located approximately three blocks from campus. Over 200 Monroe Scholars participate in tutoring, after school clubs, and other activities at the school each year. Many Monroes also take part in the Buddy Ball and Buddy Art programs for children with special needs.

Moving Forward
In 2016-2017, we plan to offer events such as several Monroe Meals per month throughout the year, a Swem Study Break for Monroes each semester, an ice cream social and the Family Weekend Tailgate in the fall, and a Young Guarde Weekend event for current Monroes and a spring wine and cheese reception for seniors in the spring. 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.
The 1693 Scholars Program is a highly selective merit-based scholarship funded by the Murray 1693 Scholars Foundation, the Stamps Scholars Charitable Foundation, the Estes family, Sally Gore and the Watkins family. Students selected as 1693 Scholars represent the best and brightest of William & Mary's entire applicant pool.

The benefits of the 1693 Scholars Program include significant financial awards. 1693 Scholars receive Virginia tuition, fees, room and board, and a $5,000 research/project stipend. Scholars work closely with the program director, Dan Cristol, to plan their course of study and summer experiences, enjoying access and support reserved at most universities exclusively for graduate students. 1693 Scholars also take part in special events and programs throughout the year, and are given priority in course selection.

Undergraduate Admission received 14,381 applications this year and 2,764 of those were reviewed by Kim Van Deusen, the associate director. Sixty-seven semi-finalists were chosen and submitted two, short additional essays. Twenty-five students attended the Finalist Weekend April 14-16th and eight 1693 Scholars enrolled for this Fall 2016 (3 Murray 1693 Scholars, 3 Stamps 1693 Leadership Scholars, 1 Gore 1693 Scholar and 1 Watkins Family 1693 Scholar):

- **Jared Bergen**  
  Sayville, NY
- **Michael Giovanniello**  
  Vienna, VA
- **Grace Kier**  
  West Chester, PA
- **Jack Morris**  
  Midlothian, VA
- **Hali Pregnall**  
  Poughkeepsie, NY
- **Jack Shangraw**  
  Potomac Falls, VA
- **Elizabeth Sutterlin**  
  Croton on Hudson, NY
- **Henry Young**  
  Evanston, IL

There are 64 1693 Scholars (37 alumni and 27 current scholars). With the possible addition of a Zable 1693 Scholar, the program will be able to maintain its enrollment of eight scholars for Fall 2017. The program hopes that after the For the Bold Campaign, the scholarship will become 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: William & Mary hosting the USPAA Conference June 3-5 (Undergraduate Scholars Program Administrators Association), a trip to Washington DC to see the musical Dear Evan Hansen, the creation and implementation of a Scholars Guide, a freshmen canoe trip, 22 faculty and staff lunch guests to the Murray House through our lunch lecture series, John Marken ’17 being a part of the winning William & Mary iGEM team, the program being highlighted and represented...
throughout the For the Bold campaign at Homecoming, a trip to Pumpkinville, breakfast with journalists Steve Sapienza and Misha Friedman, the Class of 1966 working to raise one million dollars for a designated scholar, lunch with journalist Alisa Roth, and a wonderful graduation dinner for the six 1693 scholars and their families.

A full report, the 1693 Scholars Year In Review, will be available online August 15th.
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 students for continued community-based learning and research.

In 2015-16 the Sharpe Program offered five first-year seminars:
Living with the Environment – Dennis Taylor, Professor of Marine Science
Culture, Identity, and Social Change – Monica Griffin, Professor of Community Studies
Communities & Neighborhoods – David Aday, Professor of Sociology
Families, Law & Psychology – Danielle Dallaire, Professor of Psychology
The Holocaust – Jenny Taylor, Professor of Modern Languages & Literatures

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 closed out with two completed minors this year, and one major that remains in progress under faculty advising. Core courses were continued in order for students with interest in community-based research design and methods could pursue academic supervision toward other majors. Since the minor’s declaration level did not balance with the investment toward teaching, resources have been reallocated to support service learning and other forms of community-based and study away learning in the curriculum toward high impact experiences in and outside of the classroom.

Spring Research Symposium
The Spring Engaged Scholarship Research Symposium has become an annual event on the Arts & Sciences calendar. This year the symposium was held on Thursday, April 28 in Blow Hall and featured poster presentations by all of the freshman Sharpe Scholars, as well as by other undergraduates who had conducted research using community-based and service-learning methods.
WILLIAM & MARY SCHOLARS (WMSURE) PROGRAM

The William & Mary Scholars Undergraduate Research Experience (WMSURE) has enjoyed continued growth in participation in 2015-16 and an expansion in programming due to the support of the DuPont fund award. An average of 25 students and several faculty attend each Wednesday afternoon workshop. In addition, an even greater number of students work closely with WMSURE advisors and mentors (including all pre-major William & Mary Scholars) and WMSURE students are engaged in research on campus and throughout the world.

Incoming students met with WMSURE faculty first year advisors who helped them plan their schedules and support the scholars throughout the year. An introductory event for incoming scholars laid out the purpose of WMSURE and also previewed the weekly workshops for the year. Workshops featured faculty and staff representing a wide range of schools, programs, and departments and covered topics including: time and energy management, how to get started in research, navigating the faculty-student relationship, preparing for graduate school, preparing for summer grants, and solo status and stereotype threat. During each workshop, a one-hour presentation about the topic is followed by an hour of networking and focus groups for students to ask individual questions and exchange contact information with faculty.

A grant from the DuPont Foundation allowed WMSURE to host fall and spring events that brought underrepresented Virginia high school students to campus to learn about research. WMSURE staff and students also presented to students and parents at A Day for Admitted Students and conducted an all-day workshop focused on research opportunities at William & Mary and other schools. Current WMSURE scholars took an active role in preparing for both workshops and in engaging with prospective students and their families. In June, the College hosted the second annual WMSURE faculty conference where over 50 faculty members from 25 universities and institutions from across Virginia learned more about how to best support underrepresented students in the classroom and in research. The DuPont grant allowed the program to hire upperclass WMSURE fellows to serve as WMSURE peer advisors. These students attended workshops and mentored students during office hours.

The DuPont grant also supported staff travel to the Council of Undergraduate Research Biannual Conference at the University of South Florida in June. WMSURE co-directors Anne Charity-Hudley and Cheryl Dickter and graduate assistant Hannah Franz presented a two-hour workshop describing WMSURE and working with faculty and administrators on how to implement a WMSURE-type program at their institution and had the opportunity to network with individuals from other institutions.

Finally, Charity-Hudley, Dickter and Franz made progress on their 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. It provides students with detailed research-based tools that will prepare them for the social and academic transition from high school experiences to college research. The authors are currently working on final edits and will submit the final draft in September.
Class of 1940 Scholarship

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

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

Genevieve Pugsley was named the College’s Class of 1940 Scholar in Spring 2016. Genevieve majors in Geology and Psychology and is from Tacoma, WA. A new Scholar will be selected from the sophomore class when Genevieve graduates in Spring 2018.
PRESTIGIOUS FELLOWSHIPS PROGRAMS
FELLOWSHIP ADVISING

The Charles Center’s Associate Director Lisa Grimes serves as 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. Lisa 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. The PSAs 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.

Veteran students serve as Head PSAs and work closely with Lisa to run 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.

2015-2016 PSAs
Greg Collier ’16 – Head PSA
Jenifer Hartley ’17 – Head PSA
Kara Newman ’17 – Head PSA
Brandon Posner ’17 – Head PSA
Brittany Acors ’18
George Denny ‘19
Anna Gosling ‘18
Tyler Jutz ‘17
Natasha King ‘16
Faith Kunkel ‘19
Thomas Le ‘17
Nathan Owen ’17
Rachel Savage ‘19
Jakob Stalnaker ’16
Brooke Stephenson ‘19
Libby Towell ‘17
Johnny Willing ‘19
Johnny Mac Yates ’16
**Highlights of the Past Year**

Throughout the 2015-16 academic year, the Peer Scholarship Advisors created a web application for national scholarship opportunities that allows the user to search by multiple variables (area of study, world region of intended study, financial need of applicant, applicant’s year in school, etc.). Final edits are being implemented over the summer, and the official launch will take place early in the fall of 2016. The creation of the application was a major undertaking for the PSAs, and every member of the team had a hand in making it happen. Once launched, ScholarshipSearch will be freely available to the public.

2015-2016 was also a 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. Once again, Lisa and the PSAs had well over 500 individual in-person consultations and conducted many more consultations over email, phone, and Skype.

Some of the fellowship highlights of the year include:

Three of William & Mary’s four Goldwater Scholarship nominees were awarded scholarships and the fourth received an Honorable Mention. The three award recipients were Melissa Guidry ’17, Lyuba Bolkhovitinov ’17, and Bernadette Deschaine ’17 while Jessica Joyce ’17 received the Honorable Mention.

Of the 38 candidates put forward by the College in Fall 2015, nine have been awarded Fulbright Scholarships for 2016-17. The awardees include six English Teaching Assistants (ETAs), two Academic Grant awardees, and the College’s first Fulbright Clinton Public Policy Fellow.

The ETAs are: Sagra Alvarado ’15 (Italy); Shannon Callinan ’16 (Russia); Beatrice Chessman ’16 (Germany); Ryan Feeney ’14 (South Africa); Clay Harris ’14 (Spain); and Natasha King ’16 (Thailand).

The Academic Grant recipients are Annie Curran ’16 (Ireland) and Constance Hull ’16 (India).

Fulbright Clinton Public Policy Fellow Shaina Salman J.D. ’16 will spend the year working in Côte d’Ivoire.

Rachel Merriman-Goldring ’17 is the College’s fifth Udall Scholar and the first since 2009.

Alexandra Granato ’16 was named a Humanity in Action Fellow – the College’s first in over 10 years – and was assigned to work in Warsaw, Poland over the summer.

Rebecca Schectman ’16 was named a Luce Scholar and will spend the upcoming year in Kuala Lumpur.

Becca Brown ’16 was named a Carnegie Endowment for Peace Junior Fellow, the fourth from William & Mary.

The Focus ON: Scholarships series continued to draw big audiences. Sessions were led by Lisa, the PSAs, and guest experts such as Humanity in Action Fellow Ryan Gayman and Princeton in Africa Fellow Grace Perkins.
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. The Charles Center pays for one professionally bound copy for each student that participates in the Honors Colloquium.

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 2016, the departments are:
Biology, Chemistry, Computer Science, Economics, Government, International Relations, Kinesiology and Health Sciences, Mathematics, Neuroscience, Physics, Psychology, and Public Policy.

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

132 students in the class of 2016 successfully completed Department Honors projects.

See link below to read more:
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 15 of the annual report.
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 10 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 in progress 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 research.

The scholarship application consists of an application form, a two to three page double-spaced project proposal, 750-word personal statement, transcript, and one letter of recommendation. In 2016, the application deadline was noon on Wednesday March 2, and students submitted their applications online through the Embark application management program.

The Charles Center awarded summer scholarships for research to over 100 students. See website for more information on these awards.
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. Students may apply at any time during the year for support under this program. Funding for the Program comes from four sources: the Office of the Vice Provost for Research, the Reves Center, and the Lemon Project.

In 2015-2016, 27 students were awarded funding through the Student Research Grants program.

See website for more information.
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
- $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 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, donors 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 on Shakespeare. Some students may end up with funding 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 2016 Results
We have recently completed the eighth year of the Charles Center’s initiative to increase support for the honors thesis research of William & Mary undergraduates. For the first time, the College partnered with a commercial crowd-source platform, GiveCampus, to support this program, replacing the home-grown WordPress site that we have been using. There is no question that the transition to the new site created some challenges. For instance we found that it was necessary to continue to use the WordPress site as a front-end portal, and it is not clear at this point if there will be an alternative to this in the future. But the results were excellent, so it is well worth the effort to continue to adjust to the new platform.

In Spring 2016, we received a total of 1,250 separate gifts over the site, an unprecedented number that represented an increase of 60% over the previous high, in 2015. We had 89 students on the site in 2016, and we closed the fundraising period with 60 Honors Fellows, in contrast to 54, our previous high, in 2015. We received $322,000 on funding for Honors Fellowships in Spring 2016.
Planning for Spring 2017
As the number of students participating on the site has grown, so has the success of our fundraising effort. This is not surprising, since the number of “family and friends” increases proportionate with the increase in the number of participating students, even while the number of alumni remains somewhat constant. One lesson here is that, if we are going to continue to be successful, we have to increase our focus on engaging the family and friends of students. The biggest part of this is persuading honors students that we have a firm expectation that they take an active role in fundraising, and, indeed, that this is a condition of including their project on the site. If this emphasis discourages a small number of students from participating on the site, we are confident that this will be more than off-set by the increased success of the students who enthusiastically participate in the kickstarter effort.

In addition, we plan to make some changes to the way we allocate internal money to supplement funds raised over the site. For example, in the past we have awarded five Honors Fellowships based exclusively on the judgments of faculty review committees, while moving forward we will use this internal money to top-up students who have raised money over the site but fallen a little short of a full Fellowship. The message to students will be that participating on the site and helping to promote their projects is a required aspect of this program.

We focus in 2016-17 on the following strategies for augmenting the success of the program:

- Raising additional funds for matching grants remains our single biggest fundraising goal for Honors Fellowships in 2016-17.
- We will continue to work with Advancement to create a communications plan outside of the fundraising period to encourage donor engagement.
- We will continue to invite donors to visit campus to discuss the Honors Fellowships program, including increasing the number of invitations to the Annual Scholarship Luncheon. We will continue to discuss ways to create an “advisory committee” that would encourage donors to serve as mentors to our Fellows and motivate more pledges
- We will continue to work with the Alumni Association, Christopher Wren, and Town and Gown Organization outside of the fundraising period.
- We will look for opportunities to increase the effectiveness of our work with the departments of honors students to encourage alumni gifts.
- We will augment our efforts to encourage students to solicit family and friends and provide them with advice on how to do this effectively. We will also create better guidelines to help students write effective thank you letters.

More Information on Honors Fellowship, Spring 2016
Detailed descriptions of our 2016 Honors Fellowship students and their projects are now available on the Honors Fellowships website.

All of our Honors Fellows are blogging about their in-progress research. These are also available on the Honors Fellowships website or on the Honors Fellowships blog.
PRESENTATION EVENTS 2015-2016

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 28 and October 2, 2015, almost two hundred students presented their Charles Center-funded work at the Summer Research Showcase. The Showcase is open to the public, and presenters include James Monroe Scholars (at both the freshman and upperclass scholarship levels), 1693 Scholars, Honors Fellows, and other students who were awarded general Charles Center summer funding. The Showcase was held in Blow Hall 201, with afternoon oral presentations on Monday and Friday and morning and/or afternoon poster presentation sessions on Tuesday, Wednesday, and Thursday. Over the course of the week, 12 students did oral presentations and 184 did poster presentations. The event was very well attended by both students and faculty.

Please see website for more information:
http://www.wm.edu/as/charlescenter/undergrad_research/focus/index.php

Catron Scholars Exhibition and Reception
On November 19, 2015, students who were awarded Louis Catron Scholarships for Artistic Development exhibited their work in the Andrews Hall Gallery space. The five students who presented their projects had studied figure drawing, film production, children’s book illustration, architecture, and ceramics. A reception followed the presentations. An estimated 80 people attended the presentation event, which was open to the public, and the Scholars’ work remained on display in Andrews Gallery through December 3.

See website for more information:
http://www.wm.edu/sites/scholarships/recipients/current_recipients/catronscholars.php

Honors Colloquium
The 17th annual Honors Colloquium ran February 8-25, 2016 with afternoon and early evening sessions in Blow Hall 201. The Colloquium gives students pursuing Honors projects the chance to present their work to faculty members and fellow students. Participation in the Colloquium is mandatory for Honors Fellows; while it is optional for all other Honors students, they 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.

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 10 minutes to ask questions after each presentation. Underclassmen moderated each session.

Sixty-six Honors students presented their work in 2016. As in previous years, attendance varied from session to session, but overall the Colloquium presentations were well-attended. The average attendance was six audience members per session. Some sessions had as many as 20 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, 38 students submitted theses for binding.

To learn more about the Honors Colloquium, please visit the link below:
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 is held in the Sadler Center.

On Friday, February 26, 2016, 19 students delivered oral presentations and 89 students presented posters at the 22nd annual Symposium. The eight separate oral-presentation sessions took place between 12:00 and 4:00 p.m. in the York and James Rooms. The poster session took place from 2:00 to 4:00 p.m. in Tidewater rooms A & B. Applied Science, Biology, Chemistry, Environmental Science and Policy, Geology, Kinesiology and Health Science, Mathematics, Neuroscience, Physics, and Psychology were represented. As in previous years, event attendance was very high among both students and faculty members.

Please see website for more information:
http://www.wm.edu/as/charlescenter/undergrad_research/science_symposium/index.php

Colonial Academic Alliance Undergraduate Research Conference
On April 15-16, 2016 the College hosted the Colonial Academic Alliance (CAA) undergraduate research conference. During the conference, over 75 undergraduate students from CAA member institutions presented the results of their research, service and scholarship from a broad range of disciplines to an audience of fellow researchers, including students, faculty, administrators, and provosts. Both outgoing CAA Commissioner Tom Yeager and incoming Commissioner Joe D’Antonio were in attendance. Provost Halleran welcomed attendees to the conference, which featured keynotes from two William & Mary faculty members: Charles Palermo (Professor of Art and Art History) spoke on “Photography, Action, and Standing a Round” on Friday evening, and on Thursday afternoon Kristin Wustholz (Associate Professor of Chemistry) discussed “Finding Fugitive Pigments in Historic Oil Paintings.” The conference closed with a reception at the Muscarelle Museum of Art where participants were able to enjoy the Norman Rockwell exhibit along with dinner.

In addition to William & Mary, the Colonial Academic Alliance includes The College of Charleston, University of Delaware, Drexel University, Elon University, Hofstra University, James Madison University, Northeastern University, and The University of North Carolina at Wilmington.
INTERNSHIP FUNDING PROGRAMS
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 2016, 45 students submitted applications and 37 were awarded grants of $500 to $3,000.

In 2016, Irwin / Taylor / Reves award recipients are interning with the following:

- 270 Strategies
- Atlas Corps
- Boys & Girls Club of America
- Center for Legislative Archives
- Congressional Internship with Thomas Rooney
- Congressman Bill Johnson
- Emily's List
- Exberliner
- FHI 360
- Fundacion Bunge y Born
- Georgian Young Lawyers Association
- Grieboski Global Strategies
- Hope International
- Inter-American Dialogue
- KARAMAH: Muslim Women Lawyers for Human Rights
- Public International Law & Policy Group
- Relendo
- The Embassy of Spain
- The Office of Representative David Price
- The White House Internship Program
- The Woodrow Wilson International Center for Scholarship
- U.S. Agency for International Development
- U.S. Attorney's Office Eastern District of TN
- U.S. Commercial Service Boston
- U.S. Department of Education
- U.S. Department of State
- U.S. Environmental Protection Agency
- Virginia League for Planned Parenthood
- Virginia Senate Democratic Caucus
- White House Council on Environmental Quality
- White House Office of Management and Budget
Summer Internship Funding: Grimsley Fellowship for Journalism
(See Journalism section on page 39)

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 2016, Paul Soltis ‘16 interned January 11 – March 18 and received a salary of £1,805 (approximately $2,890) per month.

The intern’s tasks included 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.

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 10 full-time weeks of intern and research activities. In Summer 2016, 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 2016. A committee of faculty and staff, along with an advisory committee from each museum, selected the following three students to receive a Woody Internship Scholarship for Museum Studies in 2016:

Isabel Steven – The Getty Museum http://ccsummerresearch.blogs.wm.edu/author/imsteven/
Emma Merrill – Colonial Williamsburg http://ccsummerresearch.blogs.wm.edu/author/emmamerrill/
JOURNALISM PROGRAMS
Grimsley Fellowship for Journalism
The J. Edward Grimsley Fellowship for Journalism was created to allow William & Mary undergraduate students to gain practical journalism experience during the summer. Mr. Grimsley graduated from the College in 1951 with a degree in Government. Now retired, he is the former editor of the *Richmond Times Dispatch* and has won numerous awards from the Virginia Press Association.

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

In 2016 the Charles Center awarded the $1,500 fellowship to Tucker Higgins to support his internship at *New York Magazine*.

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

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

In 2015-2016, the Pulitzer Center journalist-in-residence who led our Sharp Seminar was Stephanie Hanes. In addition, Pulitzer Center staff Ann Peters and Steve Sapienza, and Pulitzer Center grantees, Jenna Krajeski, Misha Friedman, and Alisa Roth also worked with students to expand their understanding of how journalists work and deepen their knowledge of particular skills they bring to their reporting, from the writing and editing process to documentary photography and filmmaking. Alongside the three workshop sessions throughout the academic year, staff and journalists spent several extra days on campus speaking with other students and faculty in courses and at public events about their reporting, their career paths, and the landscape of journalism today.

In 2015-16, the Sharp Seminar focused more on student travel and face-to-face interviews in an effort to align with the new study away initiative. It is our vision that the seminar might evolve so as to meet the COLL 300 requirement for all seminar participants. Funding from the Sharps and from Connie and Mason Sizemore make these travel grants possible.
2015-2016 Sharp Seminar Participants

Jeremy Rellosa - Nepal: Local Guides, Foreign Climbers Consider Life After Earthquake
Nicole Walsh - Boston's Efforts to End Sex Trafficking
Sydney MaHan - Recovery Road: The Heroin and Opiate Epidemic in Virginia
Thomas Le - No More Saving Face: Empowering Asian-American Women to Seek Mental Health Treatment
Alexandra Granato - Not the Usual NIMBY: LA's Balance of Rights in Residential Homelessness
Amanda Williams - Tanzania's Challenge in Preventing Deforestation
Talia Schmitt - The Debate Over ‘Climate-Smart’ Agriculture
Merci Best - Over 400,000 Potential Unfilled STEM Jobs: Houston We Have a Problem!
Nathalie Moore - Citizen-for-Service Program and the National Interest
Catie Liebeck - Alternative Healing, A Walk in the Forest
Meagan Phillips - The Cat's Out of the Bag: Cat Cafes Make Successful Debuts in the U.S.
Diba Mohtasham – In Tehran, Gallery Hopping is a Trend

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

Sizemore Fellowship for Graduate Study in Journalism
This fellowship was created through the generosity of William & Mary alumni Mason and Connie Sizemore. Applicants must be graduating seniors who plan to enroll in a graduate school of journalism in the fall immediately after graduation. In 2016 the Charles Center awarded Naiwen Tian $19,000 to support her graduate studies at the USC Annenberg Journalism Program. At USC Annenberg, Naiwen plans to develop digital tools similar to Timeline JS and StoryMap JS to help modern journalists tell their stories more visually and efficiently.

In 2014, the H. Mason Sizemore, Jr. Journalism Travel Fund endowment was created. The funds created from this endowment are used to support undergraduate student travel to conduct interviews and to meet other costs associated with research for journalism projects.

In 2016, approximately $8,000 was awarded to fund the Sharp Seminar students. For example, Alex Granato reported on the criminalization of homelessness in Los Angeles and just returned from Venice Beach where she met a homeless woman who became her article's main character. Another student, Talia Schmitt, was able to attend the Climate Talks in Paris where she interviewed government officials, big business owners, sustainability directors, and even small farmers all debating the effects of climate change. For her timely piece on the future of arts in Iran, Diba Mohtasham traveled to Tehran where she interviewed artists and gallery owners, and witnessed firsthand the impact of the current censorship laws.
THE ANDREW W. MELLON FOUNDATION
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, detailed information about the Mellon grants focusing specifically on undergraduate research can be found in the Faculty-Student Research Programs section of this report.

**Mellon Post-Doctoral Faculty in Environmental Studies**
This grant, together with required matching funds that William & Mary raised, funds two teaching post docs each year, rotating between the sciences, social sciences, and humanities. The post docs in 2016-17 were Mark Cooper, who has a Ph.D. in Geography from University of Wisconsin-Madison and specializes in environmental governance and policy, and Dana Moseley, who has a Ph.D. in Biology from University of Massachusetts-Amherst, who specializes in field ecology.

**Undergraduate Research in Global Studies**
This grant, which was awarded in 2011, has had the goal of building multiple research experiences into the curricula of our Global Studies degree programs. The means to this end has been to add three new positions that will support these new research-intensive curricula in perpetuity. During the grant period, these three positions have been filled by two-year teaching post-doctoral faculty, but the decision has been made to fill them all permanently with tenure-eligible faculty. Two of these permanent faculty have been hired, Richard Turits (History, Africana Studies, and Latin American Studies), and Andrea Wright (Anthropology and Asian and Middle East Studies). A search in 2015-16 for a third, in European Studies and Russian/Post-Soviet Studies, was unsuccessful, so we will organize another search in 2016-17. The College has also hired Chinua Thelwell, who came to the College as a Mellon post-doc in Africana Studies, to a tenure eligible position in History and Africana Studies.

**Bridged Retirements**
This grant was funded in early 2012. The goal of this program is to enable 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 seven bridged retirements.
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 first two years of the grant was 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. The class that entered in fall, 2015 was the first to come under our new curriculum. The grant helped us prepare to deliver the first and second-year components of the new curriculum to these students, and it will help us develop courses for the third, and fourth-year components in 2016-17.
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 focused on supporting the culture of student-faculty research more broadly, including funding faculty-student research teams, and faculty initiatives to bring research experiences into specific courses and degree programs. The next area for growth will be support for curriculum-based research initiatives, including study away courses.

Scholar Programs
Descriptions for each program may be found on the pages listed below:

- Monroe Scholars (page 18)
- 1693 Scholars (page 20)
- Sharpe Scholars (page 22)
- William and Mary Scholars / WMSURE (page 23)

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 42, below. Also, proposals for these projects can be found on the Charles Center’s website.

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.

In Spring 2016, we received a total of 1,250 gifts over the site. Eighty-nine students participated on the site, sixty of whom received full Honors Fellowships funding.

Please see page 31 for more information on Honors Fellowships.
Weingartner Global Initiative
The Weingartner Global Initiative was established 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 crucial policy issues. In 2015-16, the Weingartner Professor was Joel Schwartz, who studies deliberative democracy.

During the 2015-16 academic year Professors Clay Clemens and Joel Schwartz organized a three-semester Weingartner Global Initiatives deliberation process. Nine student Weingartner Global Fellows were selected in Fall 2015 to coordinate the project, and these students selected the topic: “What Should We Do About Mass Shootings?” They will organize a series of deliberations on this topic in Fall 2016, 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 avoid the rancor and polarization that typically surrounds challenging policy issues.

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 the selected 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 and 2016. The students conducting research with Professor Harbron are Aaron Bayles and Ben Xinzi Zhang, and the students working with Professor Swaddle are Meagan Phillips and Aaron Fanaee.

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 2015-16, 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 the following students:

Christina Howard (Manassas, Virginia): “Optimization of Protein Mobilization Towards a Diagnostic Lab-On-a-Chip.”
Ravikant Pattapagala (Vienna, Virginia): “A Computational Model of the Role of NF-kB in Multiple Sclerosis.”
Sanjana Verma (Clifton, Virginia): “The Application of Microwave Technology to Glaser-Hay Couplings.”

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 2015-16, these funds were awarded to the Center for Geospatial Analysis to purchase software that will better support geospatial data bases and the courses and research that draw on them.
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 one-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.

Study Away Courses
Study away courses are courses that are taught primarily on campus but that have significant off campus components that may fulfill either the COLL 300 or COLL 400 requirements. For a full description of this initiative, see the section dedicated to this subject on page 4.

Margaret L. Glauber Faculty-Student Research Fellowships
The newest faculty-student research program supports faculty-student research collaborations in the humanities and social sciences. Our first Glauber faculty fellow is Jaime Settle (Government) and the student fellows who are working with her are Dan Brown and Edward Hernandez.
DONOR RELATIONS AND STEWARDSHIP
DONOR RELATIONS AND STEWARDSHIP

The Charles Center houses numerous programs that are only 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.

**Face-to-face Stewardship**
Many of our donors visit campus and we provide them with opportunities to meet with the students they are supporting. Examples of on-campus events with donors are the Sharp Journalism presentation event, the Catron presentation event, and the Scholarship luncheon, during Homecoming. In addition, we visit many of our donors in their homes.
The Center for Geospatial Analysis (CGA) is an interdisciplinary program that supports curriculum and research in the broad area of Geographic Information Systems (GIS) and geospatial analysis. We offer an introduction to GIS, as well as more advanced courses, including remote sensing and GIS programming, and discipline-specific courses in Geology, Government, Environmental Science, Anthropology, Health Science, and Biology.

The CGA partners with other GIS faculty across campus including Matthias Leu (Geostatistics, Ecology, Biology), Greg Hancock (Geology, river processes, erosion), and Michael Tierney (Government/AidData), Phil Roessler (Government), Jennifer Kahn (Anthropology), and numerous other faculty and staff that incorporate GIS into their research and teaching. 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 alternative in our 2000 ft² purpose-built teaching and researching facility housed within Swem Library. The CGA is supported with grants from Mellon, NSF, and internal awards.

Developments in 2015-16 and Looking Forward
In Spring 2015, a search committee chaired by Matthias Leu conducted a search for a new permanent director of the CGA, 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. In addition, Dorothy Ibes was hired to a long-term lecturer position starting in Fall 2015, and her responsibilities include teaching courses in GIS and Environmental Science and Policy.

The Center’s highest priority is to add a second full-time instructional position to the CGA. This would make it possible for the Center to build a richer curriculum beyond the introductory courses, and to participate fully in the emerging Data Science initiative.
GLOBAL FILM FESTIVAL
Global Film Festival

The William & Mary Global Film Festival (GFF) is co-sponsored by the Charles Center and the Reves Center with additional support from Canon Virginia, the City of Williamsburg and, this year, the William & Mary - St. Andrew’s Joint Degree Program. In 2016, the Festival celebrated its ninth year under the direction of Film and Media Studies Senior Lecturer Tim Barnard with the theme of “Film & Community.”

Guests at the main Festival (February 18-21) included: St. Andrew’s University film scholar & GFF Scholar-in-Residence Robert Burgoyne who delivered a public lecture on “The Afterlife of Stereotype: The Birth of a Nation in Contemporary Visual Art” and presented a screening of Gangs of New York (2002/USA); Ambassador Akbar Ahmed, who presented his film Journey into Europe (2015/USA) and gave a talk on “Islam and the West: The Urgency of Understanding Each Other” in the Reves Center; director Ilinca Calugareanu and producer Mara Adina, who presented their film Chuck Norris vs. Communism (2014/UK, Romania, Germany); producer Nicole Bernardi-Reis and Sister Chris Schenk, who held a Q&A after a screening of their film Radical Grace (2015/USA); and director Thomas Logoreci, who held a Q&A after his film Bota (2014/Albania, Italy, France). In addition, director Miroslav Slaboshpitsky participated in a virtual Q&A following his film Plemya/The Tribe (2014/Ukraine, Netherlands).

Other films screened at the Festival include: Within Our Gates (1920/USA); The Gilded Six Bits (2001/USA); Our Nation (2015/USA); What We Do in the Shadows (2015/New Zealand); Show People (1928/USA) with piano accompaniment by William Neil; In Jackson Heights (2015/USA); O Menino e o Mundo (2015/Brazil); Angry Indian Goddesses (2015/India); and Embrace of the Serpent (2015/Colombia, Argentina, Venezuela). There was a showcase of short Cuban films, and submissions to the 24 SPEED competition were also screened.

The Do It Young / Film It Yourself (DIY/FIY) program drew a record number of student participants from Williamsburg community schools. Representatives from Canon Virginia were on hand for the Student Film Competition awards ceremony on Sunday morning as well as for equipment demonstrations throughout the Festival.

The 10th annual Festival will take place February 23-26, 2017 under the direction of William & Mary alumni Adam Stackhouse and Liz Sykes of AVAdventure.

See website below for more information:
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 regular classroom activities. 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; course-related conference travel; and funding for faculty workshops and visiting scholars and performers.

See website for more information: http://www.wm.edu/as/charlescenter/scholars/communityfund/index.php

Funding for the Camera Obscura Project organized by Eliot Dudik, Art and Art History.

Funding for TalkAbord, software for Arabic instruction that permits students to talk with native speakers. May George, Arabic, Modern Languages.

Funding for the annual Sociology Department film series. Tom Linneman, Sociology.

Funding to purchase The Bridge Called My Back, a classic of feminist studies and critical race studies, first published in 1981, for a reading group for faculty and students. Penny Putzi, Gender, Sexuality, and Women’s Studies organizer.

Funding for a field trip for a COLL 100 course to Jamestown Settlement. Georgia Irby, Classical Studies.

Mosaic House trip to Richmond to see a Japanese tattoo exhibit at the CMFA, and to have a “Persian feast” at Tom Linneman’s house afterwards. Tom Linneman, Sociology.

Funding for FMST class trip to go to Washington, DC to attend the DC Shorts Film Festival. Tim Barnard, FMST.

Funding to help bring playwright Ntozake Shange to campus to conduct workshops in Theatre and Africana Studies. Artisia Green and Francis Tanglao-Aguas.

Funding for a class field trip, including dinner at Peter Chang’s restaurant, to recognize the Chinese Mid-Autumn Festival. Peng Yu, Modern Languages.

Funding for lunch for a faculty workshop conducted by the Neurodiversity Working Group. Josh Burk, Psychology.

Funding for a trip for the Arts in Africa course to visit the Africa wing of the VMFA, and to have dinner at a Liberian restaurant in Richmond. Mei Mei Sanford, Africana Studies.
Funding for Students to attend the MIT Hacking Arts conference. The group was organized by student, Diba Mohtasham.

Funding for three undergraduates to attend the National Council for Education on Ceramics Arts annual conference in Kansas City. Katie Fee, Sarah Henry, and Zoe Powell.

Funding for lunches for regular meetings of the 8-person Environmental Humanities faculty working group. Monica Seger, Modern Languages, organizer.

Funding for travel author, Eddy Harris, to do a visiting presentation to a freshman seminar. Lynn Weiss, English.

Funding for Classical Studies department to bring Professor Angeliki Tzandtou to campus to talk on “No Pity for Hecuba: Euripides’ Hecuba and the Athenian Empire.” Lily Panoussi organizer.

Funding to help bring Jeremy Black, a historian at the University of Exeter, to visit campus and give a lecture on the history of the Cold War. Brian Blouet, Government.

Funding for the annual undergraduate philosophy club conference. Christopher Freiman, Philosophy.


Funding for class trip to see the Power and Pathos exhibit at the National Gallery. Molly Swetnam-Burland, Classical Studies.

Funding to help fund student attendance at the International Conference and Festival of Black Dance, Denver CO. Leah Glenn, Dance.

Funding to help bring speaker/entertainer Kristina Wong to campus to perform and work with Asian American Studies students. A student, Jin Hyuk Ho, was the primary organizer.


Funding for a post-presentations “Chipotle Feast” for COLL 100 students. John Riofrio, Modern Languages.

Funding to bring Dr. Yu Zhang to campus to do presentations for a COLL 100 and a COLL 150 course, including dinner afterwards. Calvin Hui, Modern Languages.

Funding for a multi-class trip to the Freer Sackler Museum to see a large Islamic art and Egyptian collection. Driss Cherkaoui, May George, and Mona Zaki organizers.
Funding for two students to attend and present the research they have conducted with their faculty advisor, Francie Cate Arries, at the WISE annual conference.

Funding to help fund the presentation of a film on transitional justice in Kosovo by Marija Ristic. Paula Pickering, Government.

Funding for students in the Opera Workshop course to attend an HD telecast of Pucini’s Turandot. Ryan Fletcher, Music.

Funding for 4 students to attend and compete in the Hult Prize regional competition in San Francisco. The topic is social entrepreneurship. Elizabeth Shaw organizer.

Funding for Physical Theatre students to attend the Synthetic Theatre’s Romeo and Juliet in Washington. Joan Gavaler organizer.

Funding for a student group to perform in the International Competition of Collegiate A Cappella competition. Grayson Kilgo organizer.

Funding for students in a course on American Indian Sovereignty to visit the National Museum of the American Indian, in Washington. Kara Thompson organizer.
FACULTY DEVELOPMENT PROGRAMS
NEW FACULTY ORIENTATION PROGRAM 2015-16

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 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 2015-16 were James Kaste, Geology, Paul Manna, Government, and Teresa Longo, Modern Languages and Literatures.

The list of new faculty in 2015-16 and the retreat agenda follow.

New Faculty in Arts & Sciences, 2015-16
Nicholas Balascio, Geology
Brian Beach, Economics
Patton Burchett, Religious Studies
Christopher Conway, Psychology
Joseph Jones, Anthropology
Adwait Jog, Computer Science
Jeffrey Kaplow, Government
Elizabeth Losh, English
Priya Mukherjee, Economics
Anj Ninh, Mathematics
Jessica Paga, Classical Studies
Nathan Rabalais, Modern Languages and Literatures
Eric Swartz, Mathematics
Faraz Sheikh, Religious Studies
New Faculty Orientation

Thursday, August 20, 2015
Blow Hall Board Room, 3rd Floor

The primary objectives of the New Faculty Orientation 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.

Agenda

9:00 a.m.  Continental Breakfast
Blow Hall, Board Dining Room, 3rd floor

9:30 a.m.  Welcome and Introductions
Michael R. Halleran, Provost

10:00 a.m.  International Studies at William & Mary
Steven E. Hanson, Vice Provost for International Affairs and Director, Reves Center for International Studies

10:30 a.m.  Student Affairs Policies and Resources for New Faculty
Virginia M. “Ginger” Ambler, Vice President for Student Affairs

11:15 a.m.  Research-related Resources at William & Mary
Dennis M. Manos, Vice Provost for Research and Graduate/Professional Studies

Teaching-related Resources at William & Mary
Joel D. Schwartz, Director, Charles Center

Becoming a Faculty Member at William & Mary
Susan S. Grover, Vice Provost for Academic and Faculty Affairs

12:00 p.m.  Lunch
Blow Hall, Board Dining Room

12:50 p.m.  Office of Diversity and Equal Opportunity and the Task Force on Race & Race Relations
Fanchon Glover, Chief Diversity Officer
1:00 p.m.  William & Mary's Sexual Harassment Policy
Kiersten L. Boyce, Chief Compliance Officer, Title IX/ADA Coordinator
Pamela Mason, Deputy Compliance Officer

1:15 p.m.  Panel Discussion with Selected Tenured Faculty on Tenure and Promotion
Moderator: Michael R. Halleran
Panelists:
John D. “Rio” Riofrio, Assistant Professor of Hispanic Studies
Elizabeth J. Harbron, Associate Professor of Chemistry
Jennifer M. Mellor, Professor of Economics and Director of the Schroeder Center for Health Policy
R. Trent Vinson, Frances L. and Edwin L. Cummings Associate Professor of History and Africana Studies

2:15 p.m.  University Registrar Resources
Sara L. “Sallie” Marchello, Associate Provost and University Registrar

2:30 p.m.  Welcome and Overview of Arts & Sciences
Katharine Conley, Dean, Faculty of Arts & Sciences
John D. Griffin, Dean, Undergraduate Studies
Lu Ann Homza, Dean, Educational Policy
Joel D. Schwartz, Dean, Honors & Interdisciplinary Studies
Virginia J. Torczon, Dean, Graduate Studies and Research

6:00 p.m.  Welcome Dinner
Blow Hall, Room 201, 2nd floor
Spouses, partners and children are invited. President Reveley will attend and give a welcome.
UNIVERSITY TEACHING PROJECT, 2015-16

Over the past 20 years the William & Mary faculty has made a concerted effort to rethink and renew the curriculum in a way that will 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 20-25 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, which focuses on a new or revised course that each faculty member has selected for the year’s program. Within their small groups, faculty work with their peers to test and refine new teaching content and delivery methods. While completed individual course portfolios are the tangible result of the Project, participants often note the additional value of the collegial working relationships they develop and value that they receive from the opportunity to exchange ideas about 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 on pedagogical topics.
Teaching Project Participants and Groups 2015-16

**Interdisciplinary Groups**
Dana Lashley, Chemistry  
Helen Murphy, Biology  
Joshua Puzey, Biology

Tyler Frazier, ITPIR  
Dan Maliniak, Government  
Leah Shaw, Applied Science

Paula Blank, English  
Gerard Chouin, History  
Leslie Cochrane, Linguistics  
Michael Iyanaga, Global Studies

**Quality Enhancement Plan**
Cheryl Dickter, Psychology  
Chris Howard, Government  
Anne Charity Hudley, Linguistics  
Cathy Forestell, Psychology  
Brett Wilson, English

**Global Education**
Jason Chen, Education  
Stephen Hanson, Government  
Jackie Rodriguez, Education  
Drew Stelljes, Student Engagement  
Jeremy Stoddard, Education
MAY SEMINARS, 2015-16

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 its name. 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 & 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

Over the past year, most May Seminar proposals have focused on curriculum development for the new COLL curriculum. These proposals have been evaluated by the College Fellows and this program is coordinated by the Center for the Liberal Arts.

In Spring 2015, CHIS funded a May Seminar proposal from the Department of Mathematics that included Professors Li, Vinroot, Yu, and Zapf. The goals of the seminar were:

1. To develop an on-line assessment exam for entering freshmen that will help faculty understand the level of preparation of the students entering their calculus sections; and
2. To restructure the laboratory units for Calculus I and II so that they can provide more effective training for calculus students.