THE ROY R. CHARLES CENTER

2011-2012
ANNUAL REPORT

A MESSAGE FROM JOEL SCHWARTZ, DIRECTOR

2011-12 Annual Report, Roy R. Charles Center

The Roy R. Charles Center was established in 1987 with administrative responsibilities for a few interdisciplinary programs and a single honors course. Over the years the Center has seen considerable growth, typically in areas that reflect broad changes over this period in William & Mary's overall academic personality and financial situation.

Interdisciplinary degree programs have grown dramatically over the years. As you can see from the data presented in this report, for instance, the number of students who have graduated with interdisciplinary majors has increased from 135 in 1994-95 to 355 in 2011-12. Honors/Scholars programs have also expanded in size and proliferated. In 1986 we had one Scholars program, Presidential Scholars, which admitted about 5 students each year. Today, the Monroe Scholars Program has grown to 120 students each year and it has been joined by 4 additional programs, 1693 Scholars (which now includes Murray Scholars), Sharpe Scholars, William & Mary Scholars (WMSURE), and the Class of 1940 Scholars. These Scholars programs continue to be the incubators of many new curricular ideas, including the freshman seminar program and our emphasis on research, which we have attempted to expand to the student body as a whole (sections A&B).

The Center continues to play a pivotal role in helping the College live up to its national reputation for providing students with an excellent undergraduate education. The Center did fundraising and curriculum development work that led to the freshman seminar requirement, and it has taken the lead in developing an undergraduate research program that may be unmatched, both in quantity and quality, in the United States. It has encouraged the adoption of "teaching with research" and other active-learning techniques in the undergraduate classroom, and it has supported this effort with the Teaching Project, May Seminars, and other unique teaching excellence and faculty development initiatives (sections D, E, and J).

Over the past twenty-five years, the William & Mary faculty has gotten stronger in every way, and especially in the quality and quantity of the research it has produced.. The Charles Center has developed programs that have helped integrate the institution's teaching and research missions, especially by providing incentives for faculty to incorporate students into their research. Fifteen years ago, the Center focused on increasing the number of student research grants; more recently, we have developed initiatives that support the whole culture of research at the College, including providing funding for both faculty and students who are working together in teams. The "Faculty-Student Research" section of this report describes several of these initiatives, including the Weingartner Fellowships, the English-Stonehouse Fellowships, the Morton-Brown Fellowships, and Honors Fellowships (sections D and E).

A theme that goes through almost all of this report is the critical role that private fundraising plays today, both for the Charles Center and for the College as a whole. The core of our fundraising success has, and will, always be the generosity of our friends and alumni. However, we have also benefitted considerably from significant awards from foundations, and in particular our longstanding partnership with the Andrew Mellon Foundation. As state funding continues to diminish as a fraction of our budget, our fundraising efforts will have to get increasingly ambitious and creative. The Honors Fellowships Program, which fully funded twenty-six students this year with a web-based, crowd-sourced fundraising approach, is an example of the kind of innovative new fundraising strategies on which we will be relying more and more in the future (sections D, E, F, and G).

Joel Schwartz
July, 2012

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INTERDISCIPLINARY DEGREE PROGRAMS, 2011-12

The curriculum of the Faculty of Arts and Sciences provides interdisciplinary degrees that fall into two categories. First, a student working in consultation with a faculty member may formulate an interdisciplinary major that is uniquely tailored to his or her interests. Second, a student may select an interdisciplinary major that has requirements that have already been established by appropriate interdisciplinary faculty committees. We also have several interdisciplinary minors that have been set up by the faculty, many, but not all, of which are associated with majors. Students are not permitted to self-design minors.

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

One new degree program was initiated in 2011-12: the minor in Public Health. This minor was designed over a year-and-a half period by faculty from five departments. It includes two core courses, an Introduction to Public Health and Epidemiology, and other relevant courses distributed across social science and science disciplines. The minor was approved by the EPC in November, 2011. To underscore the degree's interdisciplinarity, we have appointed three co-directors, Scott Ickes, Kinesiology, Diane Shakes, Biology, and David Aday, Sociology.

Table 1 shows the number of students graduating in 2011-12 in each of the College's interdisciplinary majors. This includes December 2011 graduates and May 2012 graduates. It also provides an overview of the pattern over time in the number of students graduating with interdisciplinary majors. As you will see, the total number of interdisciplinary majors grew by 185 percent from 1994-95 to 2010-11 – from 135 to 385. This total dropped a little in 2011-12, but there is no way to judge whether this is just a one-year aberration.

"Interdisciplinary Studies" in this table refers to self-designed majors, the number of which has grown in recent years, and spiked in 2011-12. A large number of these most recent self-designed majors are in Public Health-related fields, and it remains to be seen if the new minor in Public Health will absorb some of this demand for Public Health degree programs. The committee that designed the minor in Public Health came to the conclusion that in most cases, students are best served by combining a complementary disciplinary major (Economics, Biology, etc.) with the interdisciplinary minor in Public Health.

Table 2 summarizes this historical trend, including majors and minors, in a bar graph.
Table 3 summarizes this historical trend for five of our larger interdisciplinary majors.

Finally, **Table 4** provides a snap-shot of the impact of our interdisciplinary majors on departments. Some interdisciplinary majors, including Literary and Cultural Studies, offer their own courses, but most build their curriculum from courses offered by departments. **Table 4** shows where students in several interdisciplinary majors take the greatest number of their credit hours.

A. INTERDISCIPLINARY STUDIES

Table 1: Interdisciplinary Degrees Conferred, 1994-2012												
First and Second Interdisciplinary UG majors		**1994-95**	**1999-00**	**2003-04**	**2004-05**	**2005-06**	**2006-07**	**2007-08**	**2008-09**	**2009-10**	**2010-11**	**2011-12**
Department/Program	**Major**											
American Studies	American Studies	3	6	10	16	16	17	13	24	14	16	13
Black Studies	*Africana Studies									0	0	2
	Black Studies	0	1	1	5	4	3	1	4	4	--	--
Environmental Science and Policy	Environmental Policy Environmental Science	7	16	15	29	21	30	36	28	39	45	33
Global Studies	Global Studies - African Studies	0	0	0	4	1	0	1	3	9	1	0
	Global Studies - East Asian Studies	10	7	11	13	8	11	9	8	12	7	10
	Global Studies - European Studies	0	2	6	5	1	9	6	6	12	11	9
	Global Studies - Latin American Studies	4	6	2	2	2	3	1	6	3	8	6
	Global Studies - Middle Eastern Studies	2	1	6	6	3	9	12	14	8	23	10
	Global Studies - Russian Studies	5	0	3	3	8	7	4	10	8	10	6
Interdisciplinary Studies	Interdisciplinary Studies - Self-Designed	8	5	4	8	11	9	13	14	15	19	28
International Relations	International Relations	41	38	66	84	76	83	86	103	64	86	82
Linguistics	Linguistics	12	11	12	11	23	19	18	17	30	28	19
Literary and Cultural Studies	Lit/Cul Film Studies Track	12	7	13	5	6	15	15	8	9	13	14
	Literary and Cultural Studies			10	11	10	6	6	9	8	9	7
Medieval and Renaissance Studies	Medieval/Renaissance Studies	1	0	1	1	1	1	6	3	4	0	2
Neuroscience	Neuroscience	8	31	33	62	71	51	63	69	99	63	75
Public Policy	Public Policy	20	11	29	23	36	13	28	28	24	33	29
Women's Studies	Women's Studies	2	4	13	11	9	9	10	17	14	13	10
Total		**135**	**146**	**235**	**299**	**307**	**295**	**328**	**371**	**376**	**385**	**355**

A. INTERDISCIPLINARY STUDIES

Interdisciplinary Minors		2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Department/Program	**Minor**									
American Studies	American Studies	1	2	0	1	5	4	0	1	2
Biochemistry	Biochemistry	5	14	16	12	15	16	19	28	21
Black Studies	*Africana Studies							0	0	0
	Black Studies	2	2	1	1	2	1	1	1	
Community Studies	Community Studies								2	2
Environmental Science and Policy	Environmental Science and Policy	1	7	1	5	6	4	11	7	5
Film Studies	Film Studies	7	5	4	5	4	6	6	12	5
Global Studies	African Studies	0	2	0	1	1	0	0	0	0
	East Asian Studies	2	1	2	5	4	4	3	4	4
	Italian Studies						1			
	Japanese Studies	3	5	0	0	2	3	2	0	0
	Latin American Studies	0	0	2	0	2	0	0	0	0
	Middle Eastern Studies	3	3	6	7	4	6	1	7	5
	Russian Studies	1	2	1	1	2	0	1	2	3
International Relations	International Relations	10	16	10	8	11	2	0	0	0
Judaic Studies	Judaic Studies									
Linguistics	Linguistics	4	2	6	3	8	8	3	4	6
Literary and Cultural Studies	Literary and Cultural Studies	2	0	1	2	1	2	3	1	1
Marine Science	Marine Science								3	3
Medieval and Renaissance Studies	Medieval/Renaissance Studies	0	0	1	2	1	1	3	2	1
Women's Studies	Women's Studies	8	5	4	3	4	5	3	6	2
Total		**49**	**66**	**55**	**56**	**72**	**63**	**56**	**80**	**60**

*Black studies and African Studies merged into Africana Studies in 2009-2010

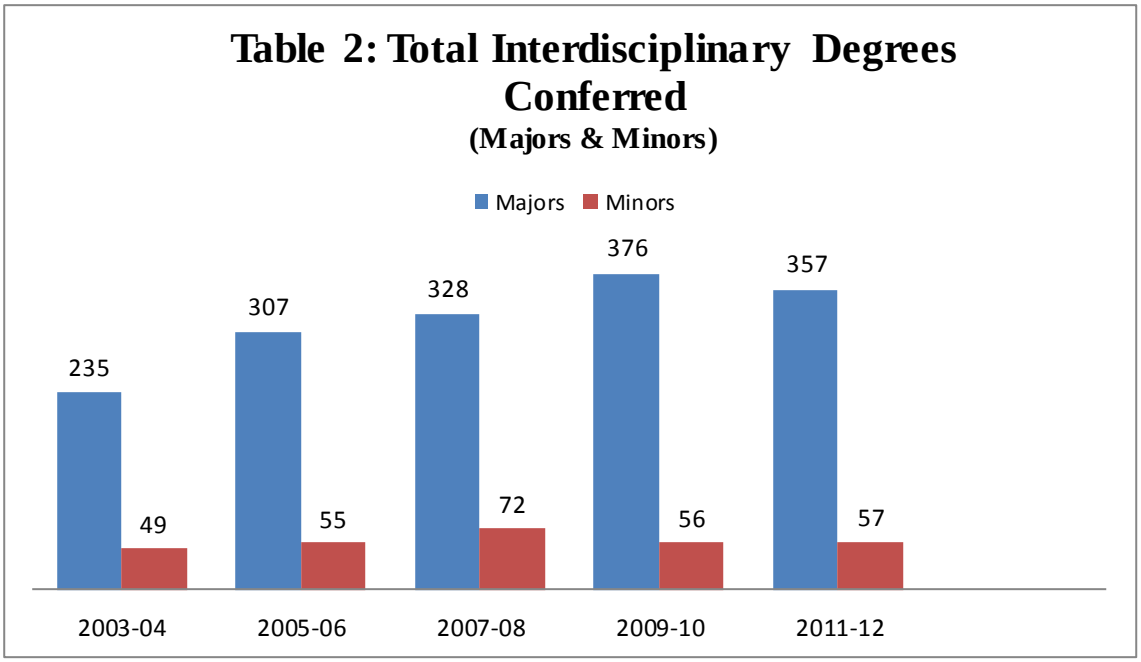
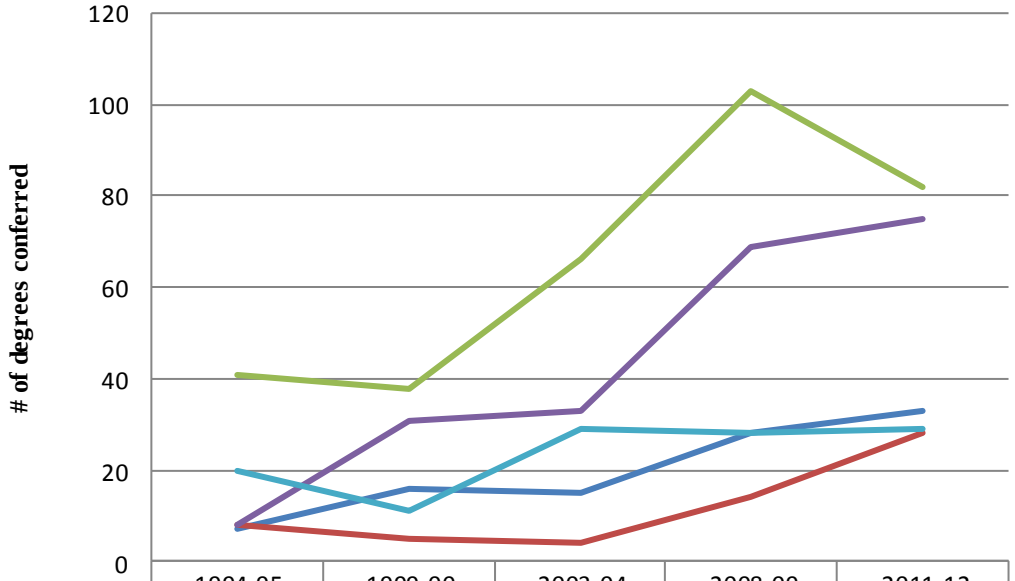


Table 2: Total Interdisciplinary Degrees Conferred
(Majors & Minors)
Majors
Minors
235
49
307
55
328
72
376
56
357
57
2003-04
2005-06
2007-08
2009-10
2011-12

Table 3: Degrees Conferred by Major



	1994-95	1999-00	2003-04	2008-09	2011-12
Environmental Science & Policy	7	16	15	28	33
Interdisciplinary Studies	8	5	4	14	28
International Relations	41	38	66	103	82
Neuroscience	8	31	33	69	75
Public Policy	20	11	29	28	29

Table 4: Where do Interdisciplinary Majors Take Their Credit Hours?

This table shows where students in some of our largest interdisciplinary majors take the credit hours needed to fulfill their major requirements. Some interdisciplinary programs offer courses of their own (e.g. Global Studies and LCST), while most rely on courses offered by departments. For example, Environmental Science and Policy majors took 22% of their major credits in Biology in 2010-11.*

INTR Majors		2007-08	2010-11
Environmental Science & Policy Majors	Biology	29%	*22%
	Chemistry	12%	12%
	ENSP	14%	13%
Global Studies (East Asian Studies, European Studies, Latin American Studies, Middle East Studies, and Russian Studies)	Global Studies	--	15.8%
	MLL	30%	12.1%
International Relations	Economics	14%	19%
	Government	23%	21%
	MLL	19%	21%
Linguistics	English	27%	30%
	MLL	20%	22%
Literary & Cultural Studies/Film	English	11%	7.7%
	LCST	23%	15%
	MLL	11%	10%
Neuroscience	Biology	19%	21%
	Chemistry	15%	15%
	Psychology	17%	16%
Public Policy	Economics	21%	15%
	Government	22%	22%

COMMITTEE ON HONORS AND INTERDISCIPLINARY STUDIES, 2011-12

Committee members included:

Faculty Members
Tuska Benes, History
David Feldman, Economics
Lisa Grimes, Charles Center
Elizabeth Harbron, Chemistry
David Hassler, Mathematics
Paul Manna, Government
Gail Murchison, Music
Giulia Pacini, Modern Languages
Jennifer Putzi, English
Margaret Saha, Biology
Jobilla Williams, Arts and Sciences
Joel Schwartz, Charles Center

Student Members
Kathleen Murphy
Greg Yellen
Allyson Zacharoff

The committee met twice in the fall term and twice in the spring term. In the fall, faculty members of the committee refereed proposals from students who were applying as rising sophomores to be named Monroe Scholars. It also considered and approved a proposal to create a new minor in Public Health. CHIS serves as the curriculum committee for interdisciplinary degree programs. Its recommendations are forwarded to the Educational Policy Committee. In the spring term the committee refereed faculty proposals for May Seminar funding. It also sponsored a Teaching Project workshop on the departmental honors program.

Click here for a list of May Seminars, Spring 2012

STUDENT SCHOLARS PROGRAMS

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

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

The most recent programmatic change took place with students matriculating in 2004, when the Center began inviting Monroe program applications from rising sophomores who had performed exceptionally well in the freshman year. To accommodate this change, the Admission Office has decreased the number of students named Monroe Scholars at acceptance. The College now graduates 120 Monroe Scholars each year.

In some ways, the James Monroe Scholars program has been an incubator for programs that have been expanded to the undergraduate student body: the College's freshman seminar program grew out of that lone freshman course for Presidential Scholars, and all continuing William & Mary undergraduates may apply for funding for summer research. Because of the Center's emphasis on research and academic excellence, it was a natural administrative home for Murray (now 1693) and Sharpe Scholars, and for the William & Mary Scholars Undergraduate Research Experience (WMSURE) program.

JAMES MONROE SCHOLARS

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

James Monroe Scholars are the most academically distinguished undergraduates at the College of William & Mary, representing the top seven percent of the student body. There are approximately one hundred twenty Monroe Scholars in each graduating class.

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.

Each year, rising sophomores with outstanding academic records in their freshman year are invited to apply for seats in the Monroe Scholar Program. After spring grades have been posted, the Charles Center staff sends invitations to apply and information about the benefits of the program to these students. In July 2011, these invitations went out to students who had earned grade point averages of 3.8 and above. Invited students submitted applications at the beginning of November and the members of the Committee on Honors and Interdisciplinary Studies reviewed the applications and selected the new Monroe Scholars. Aside from the opportunity to live in Monroe Hall and apply for the freshman research grant, students named Monroe Scholars as sophomores enjoy all of the benefits of the Monroe program.

Summer Projects
Every freshman Monroe Scholar is eligible to apply for a $1,000 grant to conduct a two-week research project during the summer after the freshman year. These competitive grants are restricted to Monroe Scholars and fund projects that build on themes or concepts encountered in general education courses. Fifty-seven Monroes conducted freshman research in 2011.

All Monroe Scholars are guaranteed a $3,000 scholarship for a summer research project of their own design. These projects are undertaken after the sophomore or junior year. Projects may be conducted on the William & Mary campus or might involve travel to specialized domestic or foreign library collections, laboratories, field stations, or other research facilities. In 2011, ninety-one upperclass Monroe Scholars conducted summer research.

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

Program Benefits
Freshman Monroe Scholars may choose to live in Monroe Hall, centrally located on Old Campus near the Charles Center and the Wren building. Monroe Scholars are given special consideration in the appointment of freshman advisors and are given priority course registration for the first semester of their freshman year.

The Monroe Scholars Program has adopted Matthew Whaley Elementary School, located approximately three blocks from campus. Monroes are invited to participate in tutoring, after school clubs, and other activities. Approximately two hundred Monroe Scholars participate in the program each year.

Monroe Lunch Seminars
Monroe Scholars are invited to a speaker series of lectures/discussions held each week throughout the academic year. These informal sessions allow Monroe Scholars to meet and interact with many William & Mary faculty, Monroe Scholars who would like to present about their research, and outside speakers from all fields. Recommendations for speakers are solicited from Monroe Scholars, and lunch or snacks are provided. In 2011-2012, lunch speakers included faculty members:

David Aday (Community Studies)
Liz Allison (Biology)
Erin Ament (Linguistics)
John Baltes (Government)
Wouter Deconinck (Physics)
Larry Evans (Government)
Norm Fashing (Biology)
Mark Forsyth (Biology)
Caroline Hanley (Sociology)
Charles Hobson (History)
Chris Howard (Government)
Kelly Joyce (Sociology)
Robin Looft-Wilson (Kinesiology and Health Sciences)
Erin Minear (English)
Melody Porter (Community Studies)
Robert St. Clair (French)
Bev Sher (Biology)
Dennis Smith (International Relations)
Doug Young (Chemistry).

In addition, Monroes enjoyed presentations by David Melding, Deputy Presiding Officer of the Welsh National Assembly, and journalists from the Pulitzer Center.

1693 SCHOLARS

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

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

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

With the addition of funding from the Stamps Foundation in 2012, the College was able to increase the number of Scholars selected from four to six. The name of the program was changed from Murray Scholars to 1693 Scholars to reflect this wider support.

Biology professor Dan Cristol is the Director of the 1693 Scholars Program.

The benefits of the 1693 Scholars Program include significant financial awards: Virginia tuition, fees, room and board annually ($20,224 for 2011-2012) for in-state residents and Virginia tuition, fees, room and board annually ($20,224 for 2011-2012) for out-of-state residents. Scholars work closely with distinguished faculty mentors, planning their own course of study and enjoying access and support reserved at most universities exclusively for graduate students. Scholars also take part in special events and programs, including meetings with the leading artists, scientists, politicians and humanitarians of our time who regularly visit campus. In recent years, these have included the secretary general of the United Nations, several secretaries of state, film stars and directors, leading geneticists and AIDS researchers, Nobel prize-winning physicists, and ambassadors from around the world. In addition to their scholarship funding, Scholars have access to $5,000 to support independent projects they have developed. These may involve travel, research, or a range of creative or service-oriented endeavors. Scholars are also given priority in course selection.

All freshman applicants are reviewed as potential 1693 Scholars – there is no separate application process. The Admission Committee selects deserving applicants as potential finalists and requests that they submit an additional essay that will be used to select students as finalists. In 2012, the topic for this essay was as follows:

One of William and Mary's many traditions is the Raft Debate, in which three professors, one each from the social sciences, natural sciences, and humanities, are stuck on a desert island and must debate their way into the single-person life raft (http://www.wm.edu/news/stories/2011/fisher-talks-his-way-off-the-island.php). Imagine that you're one of these professors. Creatively persuade your reader that one of these three areas is more important than the others.

1693 Scholar finalists are invited to William & Mary for an expense-paid weekend visit each spring. Finalists are interviewed by the faculty selection committee, make a presentation, tour the campus, and

meet with faculty and students. From the events of this weekend the 1693 Scholars are selected and notified shortly after their visit.

In 2012, the Admission Committee reviewed approximately two hundred and fifty applications and requested essays from eighty-one candidates. Of these, twenty-seven were invited to interview on campus.

These six finalists were named 1693 Scholars, bringing the total number of Scholars to seventeen:
Haley Bauser – Virginia Beach, VA; Stamps Foundation Scholar
Jonah Fishel – Sterling, VA; Murray Scholar
Wade Hodson – Newport News, VA; Murray Scholar
Olivia Jebb – Cornwall, NY; Murray Scholar
Maxim Miroff – Vienna, VA; Stamps Foundation Scholar
Darice Xue – Richmond, VA; Murray Scholar

Information on current Scholars is available here:
http://www.wm.edu/as/murrayscholars/current/index.php

ENGAGED SCHOLARSHIP SUMMARY OF ACTIVITIES 2011-2012
Monica D. Griffin, Director

Sharpe Community Scholars Program

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

In 2011-12, four seminars were offered: EDUC150W Disability Studies (Sharon deFur, Education), EDUC150W U.S. Achievement Gap (Drew Stelljes, OCES/EDUC), HISP150W Ethical Fashion (Regina Root, HISP), and INTR150W Living with the Environment (Dennis Taylor, VIMS). Outreach scholarship ranged from projects in developing anti-bullying awareness, volunteerism in schools and evaluating existing programs, building campus networks and knowledge about ethical, sustainable clothing production and purchasing policies, to sustainable farming and a host of community-driven inquiries with over 10 partnerships.

The Sharpe Professor of Civic Renewal (funded by a private endowment), Professor Kelly Whalon, was on leave during this school year and professorship funds were used to support teaching in Sharpe and Community Studies. Sharpe students are eligible to apply for summer scholarships, and this summer 2012, six students were funded for community-based summer research, largely in the areas of environmental sustainability and food development, but also in LGBTQ organization-based social movements abroad.

Community Studies (CMST) Minor Program

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

In 2011-2012, its third year, enrollment dropped from approximately 25 to 15 students throughout the school year in core courses (CMST250 Intro. to CMST, Jamel Donnor (EDUC), CMST350 Critical Engagement, Monica Griffin (CMST), and CMST351 Community-Based Methods in Research, David Aday (SOC/CMST)). Declarations of the minor increased slightly from two students per year, to two declared and two developing self-designed majors around the minor in 2012.

Arts & Sciences supports the W&M Professor of CMST (modeled after the Sharpe Professorship), held by Prof. Anne Charity Hudley (ENG/LING/EDUC), who returns from leave in Fall 2012, to fulfill a renegotiated extended term of four remaining years in the professorship.

David Aday (SOC/CMST) is also a jointly appointed faculty member of CMST. Community Studies faculty have convened regularly in this academic year to triangulate experiences of teaching and advising research in the program, and to develop a fuller understanding of structural limitations and opportunities

for sustaining both student and faculty participation with the Minor. Several students who take the core courses of the minor, and conduct community-based research as an independent study or Honors thesis, do not ultimately declare the minor (if they have a double-major, for example). Core faculty continue to believe that within the undergraduate research initiative, and with developed awareness of faculty-led community-based research already in progress, the program will be able to serve student learning needs more broadly.

OCES

Mission: OCES serves as a resource for faculty for the integration of engaged teaching and research, supports students in their development as active citizens and scholars, and develops partnerships with communities as central missions of the University.

In 2009, Engaged Scholarship programs (which are organizationally located in Arts & Sciences under the Charles Center) co-located with Community Engagement programs to form the Office of Community Engagement and Scholarship in Blow Hall. Within the office in 2011-12, Engaged Scholarship staff included the Director, Monica D. Griffin (who reports to the Dean of A&S) and administrative support, Carrie Perry-Hoyt (Academic Department Coordinator), along with a graduate assistant, program assistants and undergraduate Teaching Fellows who also work directly with faculty teaching courses. Community Engagement staff included the Director, Drew Stelljes (now AVP of Student Engagement and Leadership in Student Affairs), Melody Porter (Associate Director), VISTAS and graduate assistants assigned to various programs for coordination. Staff changes (e.g. campus equity adjustments to administrative position, some reduction in community engagement staffing, Community Engagement director's promotion and increase in responsibilities, increase in engaged scholarship staffing) signal changes in infrastructure for the coming year.

The initial vision for OCES can be found in the CE360 document on the Provost's webpage, to move beyond merging and co-location to develop synergy and maximize efficiency for these programs. While some progress has been made, some areas remain challenged (increased funding, for example). In this third year the directors (along with its operational committee) began to consider the value in highlighting distinctive features of both engaged scholarship and community engagement programs, without mutually diminishing the values that differ between divisions.

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

WILLIAM & MARY SCHOLARS UNDERGRADUATE RESEARCH EXPERIENCE (WMSURE)

The William & Mary Scholars Award is presented each year to a small group of academically distinguished students who have overcome unusual adversity and/or are members of underrepresented groups who would contribute to campus diversity. Many will be the first members of their families to attend college. All applicants are considered for the award, and no separate application is needed. Awards are worth the amount of in-state tuition and fees and are renewable each year as long as the recipient remains in good academic standing.

At the beginning of each academic year, all W&M Scholars are invited to participate in the William & Mary Scholars Undergraduate Research Experience (WMSURE). This unique program was developed to provide resources to Scholars to pursue undergraduate research experiences at William & Mary, and to encourage Scholars to continue in their research pursuits at the graduate level.

Dr. Anne Charity Hudley and Dr. Cheryl Dickter lead the WMSURE program. In addition, faculty from across campus act as WMSURE mentors.
http://www.wm.edu/as/charlescenter/scholars/wmsure/facultymentors/index.php

In 2011-2012, WMSURE events included a Homecoming reception for current and alumni WMSURE students, a group outing to the musical Cabaret, and workshops on applying to graduate school, applying for summer scholarships, and time and stress management.

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 was limited to those members of the class of 2014 who had earned the highest grade point averages during their tenure at the College. While academic distinction is a necessary condition for election to the Class of 1940 Scholarship, it is by no means the only one. The selection committee is charged with seeking excellence in qualities of mind and in qualities of person which, in combination, offer the promise of effective service to the world in the decades ahead.

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

Selection committee members (W&M faculty members) are asked to consider these questions as they review applications:

• Does the student demonstrate distinction of intellect and character as evidenced both by their scholastic attainments and by their other activities and achievements? (considering rigor of academic program, demonstrated leadership, etc.)
• Are the student's academic, extracurricular, and career goals both challenging and feasible?
• Is the student likely to contribute to the advancement of knowledge in their chosen field?
• Does the student display potential to make a significant contribution to society?
• Has the student demonstrated excellent communication skills in their essay?

In 2012, twenty-six students were invited to apply for the Class of 1940 Scholarship. Of the twenty-one applications submitted, the selection committee chose to interview seven finalists and selected Ashley Fidler as the Class of 1940 Scholar.

Current Scholar

Ashley Fidler is a Chemistry and Biology double major from Falls Church, VA. In Dr. Matt Wawersik's lab, Ashley is a James Monroe Scholar. She studies the role of genetic signaling pathways in stem cell differentiation and specification in *Drosophila melanogaster,* and in March 2012 she presented her work at the 53rd Annual *Drosophila* conference in Chicago. She is the recipient of a Howard Hughes Medical Institute grant, the Mary E. Ferguson Memorial Research Grant, and she was selected to participate in a National Science Foundation Research Experience for Undergraduates in summer 2012. Outside of class and the lab, Ashley is a member of the William & Mary Women's Chorus, Alpha Phi Omega service fraternity, and the William & Mary Ruritan Club, and she volunteers at Matthew Whaley Elementary School. After William & Mary, she plans to continue to graduate school for a doctorate in Biochemistry.

PRESTIGIOUS SCHOLARSHIP ADVISING

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

In addition to offering information sessions, workshops, and other events throughout the year, she and a group of specially-trained Peer Scholarship Advisors (PSAs) provide students with guidance in selecting a fellowship or scholarship, writing personal statements and grant proposals, interview strategies, and many other skills that will be useful beyond scholarship competitions.

2011-12 was a very successful year in terms of national fellowships, not only in respect to the awards received but also in the amount of student interest and number of applications submitted. Throughout the academic year, the Director of Fellowships and Peer Scholarship Advisors had over three hundred individual in-person consultations and conducted many, many more consultations over email.

Below are some of the fellowship highlights of the year.

The **Luce Scholarship** provides stipends, language training, and individualized professional placement in Asia for 15-18 Luce Scholars each year, and welcomes applications from college seniors, graduate students, and young professionals in a variety of fields who have had limited exposure to Asia. As one of the institutions invited to submit Luce applications, the College may submit two nominations each year.

Of the six applications submitted in 2011, Kenay Sudler and Rachel Wallace were selected as nominees. Both were interviewed in the first round of competition and Ms. Wallace was invited to a second round of interviews but was not chosen for the award.

The **Goldwater Scholarship** provides funding to outstanding undergraduate students who intend to go into careers in science, math or engineering. The campus nomination committee is made up of a faculty member from each of the eligible disciplines. In December, this committee reviewed twelve preliminary applications and invited nine of these students to submit full applications in January.

Of this pool, the committee selected the College's four nominees to the national competition. Junior Biology major Brian Rabe, junior Chemistry major David Hill, and sophomore Chemistry major Natalie Wong were awarded Goldwater Scholarships while sophomore Physics major James Janopaul-Naylor received an Honorable Mention.

Boren Scholarships support undergraduate study abroad (and language study in particular) in countries underrepresented in study abroad. The College submitted thirteen applications in the 2012 competition, and these four students were awarded grants: Stephen Hurley (China); Jacob Lassin (Russia); Chelsea Moubarak (Tanzania); Danielle Tassara (South Korea).

In October 2011 the College was once again recognized as a Top **Fulbright** Producer by the Chronicle of Higher Education (http://chronicle.com/article/Top-Producers-of-US/129452/). Fulbright Scholarships fund one year of postgraduate study, research, or teaching abroad. In the fall of 2011, William & Mary submitted forty-seven applications to the Fulbright National Screening Committees.

C. PRESTIGIOUS SCHOLARSHIPS

The following ten were awarded Fulbright Scholarships for 2012-13:

Ellie Allen, United Kingdom full grant
Monika Bernotas, Belarus English Teaching Assistantship
Grace Brennan, Germany ETA
Sara Caudill, South Korea ETA
Caroline Kaine, Russia ETA
Sarah Mellman, Brazil ETA
Benjamin Norris, Finland full grant
James O'Leary, Kazakhstan ETA
Leksa Pravdic, Serbia ETA
Sarah Salino, Germany ETA.

Three students (Andrew Frantz, United Kingdom full grant; Peter Lecce, Germany ETA; Suzanne Reed, Russia ETA) were named alternates.

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);
- have the approval of their department / program;
- submit the application for admission to Department Honors to the Charles Center by the deadline.

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

At the end of the second term of work, all Honors students must defend his or her thesis before a committee of William & 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 2012, these departments are:
Biology, Computer Science, Economics, Government, International Relations, Kinesiology and Health Sciences, Literary and Cultural Studies, Mathematics, Neuroscience, Physics, Psychology, and Public Policy

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

One hundred eighteen students in the class of 2012 successfully completed Departmental Honors projects.

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

CHARLES CENTER SCHOLARSHIPS

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 dedicating ten weeks of their summer and continuing research throughout the academic year.

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

The scholarship application consists of an application form, 2-3 page double-spaced project proposal, 750-word personal statement, Banner transcript, and one letter of recommendation. In 2012, the application deadline was noon on Wednesday March 14. See this 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. Funding for the Program comes from four sources: the Office of the Vice Provost for Research, the Reves Center, the Lemon Project, and the Center for Geospatial Analysis.

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

In 2011-2012, forty students received Student Research Grants.
http://www.wm.edu/sites/scholarships/scholarshipsfellowshipsawards/studentresearchgrants/index.php

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 2012, sixty students submitted applications and thirty-three were awarded grants of $500 to $2000.

2012 recipients of Irwin / Taylor / Reves awards are interning with the following:
National Archives and Records Administration
Representative John Boehner
Mitt Romney for President
U.S. Mission to NATO
Democratic National Committee (multiple)
Penn Environment
Congressman Randy Forbes
Congressman Chris Smith
Library of Congress
Congressman Charles Bass
NBC News
Environment America
U.S. Department of State (multiple)
Amnesty International
National Consortium for the Study of Terrorism and Response
World Affair Council of Greater Hampton Roads
Central American Resource Center
Embassy of Spain
The White House (multiple)
United States Coast Guard
Kaine for Virginia
MLK Memorial Library
Center for Strategic and International Studies
Congressman Gerry Connolly

Summer Internship Funding – Grimsley

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 2012 the Charles Center awarded the $3,000 fellowship to Dolores Gatton to support her internship at WSMV TV in Nashville.

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 2012, Rebecca Koenig was selected to receive the $15,500 award to support her graduate study at the Northwestern University Medill School of Journalism.

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 website that allows alumni (and others) to provide funding to individual students.

William & Mary Honors Fellowships include:

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

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

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

Spring 2012 Results

Spring 2012 was just the fourth year of this web-based effort to raise funds to support student research projects***. This year we were able to fully fund 27 honors theses, which is a significant increase from 22 in 2011 and 12 in 2010. We believe that we have achieved some momentum with our donor base and that 2013 will be even more successful than 2012.***

You can find a list of the 2012 Fellows along with their biographies at:
http://honorsfellowships.wm.edu/category/2012-fellows/

We made several updates to the program in 2012 that we believe contributed to the success of the program. These include:

- Updated website to include photos of all students and information about their hometowns
- Worked with Alumni Association to send personalized emails to chapter presidents and active alumni with information about applicants from their area. Received responses from Northern Neck, Lower Peninsula, and Botetourt Chapters.
- Held information reception with applicants to encourage fundraising.

Honors Fellowships Summary Report, June 2012

	2012	2011	2010	2009
Dates of web fundraising:	3/16-5/11	3/21-5/9	3/23-5/11	3/31-5/17
Total number of gifts:	376	153	118	61
Donors $500 and over:	28	14	11	6
Repeat donors*:	46	24	13	-
Total students who applied:	51	49	47	34
Students receiving less than $6,000:	23	29	35	22
Students receiving $6,000:	26	20	12	12

Expenditures:

Dintersmith endowment:	$30,000	$30,000	$30,000	$30,000
Site gifts:	$90,867	$43,006	$36,666	$11,305
W&M discretionary funds:	$51,220	$60,314	$29,867	$34,393
Total:	**$172,087**	**$133,320**	**$96,533**	**$75,698**

Moving Forward

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

- Advisory committee/ reception at Homecoming (October 25-27)
- Continue to work with Alumni Association, Christopher Wren, and Town and Gown Organization outside of fundraising period
- Work closer with departments to encourage alumni fundraising
- Design a July 2012 Donor Communication email to include annual report
- Work with Annual Giving Office to include a direct mail component
- Touch base with major gifts officers of previous donors before fundraising cycle
- Increase communications, especially during the fall term, with faculty and juniors in an effort to increase the number of students applying for honors fellowships.

PRESENTATION EVENTS 2011-2012

Each year, the Charles Center hosts three major presentation events: the Showcase of Summer research in the fall; and the Honors Colloquium and Science Symposium in the spring.

Showcase of Summer Research
Between September 26 and 30, 2012, 176 students presented their Charles Center-funded work at the Showcase of Summer Research. Presenters include Monroe Scholars (at both the freshman and upperclass scholarship levels), Murray Scholars, and students who were awarded general Charles Center summer funding. For the second year, the Showcase was held in Blow 201, with afternoon oral presentations on Monday and Friday and afternoon poster presentations on Tuesday, Wednesday, and Thursday. The Showcase is open to the public.

A total of twelve students did oral presentations, six on each day. For the poster presentations, fifty-one students presented on Tuesday, sixty-one on Wednesday, and fifty-two on Thursday. Forty-nine students indicated interest in doing oral presentations. Due to space and time limitations, we had to narrow the field to just twelve. Charles Center Graduate Assistant Libby Neidenbach invited all of the students who requested to do oral presentations to come in and give their presentation as a tryout. Fifteen students did so, and Libby selected the twelve who gave the strongest presentations for the Showcase.

Participation in the Showcase continues to increase. While it is difficult to compare the turnout for the poster presentations from year to year, Blow 201 was packed with people throughout all three afternoons. The audience for the oral presentations was up significantly over that of last year.

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

Honors Colloquium
The thirteenth annual Honors Colloquium took place February 8- 23, 2012 with afternoon and evening sessions in Blow Memorial Hall Room 201. At the Colloquium, students pursuing Honors projects have the chance to present their work to faculty members and their fellow students. While participation in the Colloquium is not mandatory, Honors students are encouraged to take advantage of the opportunity in preparation for their oral defense. The Honors Colloquium is open to the public, and presenters are encouraged to invite thesis advisors, members of the thesis committee, other faculty, underclassmen in the discipline, friends, and family members to attend.

The presentations consisted of two students in a one-hour block. Each student gave a 20-minute presentation consisting of a concise summation of their thesis accessible to an audience of non-specialists. Audience members then had ten minutes to ask questions after each presentation. Underclassmen moderated each session.

Fifty-three Honors students presented their work in 2012. Attendance at the sessions was strong with an average of seven audience members per session. In nearly every case, the presenter's thesis advisor was present for his or her student's session.

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, 30 students submitted theses for binding. The Charles Center will mail the bound theses to students in July.

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

Science Symposium

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

On Friday, February 14 2012, nine students delivered oral presentations and one hundred and one students presented posters at the eighteenth annual Science Symposium. The afternoon-long Symposium took place in the Tidewater rooms of the Sadler Center. Applied Science, Biology, Chemistry, Environmental Science and Policy, Kinesiology and Health Science, Marine Science, Mathematics, Neuroscience, Physics, and Psychology were represented.

The Symposium is open to the public and, as in previous years, attendance at the event was very high, in part because a number of faculty members require students in their courses to attend.

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

EMBARK ONLINE APPLICATION SYSTEM

In the spring of 2012, the Charles Center hired Embark Corporation to manage online applications for its internal awards (Monroe scholar summer research proposals, summer scholarships, student research grants, etc.).

In addition to eliminating the waste of paper applications, the online system will streamline the entire application process. For example, when a student registers a recommender, the program will generate an email to the recommender with instructions on how to submit the recommendation online. The program will then send periodic reminder emails until the recommendation is submitted, at which time the recommender will receive a confirmation email. Since applicants will be able to see the status of their application at all times, they will know whether or not letters have been submitted and can follow up with recommenders on their own.

Selection committee members will log on to the system to the applications they are responsible for reviewing, and they will submit their rating and evaluation of each application directly through the system.

The program is currently in the testing phase and will go live with the Monroe Scholar Program applications due in late October, 2012.

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.

Scholar Programs

Monroe Scholars – We added a guaranteed summer research fellowship to the Monroe Scholar program starting with the class that graduated in May, 1993. In recent years we have increased the summer stipends for upper-division Monroe summer projects from $2,000 to $3,000, and added a second, competitive scholarship for Monroes targeted for the summer after the freshman year. Currently, we admit about 75 Monroe Scholars as entering freshman and another approximately 45 students as rising sophomores, resulting in a graduating class of 12. The latter group is eligible for the upper-level summer scholarship but not the post-freshman-year scholarship.

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

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

William and Mary Scholars – Finally, we have recently begun to augment the research experiences that are available to William & Mary Scholars, who are academically distinguished students from under-represented groups to whom the College gives substantial academic scholarships. Under the leadership of Anne Charity-Hudley (English and Linguistics) and Cheryl Dickter (Psychology and Neuroscience), we have launched an ambitious effort to partner William & Mary Scholars with research mentors and to fund their research experiences. We label this program WMSURE (William & Mary Student Undergraduate Research Experiences). In June of 2012 we submitted a proposal to the federal McNair Scholars initiative, which provides universities with funding to support the pipeline to PhD programs for students from under-represented groups.

Over the past approximately 20 years, we have also secured private money that makes it possible to fund about 50 additional students each summer on a competitive basis. Significant undergraduate research funds have been created by Frank Batten, Louis Catron, The Cummings Foundation, Harvey Chappell, Elliot Cohen, Nathan Jacobs, James Kramer, Margaret Montgomery, Dewey Renick, and others.

Mellon Foundation Projects

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

Two grants from Mellon supported program development and research infrastructure in Environmental Science and Policy, including a grant that established our Center for Geospatial analysis and an

environmental post doc, which rotates between the sciences, social sciences, and humanities. From 2007-2009 the Charles Center administered "Undergraduate Research Across the Curriculum, which supported 81 curriculum development projects designed to move undergraduate research *into* the curriculum, and *across* the curriculum, into the sciences, social sciences, and humanities.

The Charles Center will be administering a grant to enhance undergraduate research in Global Studies in 2011-2015. This grant will seed three faculty positions that embed undergraduate research curricula in six Global Studies fields.

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

The Honors Fellowship web site was open from March 16 to May 11 in spring 2012. In that period we were able to fully fund 26 students and partially fund 26 others. $90,867 was directly raised over the site. In addition, core support for the program is provided by a substantial endowment that was created by Ted Dintersmith. A full scholarship includes money to support student research in the summer before the senior year, funds to support specific research expenses, and a significant stipend to support the research of the student's faculty thesis advisor.

Our annual Honors Fellowships report summarizes spring 2012 results.

Weingartner Faculty/Student Fellows
The Weingartner Global Initiative started in 2008 thanks to the generosity of Werner and Mary Anne Weingartner. The initiative creates a two-year term Professorship and funds up to 6 student research positions each year devoted to the study of crucial international policy issues. The current Weingartner Professor is Professor Paula Pickering, who conducts research on how Western Balkan citizens and elites influence international efforts to re-build social and political institutions.

The Weingartner Global Initiative also supports a Weingartner Seminar and a program that brings students together with other students, both on campus and elsewhere, to analyze important international policy issues and to propose solutions.

English-Stonehouse Faculty/Student Fellows
This initiative, supported by Cory English, supports a two-year faculty fellow who is conducting research in the sciences, to include Biology, Chemistry, Computer Science, Geology, Mathematics, Physics, and the biological areas of Psychology and Kinesiology. It also supports students who are conducting research under the supervision of this faculty member. The current English-Stone-House faculty Fellow is Mark Forsyth, in Biology.

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 2011-12 funding was awarded to Ken Kambis to support his research on high altitude physiological responses, and to support Oliver Phillips, an undergraduate Neuroscience major, who is conducting research in summer 2012 comparing the impact of nicotine on adolescents and adults.

Morton Science Lab Fund
Thanks to the generosity of Douglas Morton, a significant award is made each year to an instructional faculty member who teaches labs in the physical or biological sciences to support creative and innovative labs that will enrich the experience of students. Each year, all of the departments that teach labs are invited to apply and one is selected by a faculty review committee. This award was given to Chemistry in 2011-12.

Global Film Festival
The Global Film Festival provides a year-long set of opportunities for students in Film Studies to conduct research that will contribute to the development of the Festival's theme, and to help select films and write program materials for the Festival. These opportunities include a fall Festival-planning course and a 1-credit course associated with the Festival itself.

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

CENTER FOR GEOSPATIAL ANALYSIS

The Center for Geospatial Analysis (CGA) is an inter-disciplinary GIS program on the campus of William & Mary. We offer GIS classes in Geology, Environmental Science, Anthropology, Health Science, Biology and GIScience classes such as GIS Programming. The CGA employs one full-time faculty member with expertise in GIS. It supports competitive grants totaling $1.5 million and employs between 3-10 grant staff and 2-5 students at any given time.

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

The Center is directed by Stu Hamilton, Ph.D., who also serves as Associate Research Faculty in Geology.

In 2011-12 the Center made a transition from its initial funding source, a grant from the Andrew Mellon Foundation, to base funding from the College. This base funding now includes substantial multi-year commitments from both the Dean of Arts and Sciences and the Vice Provost for Research. The Center continues to be very successful at supporting faculty research and bringing in its own grants, including a high-six-figure grant that it has recently received form the Virginia Department of Emergency Management. There are, however, challenges that we haven't fully addressed, including providing the Center with adequate dedicated administrative/office support.

DONOR RELATIONS AND STEWARDSHIP

The Roy R. Charles Center houses numerous program initiatives that are possible thanks to our generous donors. In an effort to maintain these programs and foster relationships with our donors, we have a number of strategies listed below.

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=s 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 parents every fall. Every donor receives a thank you note from the director, Joel Schwartz.

Blogs
The Charles Center maintains a number of blogs that make it possible for 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. All blogs are compiled and can be found on the Process of Undergraduate Research (POUR) site. The website is dedicated to promoting undergraduate research by students at the College of William & Mary. There are several venues where students can publish the finished results of their research, including William & Mary's new Digital Repository. This website is dedicated to documenting and supporting the process that leads to these finished results. This is a site where we try to help students better understand the process of discovery that leads to that final research.

Honors Fellowships Program
The Honors Fellowships program provides a new way to support the intellectual community at the College through direct contributions to the Honors theses research of individual undergraduates. Student proposals are posted on a specially designed web site every spring. Visitors to the site can browse or search the student projects and find one of interest to them. They can either fully or partially fund the project that they have selected. After the fundraising period is over, all donors will receive a thank you notes from the student they helped fund. All students who receive a fellowship are required to blog on the Honors Fellowships site. The Honors Fellowships program is extremely donor-centered as donors get to choose exactly where their funds are going and can watch their gifts at work through the blogs. The Charles Center sends electronic updates and feature stories to all previous donors outside of the fundraising period. This year, we will also invite Honors Fellowships donors to the 5th Annual Scholarship Luncheon during Homecoming in October. Piggybacking on the Homecoming reception will allow donors to meet the students they have funded face-to-face and perhaps even help us acquire new potential donors.

GLOBAL FILM FESTIVAL

The William & Mary Global Film Festival is comprised of a five-week Wednesday night film series culminating with a four-day gala festival event over Presidents Day Weekend. These film events are held at the Kimball Theatre with some special screenings at the Williamsburg Public Library Theater, The Muscarelle Museum of Art, and the Commonwealth Auditorium in the Sadler Center. The Festival celebrated its fifth anniversary in 2012.

The theme of the 2012 festival was "Film and the City." Guest speakers included David Patrick Kelly, who presented the 1979 film The Warriors; musician and ethnomusicologist Laith Ulaby, who gave a talk on "Music, Media, and the Arab Spring;" director Xiaoshuai Wang, who presented his film Beijing Bicycle via video feed; filmmaker Aurora Guerrero and actress Fenessa Pineda who presented their film Mosquita Y Mari; and filmmakers James St. Vincent and Caitlin Clements who participated in a roundtable discussion.

For the first time this year, the Festival solicited submissions from student filmmakers worldwide. Selected films were screened during the festival weekend, giving students the chance to showcase their work alongside curated feature films. Submissions and judging for the competition were be divided into local and global categories with awards and prizes being given for "Best Reflection of the Festival Theme," "Best Story," and "Best Artistic Achievement." Prior to 2012, all events were free of charge. In 2012, a modest admission was charged for select marquee screenings and special events ($3/general public, $2/W&M students).

William & Mary students are an integral part of every aspect of the Global Film Festival, and the festival is linked to a curricular infrastructure of affiliated internships and courses offered through the Film Studies Program. In fall 2011, twenty-two students took the Introduction to Film Festivals – History and Production course, and most of those students continued on to take the zero-credit spring Global Film Festival Internship and participate in the day to day operation of the Festival. Also in the fall, ten students participated in the Global Film Festival City Symphony Project. This course began with an introductory survey of the "City Symphony" genre and included screenings of some of the most famous and critically acclaimed exemplars of the genre. Students were required to participate in pre-production readings and planning exercises and were assigned to one of two distinct city symphony projects: a composite Global City Symphony (a post-production, editing intensive project) and a Williamsburg City Symphony (a full production and post-production project). Each film had an original score generated by W&M music students and was screened at the Global Film Festival.

In spring 2012, forty-five students enrolled in the 1-credit course "Global Film and the City." The course ran over the first six weeks of the semester and culminated in conjunction with the 2012 William & Mary Global Film Festival. Films from around the world were screened on Wednesday nights and introduced by W&M faculty and invited filmmakers and scholars. The course included films from a range of genres and time periods featuring cities from around the world as sites of utopia, dystopia, hope, despair, romance, energy, opportunity, alienation, exploitation, fantasy, science fiction, experimentation, social realism, and of film production and cinematic styles.

The film screenings with invited speakers, filmmakers, and live performers from around the world - together with affiliated receptions – have consistently filled the Kimball Theater for a thoughtful and festive showcase of international film. They have generated a rich and popular international cultural offering for the College, the Williamsburg community, and - increasingly - W&M alumni, parents, and other Williamsburg visitors. With the success of these events, Williamsburg has joined the growing international trend of film festivals serving as vibrant community resources and engines of economic activity.

WRITING FOR PUBLIC AUDIENCES: SHARP SEMINAR COLLABORATION WITH THE PULITZER CENTER

The Sharp Seminar, established with a generous gift from Anne and Barry Sharp, is a joint initiative between the Pulitzer Center and the College of William & Mary. 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.

Pulitzer Center grantees Stephanie Hanes, Jina Moore, and David Rochkind, participated in the year-long Sharp Seminar, visiting the campus three times over the course of the 2011-2012 academic year. The year began with the students doing course assignments based on the journalists' work that were designed to stimulate a discussion of the characteristics of high quality journalism, of how journalists address ethical issues, and of how journalists find audiences and outlets for their work. By the end of the seminar, in the spring term, each student had a finished product that they submitted for publication and presented on campus.

2011-2012 Sharp Seminar Participants

- Morgan Barker - Seeing Disability
- Mitch Caudill - Reclassifying Chimpanzees
- Kate Furgurson - Labor Policy in the 2012 Farm Bill
- Sharon Hartzell - Peeking into Appalachia: Is the "Outsider Activist" a myth?
- Dylan Kolhoff - The Future of Democracy in China
- Ani-Rae Lovell - Full Court Press: Pursuing rights protection in state court
- Gabrielle Names - Capturing the 'I'iwi
- Jasmine Rodenburg - The Future of Xcel Energy in Colorado
- Lisa Sthreshley - Does Congo Really Need Us?
- Rachel Wallace - Exploring Mattey's Garden

News and Media

- The College of William & Mary becomes First Virginia Campus Consortium Partner
- Sharp Seminar connects W&M students with Pulitzer Center on Crisis Reporting

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.

COMMUNITY OF SCHOLARS PROGRAM, 2011-12

This program supports intellectual interaction between students and faculty outside of the classroom. Both students and faculty may apply for funding, but the funded activity must include both faculty and students. 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; and funding for visiting scholars and performers.

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

Support to bring John Bodenheimer, President of ESPN, to campus to meet with Jim Spence's course on Television Sports Today, and to do a public talk on the history of ESPN.

Support for Artisia Green's Theatre class trip to New York to see a production of *Stick Fly.*

Summer, 2012, funding to support Francis Tanglao-Aguas' (Theatre, Speech, and Dance) research trip with students to Bali, Java, and Indonesia to prepare for a 2012-13 production of Sitayana.

Support to help bring a specialist to campus to do two workshops for faculty and students on Nvivo, the leading software for scholars conducting qualitative research.

Support for Emily Wilcox, MLL, to bring students from Chinese 428 to the Kennedy Center to see the Beijing People's Art Theater production of *Top Restaurant*.

Support for the Classical Studies Department's chapter of the Archaelogical Institute of America's annual lecture series.

Support for Henry Hart, English, to bring Ron Schuchard, an Eliot Scholar from Emory University, to campus for a lecture.

Support to bring Stephen Drury, pianist and professor at the New England Conservatory of Music, to campus for a performance and master class.

Support to bring Pamela Gates and her film, *Granito*, to campus, primarily for Betsy Konefal and her International Relations 300 class. This film is about the process that has led to footage from her earlier films about violence and genocide in Guatemala to be used in contemporary genocide trials (in Spain and elsewhere).

Funding to support John Riofrio, Hispanic Studies, and Robert Sanchez, Philosophy, to participate in the Future of Minority Studies Project conference in Atlanta.

Support for Jon Allen, Biology, to bring students from his Marine Ecology course to a 1-week spring break field trip to the University of Washington's laboratory in Friday Harbor, WA.
Support for a student-led conference, *Williamsburg Forum on American's Global Role*, which the College is co-hosting with Colonial Williamsburg.

Support for 4 students of Gary Eckles, Theatre, Speech, and Dance, to present their accepted papers at the 103rd Annual Convention of the Eastern Communication Association, in Cambridge, Mass.

Support for Jennifer Taylor's (German) freshman seminar on the Berlin Wall to take a class trip.

Support for a student book reading group associated with the Office of Student Engagement and Scholarship. The first book will be Allan Johnson, *Privilege, Power, and Difference*.

Support for Kara Thompson, English, to bring her class “Performing Sovereignty (AMST 470/570) to the National Museum of the American Indian, in Washington,

Support for Leah Glenn, Theatre, Speech, and Dance, and her students to perform at the Festival of Dance, University of Toronto.

NEW FACULTY ORIENTATION PROGRAM, 2011-12

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

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

The Program starts with a one-day event in the week before the start of fall classes. At this event new faculty are introduced to each other and to several faculty and administrators, including the president and the provost. They are provided with some information that will be immediately useful to their teaching and research, and they are placed in small groups that are organized by disciplinary affinity. Each of these groups is led by an experienced faculty member who will serve as the group's "mentor" for the year. The retreat ended at about 3PM and then there was an informal dinner for all new faculty that evening, which included spouses, partners, and children.

In 2011-12 our mentors were Paul Manna, Government (social sciences), Robin Looft-Wilson, Kinesiology (sciences), and Lily Panoussi, Classical Studies (humanities).

After the initial retreat, the mentors met with their small groups about once each month over the year. Each meeting had a specific focus that was selected by the participants. New Faculty were also all invited to attend the Teaching Project workshops.

New Faculty, 2011-12

Alexander Angelov	Religious Studies
Paul Bhasin	Music
Mark Buntaine	Government
Victoria Costa	Philosophy
Melanie Dawson	English
Jamie Diaz	School of Business
Isil Dillig	Computer Science
Thomas Dillig	Computer Science
Jonathan Glasser	Anthropology
Monika Gosin	Sociology
Tara Grove	Law
Caroline Hanley	Sociology
Cullen Hendrix	Government
Scott Ickes	Kinesiology
Michael Jabbur	Art and Art History
Ayfer Karakaya-Stump	History
Drew LaMar	Biology
John Parman	Biology
Marc Picconi	Business
Philip Roessler	Government
Robert St. Clair	Modern Languages and Literatures
Joanna Schug	Psychology
Adamsu Shiferaw	Economics
Kara Thompson	Art and Art History
Xin Wu	Art and Art History
Douglas Young	Chemistry

New Faculty Retreat Agenda, 2011-12

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

Retreat
9:00 a.m. – 3:30 p.m.
Board of Visitors' Meeting Room, Blow Hall, third floor. Dress informal.
Dinner
6:00 PM
Blow 201. Spouses, partners, and children are invited. Dress informal.

Retreat Schedule

9:00 - 9:30
breakfast

9:30 – 10:15
Welcome and introductions. (Provost Halleran)

10:15-10:30
Brief overview of the year-long New Faculty Program (Kate Slevin and Joel Schwartz).

10:30 – 11:30
Discussion of teaching, with an emphasis on the syllabus, preparing for the term, and the first day of class. (To be held in small groups)

11:30 - 12:15
Ginger Ambler, Vice President for Student Affairs
An overview of the Student Affairs division, with an emphasis on some of the policies and resources that are most relevant and important to new faculty

12:30-1:30
lunch

1:30 - 2:30
Panel discussion with selected tenured faculty on tenure and promotion

2:30-3:30
Discussion of research, with an emphasis on getting faculty research programs, started and balancing time demands (To be held in small groups)

UNIVERSITY TEACHING PROJECT, 2011-12

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

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

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

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

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

Teaching Project Participants and Groups 2011-12

The first two groups, below are composed of faculty from a wide range of disciplines; the remaining groups are made up of faculty who are working within a common curricular area.

Mixed Discipline Groups
Monica Griffin, Sharpe Community Scholars Director - convener
Matthew Allar, Theatre
Jonathan Allen, Biology
Anita Angelone, MLL
Naama Ely, Classical Studies

Bill Hutton, Classical Studies - convener
Artisia Green, Theatre
Matthew Haug, Philosophy
John Lombardini, Government

Global Studies: Gateway Courses
Tuska Benes, History - convener
Berhanu Abegaz, Economics
Jennifer Bickham Mendez, Sociology
Rachel DiNitto, MLL
Elena Prokhorova, MLL
Sibel Zandi-Sayek, Art and Art History

Latin American Studies
Jennifer Bickham Mendez, Sociology – convener

Victoria Castillo, History and Women's Studies
William Fisher, Anthropology

Teaching Students From Under-represented Groups
Cheryl Dickter, Psychology - convener
Lizabeth Allison, Biology
Sharon Zuber, English
John Riofrio, MLL

Harlem Renaissance Collaborative Course
Leah Glenn, Theatre, Speech and Dance - convener
Jacquelyn McLendon, English
Gayle Murchison, Music
Francis Tanglao-Aguas, Theatre, Speech and Dance

Teaching Project Workshops, 2011-12
Each year the Teaching Project sponsors several workshops on teaching topics that are open to all faculty and graduate students at the College. The Charles Center advertises these events, which all started at noon or 12:30 this year, and provides sandwiches and drinks for participants. We are especially grateful this year to Paul Heideman, who did 4 Teaching Project Presentations over the school year.

Teaching Tips: Small Things with Large Effects
Paul Heideman, Biology
Tuesday, September 20, 2011, 12:30 - 1:30PM, Blow 201
Tips for this workshop: using the opening minutes, 8 seconds and pause guidelines, reflection, chunking, developing fluent recall, Cognitive overload in PowerPoint/chalkboards/whiteboards, the problem of transfer (and transfer problems), empty memorizing, the biology of learning and memory for teachers, using think-pair-share, achieving your goals, classroom empathy (but NOT with the connotation of niceness), teaching to your strengths, and steady development toward expertise. This is a second offering of a workshop from spring 2011.

Teaching Tips: Teaching as Helping Students Develop Expertise
Paul Heideman, Biology
Tuesday, October 18, 12:30 - 1:30PM, Blow 201
This new workshop, which builds on the September 20 workshop, explores the implications for teaching and learning of the new field of "Expertise and Expert Knowledge." After a brief overview of this field, we will examine specific techniques and exercises for developing the skills of students toward expertise. The premises of this workshop will be that "developing expertise" is a profitable way to conceptualize many of the challenges of classroom teaching, and that we can help student "novices" in our courses move quickly toward "expertise."

How & Where is interdisciplinary teaching produced at William and Mary?
Tuesday, October 4, 12:30-1:45, Blow 201
Cross listing in some Interdisciplinary Programs such as Women's Studies is crucial to its curriculum in a large part because it sustains interdisciplinarity in teaching, while some other programs such as International Relations and Neuroscience employ a nonintegrated model in which students take a number of courses in different departments. This panel will explore the scope and shape of pedagogical experiences and consequences of cross listing, and of other models of interdisciplinary teaching.

PANELISTS: Rachel DiNitto (Modern Languages and Literatures, and Asian and Middle Eastern Studies)
Nancy Gray (English, and Women's Studies)
Paul Heideman (Biology, and Neuroscience)
Jennifer Bickham Mendez (Sociology, and Latin American Studies)Michael Tierney (Government, and International Relations)
Coordinator/Moderator:
Gul Ozyegin (Sociology, and Women's Studies)

Creating Inclusive Classrooms
Dr. Sue Rankin, Pennsylvania State University
Thursday, February 16, 2012, 12:30PM – 1:30PM, Blow 201, 12:30
Professor Rankin is a Senior Research Associate in the Center for the Study of Higher Education, and Associate Professor of Education, at Penn State. She conducts research and consults widely on the assessment of institutional climate and strategies for improving the campus climate for under-served communities.

Class Discussion - the Original Twitter
Workshop Conveners: Matthew Allar (Theatre, Speech, Dance), Jonathan Allen (Biology), Anita Angelone (Modern Languages and Literatures), Naama Ely (Classical Studies), Monica Griffin (Director of Engaged Scholarship)
11:30AM – 12:30PM, Tuesday, March 20, Blow 201
In the current age of texts, tweets, and technology-bounded classroom spaces, what room is there for class discussion? What purpose does discussion serve toward achieving our goals of teaching effectively? And how do we know when we've done a good job? This workshop raises questions about the role and purpose of discussion - in our classrooms, in our curriculum, and in multiple contexts that mix different types of sources and strategies for creating and sharing knowledge.

Panic Attacks, Mental Paralysis, and Diagnosing the Problem
Paul Heideman, Professor of Biology
Thursday, March 29, 2012, 12:30pm – 1:30pm, Blow 201
Some of my students have panic attacks, anxiety, or periods of mental paralysis followed by frantic hurrying during exams. This workshop will lay out the problem and we'll talk about ways to work with students to help. The workshop will include demonstration of a testing strategy that will cause panic attacks even in confident students who have never previously panicked during an exam (don't do this). Students frequently complain that exams are too long; we will also discuss how to show students when the problem is their preparation, not the length of the exams. Join us with your own examples and your solutions, if you have approaches that seem to be effective.

The Pros and Cons of Collaborative Teaching
Presenters: , Leah Glenn, Theatre, Speech and Dance; Gail Murchison, Music; Jacqui McLendon, English; Francis Tanglao-Aguas, Theatre, Speech and Dance
Wednesday, April 11, noon-1:00PM, Blow 201
This workshop will provide a forum for a sustained dialogue on the benefits and challenges associated with interdisciplinary collaborative teaching. The presentation will include an explanation of a new course that will explore how literature, theatre, dance, music and visual arts intertwined during the cultural movements known as the Harlem Renaissance and the Black Renaissance in Washington, D.C. Topics of discussion will also include how this course will differ from other team-teaching models, creating opportunities for the exploration of new pedagogical methods and technologies, curriculum diversification and solutions to roadblocks that can hinder the process.

Teaching Across Disciplines: Perspectives from Global Studies
Presenters: Berhanu Abegaz (Economics), Tuska Benes (History), Jennifer Bickham Mendez (Sociology), Rachel DiNito Modern Languages and Literatures), Lena Prokhorova ((Modern Languages and Literatures)
Noon – 1:00PM, Wednesday, April 18, Tyler 201
Collaborative work across disciplines is crucial to an integrated liberal arts education. How can we design courses that engage students in interdisciplinary conversations? Can interdisciplinary courses help students draw together different dimensions of their undergraduate curriculum? Global studies faculty will share their experiences designing and teaching core courses for regional concentrations that span multiple disciplines.

MAY SEMINARS, SPRING 2012

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

The Committee on Honors and Interdisciplinary Studies (CHIS) solicits and reviews proposals from all areas of Arts and Sciences. The program's Principles and Guidelines, and the Application form, are available on the Charles Center's web site.
http://www.wm.edu/as/charlescenter/faculty/mayseminars/index.php

In spring 2012, CHIS received 11 proposals which, if fully funded, would have required $46,000. Working with a budget of about $30,000, the Committee funded 9 proposals and cut budgets for several of the proposals it funded. In its evaluations the committee asks: How important is this project? Could it be accomplished without a seminar? How many people (faculty and students) will benefit, and how much will they benefit?

2012 Funded May Seminars

Coordinator	Project	Amount Awarded	Participants
Greg Bowers, Music	Seminar will redesign intro-level Music curriculum, e.g., separating pre-major from non-major intros	$1,500	Greg Bowers, Brian Hulse, and Anne Rasmussen, Music
Kathleen Bragdon, Anthropology	Seminar will explore the feasibility of a minor in American Indian Studies.	$2,000	Kathleen Bragdon, Danielle Moretti-Langholtz, Martin Gallivan, and William Fisher, Anthropology. Brett Rushforth and Andrew Fisher, History. Kara Thompson and Jack Martin, English.
Chandos Brown, American Studies	Seminar will substantially redesign the graduate program in American Studies, to get rid of thesis.	$4,000	Chandos Brown and the members of the American Studies Executive Committee.
Josh Burk, Neuroscience	Seminar will re-examine curriculum in light of the program review and the anticipated dual-degree with St. Andrews.	$4,500	Josh Burk, Cheryl Dickter, Catherine Forestell, Paul Keiffaber, Christy Porter, Bob Barnett, and Jennifer Stevens, Psychology. John Griffin, Biology. Greg Smith, Applied Science.
Nancy Gray, Women's Studies	Seminar will assess the activism component in WMST 205 and identify other places for activism in the Women's Studies curriculum.	$4,500	Nancy Gray, Jennifer Putzi, and Brett Wilson, English. Leisa Meyer, History. Sasha Prokhorov, MLL. Michaele Smith and Arielle Pak, students.
Scott Ickes, Public Health	Seminar will review and revise the new public health minor to make sure that it stays in alignment with liberal arts objectives of Arts and Sciences.	$3000	Scott Ickes, Camilla Buchanan, and Alison Scott, Kinesiology. Diane Shakes, Biology. David Aday and Kelly Joyce, Sociology.
John Swaddle, Biology	Seminar will conduct an extensive e review and redesign of introductory Biology courses to reduce size and expand active learning opportunities.	$4,000	John Swaddle, Paul Heideman, Margaret Saha, Liz Allison, Robin Varney, Drew LaMar, Bev Sher, John Griffin, Matthias Leu, Biology.

Jobilla Williams and Kelly Joyce, advising	Seminar will follow up on the external review of the external review of William & Mary's academic advising program that was conducted in spring, 2012.	$2,800	Jobila Williams, Kelly Joyce, and members of the Advising Faculty Advisory Board.
Sharon Zuber, English	This workshop will prepare faculty who are teaching freshman seminars for the first time to meet goals of freshman seminar requirement.	$4500	Sharon Zuber and 8 faculty participants.