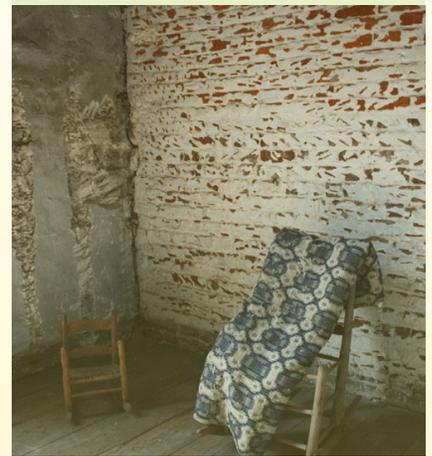


THE ROY R. CHARLES CENTER



2012-2013
ANNUAL REPORT

A Proposed New Name that Fits the Charles Center's Mission

The Roy R. Charles Center for Academic Excellence

Faculty Development, Student Research and Engaged Learning, Honors and Interdisciplinary Studies

The Roy R. Charles Center was established in 1986 and named for the generous benefactor who provided our initial funding. The Center came to be known informally as the “Charles Center for Honors and Interdisciplinary Studies.” In the Center’s early years this was an appropriate name because the Center’s portfolio was limited to a single honors course and administrative responsibilities for a few interdisciplinary programs.

However, the Center’s scope has expanded considerably over the years, and I propose that we formally adopt a new title (above) that reflects this evolution.

Over the years the Center has seen considerable growth, often in areas that reflect broad changes at William and Mary over the last 27 years. While the new title that I propose includes “Honors and Interdisciplinary Studies,” it also reaches beyond this to capture additional programmatic areas and a new overall personality that has developed over time. I believe that this personality emerges clearly from this annual report that details the Center’s 2012-13 activities.

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 347 in 2012-2013. Honors/Scholars programs have also expanded and proliferated. In 1986 we had one Scholars program, Presidential Scholars, which admitted about 5 students each year. Today, the Monroe Scholars Program (formerly “Presidential Scholars”) has grown to 120 students each year (soon to be 150) and it has been joined by 4 additional programs, 1693 Scholars (which now includes Murray Scholars), Sharpe Scholars, William and 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 and inquiry-based learning that we have attempted to expand to the student body as a whole.

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 in the mid-1990s, 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, inquiry-based 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.

Over the past twenty-seven years, the William and 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 and research into their courses. Fifteen years ago, the Center focused on increasing the number of summer 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. In 2013-2014, for example, 42 students received grants to support their honors research and all of their faculty advisors will receive significant professional expense accounts in recognition of the work they are doing supervising

their advisee's research. The "Faculty-Student Research" section of this report describes several additional initiatives, including the Weingartner Fellowships, the English-Stonehouse Fellowships, the Morton-Brown Fellowships, and Honors Fellowships.

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 Thirty-five 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.

The breadth and depth the Charles Center's initiatives requires that we formally adopt a new name:

The Roy R. Charles Center for Academic Excellence

Faculty Development, Student Research and Engaged Learning, Honors and Interdisciplinary Studies

Joel Schwartz
August, 2013

Table of Contents

Annual Report, 2011-12

	Page
A. Interdisciplinary Programs	4-11
Interdisciplinary Degree Programs	4-10
Committee on Honors and Interdisciplinary Studies	11
B. Scholars Programs	12-24
Monroe Scholars	13-16
1693 Scholars	17-18
Sharpe Scholars and Engaged Scholarship	19-21
W&M Scholars / WMSURE	22-23
Class of 1940 Scholars	24
C. Prestigious Fellowship Advising	25-29
D. Student Research Programs	30-37
Department Honors Program	30
Charles Center Scholarships	31-34
Presentation Events	35-36
Embark	37
E. Internship Funding Programs	38-39
F. Journalism Programs	40-41
G. Faculty-Student Research Programs	42-44
Scholar Programs	42
Mellon Foundation Projects	43
Honors Fellowships	43
Weingartner Faculty/Student Fellows	43
English-Stonehouse Faculty/Student Fellows	44
Morton-Brown Faculty-Student Fellows	44
Morton Science Lab Fund	44
Global Film Festival	44
Sharp Writing for Public Audiences Program	44
H. Donors Relations and Stewardship	45
I. Center for Geospatial Analysis	46
J. Global Film Festival	47-48
K. Community of Scholars Program	49-50
L. Faculty Development Programs	51-59
New Faculty Orientation	51-52
Teaching Project	53-57
May Seminars	58-59

A. INTERDISCIPLINARY STUDIES

INTERDISCIPLINARY DEGREE PROGRAMS, 2012-2013

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

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

Approvals and other Activities in 2012-13

1. One new degree program was formally approved in 2012-13: 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.
2. The Biochemistry Minor coordinating committee (Deborah Bebout, chair) proposed three changes that were approved by CHIS, EPC, and, ultimately, the faculty. Changes included adding new elective courses in Biology and Chemistry, permitting AP Biology scores of 5 to substitute for Biology 225, and clarifying the rules for "double-counting" courses for the Biochemistry Minor and the majors in Biology and Chemistry.
3. Linguistics (Ann Reed, chair) proposed a curriculum change that was approved by CHIS and EPC. The change makes Linguistics 308, Language and Culture, the single core introductory course in the degree program.
4. CHIS and EPC approved a title change for the "Women's Studies" program to "Gender, Sexuality and Women's Studies." This is intended to broaden the program's scope from an exclusive focus on women to issues of gender and sexuality as a whole. This title change takes place immediately.
5. CHIS and EPC approved a title change for the Literary and Cultural Studies program to Film and Media Studies. This change will formally take place in fall, 2014, allowing time for new courses to be designed and some current courses to be re-designed. This change is intended to clarify the distinction between this program and the "studies" and "literature" programs in Modern Languages and Literatures and English, and to establish a focus specifically on the *media* (including print media) through which culture is created and received.
6. Joel Schwartz and Linda Schaffner conducted a review of the Minor in Marine Science. This program offers undergraduates many excellent opportunities, including field study and research opportunities with VIMS faculty. However, the timing of courses and the distance from Williamsburg to Gloucester have kept the number of students completing this program very low. Efforts will continue to be made to

A. INTERDISCIPLINARY STUDIES

address these barriers, and greater emphasis will be placed on cultivating opportunities for students to take courses and conduct research on Marine Science topics, even if they aren't formally minoring in the program. On the recommendation of Schaffner and Schwartz, Deans Wells and Conley have reappointed Liz Canuel and Heather Macdonald as co-chairs of this program.

Table 1 shows the number of students graduating in 2012-13 in each of the College's interdisciplinary majors. This includes December 2012 graduates and May 2013 graduates. It also provides an overview of the pattern over time in the number of students graduating with interdisciplinary majors. As you will see, the total number of interdisciplinary majors grew by over two-and-a-half times from 1994-95 to 2012-13 – from 135 to 347. This total has dropped a little over the past two years but there is no way to judge whether this is significant or just a two-year aberration.

“Interdisciplinary Studies” in this table refers to self-designed majors, the number of which has grown in recent years, and spiked in the past two years. A large number of these most recent self-designed majors are in Public Health-related fields, and 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. However for now it appears that the demand is remaining high for the self-designed major in this field.

Table 2 summarizes this historical trend, including majors and minors, in a bar graph.

Table 3 summarizes this historical trend for five of our larger interdisciplinary majors.

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, 1994-2013

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	2012-13
Department/Program	Major												
American Studies	American Studies	3	6	10	16	16	17	13	24	14	16	13	11
Black Studies	*Africana Studies	--	--	--	--	--	--	--	--	0	0	2	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	31
Global Studies	Global Studies - African Studies	0	0	0	4	1	0	1	3	9	1	0	2
	**Global Studies – Asian/Middle Eastern Studies	--	--	--	--	--	--	--	--	--	--	--	9
	Global Studies - East Asian Studies	10	7	11	13	8	11	9	8	12	7	10	1
	Global Studies - European Studies	0	2	6	5	1	9	6	6	12	11	9	11
	Global Studies - Latin American Studies	4	6	2	2	2	3	1	6	3	8	6	7
	Global Studies - Middle Eastern Studies	2	1	6	6	3	9	12	14	8	23	10	7
	Global Studies - Russian Studies	5	0	3	3	8	7	4	10	8	10	6	5
Interdisciplinary Studies	Interdisciplinary Studies - Self-Designed	8	5	4	8	11	9	13	14	15	19	28	26
International Relations	International Relations	41	38	66	84	76	83	86	103	64	86	82	62
Linguistics	Linguistics	12	11	12	11	23	19	18	17	30	28	19	25
Literary and Cultural Studies	Lit/Cul Film Studies Track	12	7	13	5	6	15	15	8	9	13	14	9
	Literary and Cultural Studies			10	11	10	6	6	9	8	9	7	7
Medieval and Renaissance Studies	Medieval/Renaissance Studies	1	0	1	1	1	1	6	3	4	0	2	1
Neuroscience	Neuroscience	8	31	33	62	71	51	63	69	99	63	75	72
Public Policy	Public Policy	20	11	29	23	36	13	28	28	24	33	29	46
Women's Studies	Women's Studies	2	4	13	11	9	9	10	17	14	13	10	13
Total		135	146	235	299	307	295	328	371	376	385	355	347

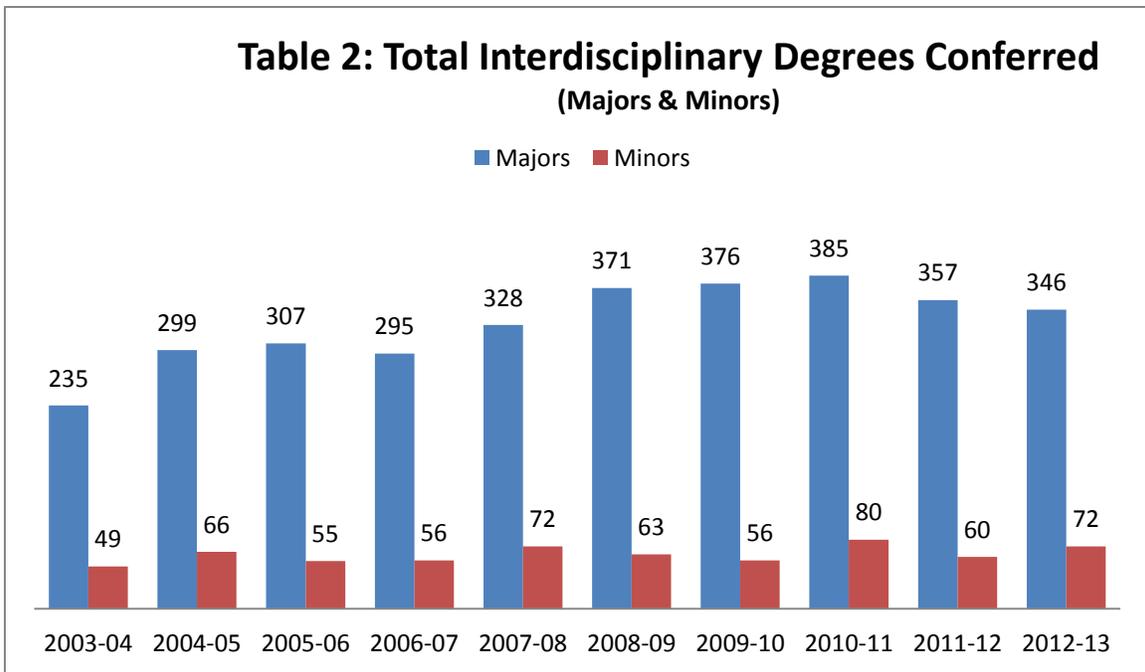
A. INTERDISCIPLINARY STUDIES

Interdisciplinary Minors		2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Department/Program	Minor										
American Studies	American Studies	1	2	0	1	5	4	0	1	2	3
Biochemistry	Biochemistry	5	14	16	12	15	16	19	28	21	23
Black Studies	*Africana Studies	--	--	--	--	--	--	0	0	0	1
	Black Studies	2	2	1	1	2	1	1	1	--	--
Community Studies	Community Studies	--	--	--	--	--	--	--	2	2	2
Environmental Science and Policy	Environmental Science and Policy	1	7	1	5	6	4	11	7	5	12
Film Studies	Film Studies	7	5	4	5	4	6	6	12	5	6
Global Studies	African Studies	0	2	0	1	1	0	0	0	0	1
	East Asian Studies	2	1	2	5	4	4	3	4	4	2
	**Asian/Middle Eastern Studies	--	--	--	--	--	--	--	--	--	2
	Italian Studies	--	--	--	--	--	1	--	--	--	1
	Japanese Studies	3	5	0	0	2	3	2	0	0	0
	Latin American Studies	0	0	2	0	2	0	0	0	0	0
	Middle Eastern Studies	3	3	6	7	4	6	1	7	5	4
	Russian Studies	1	2	1	1	2	0	1	2	3	4
Interdisciplinary Studies	Public Health	--	--	--	--	--	--	--	--	--	2
International Relations	International Relations	10	16	10	8	11	2	0	0	0	--
Judaic Studies	Judaic Studies	--	--	--	--	--	--	--	--	--	0
Linguistics	Linguistics	4	2	6	3	8	8	3	4	6	7
Literary and Cultural Studies	Literary and Cultural Studies	2	0	1	2	1	2	3	1	1	5
Marine Science	Marine Science								3	3	0
Medieval and Renaissance Studies	Medieval/Renaissance Studies	0	0	1	2	1	1	3	2	1	0
Women's Studies	Women's Studies	8	5	4	3	4	5	3	6	2	4
Total		49	66	55	56	72	63	56	80	60	77

* Black Studies and African Studies merged into Africana Studies in 2009-10

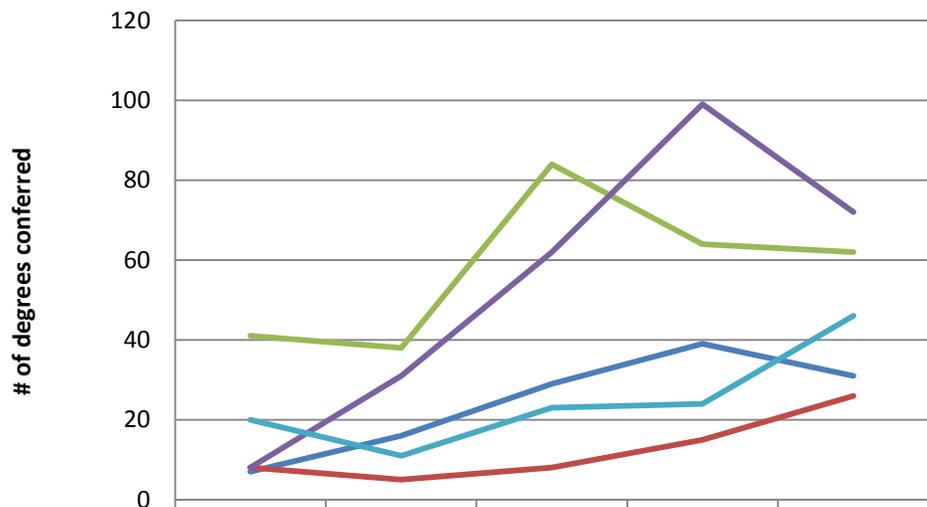
** East Asian Studies and Middle Eastern Studies merged into East Asian/Middle Eastern Studies in 2012-13

A. INTERDISCIPLINARY STUDIES



A. INTERDISCIPLINARY STUDIES

Table 3: Degrees Conferred by Major



	1994-95	2003-04	2006-07	2009-10	2012-13
Environmental Science & Policy	7	16	29	39	31
Interdisciplinary Studies	8	5	8	15	26
International Relations	41	38	84	64	62
Neuroscience	8	31	62	99	72
Public Policy	20	11	23	24	46

A. INTERDISCIPLINARY STUDIES

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%

A. INTERDISCIPLINARY STUDIES

COMMITTEE ON HONORS AND INTERDISCIPLINARY STUDIES, 2012-13

Committee members included:

Faculty Members

Clay Clemens, Government
Lisa Grimes, Charles Center
Greg Hancock, Geology
Elizabeth Harbron, Chemistry
Qun Li, Computer Science
Paul Manna, Government
Gail Murchison, Music
Giulia Pacini, Modern Languages
Robert Pike, Chemistry
Joel Schwartz, Charles Center
Elizabeth Wiley, Theatre, Speech, and Dance
Brett Wilson, English

Student Members

Kathleen Murphy
Greg Yellen
Allyson Zacharoff

The committee met three times in the fall term and three times 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 the name-chance proposals that resulted in “Film and Media Studies” and “Gender, Sexuality and Women’s Studies.” The Committee also voted to formally associate the Honors Program with the students’ “research.” Thus it recommended to EPC that all students who do honors in Government (etc.) should henceforth graduate with “Honors in Government (etc.) Research.” The change is intended to highlight the program’s focus on the thesis, rather than on the student’s overall performance in the major.

In the spring term the committee considered and approved a proposed change to the Linguistics program requirements, making Linguistics 308 the only core introductory course. The faculty members also refereed faculty proposals for May Seminar funding.

B. SCHOLARS PROGRAMS

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 programming and no research funding. With the matriculating class of 1990, the Center changed the name of the program to James Monroe Scholars and added a \$2000 summer award for students to conduct a five-week intellectually broadening project. While a common theme of these projects was travel, they often involved research as well. The numbers of students in the program increased over the years, growing from less than a dozen graduates annually in the mid-eighties to over two hundred ten years later. We currently project 150 Monroes in each graduation class.

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

The most recent programmatic change took place with students matriculating in 2004, when the Center began inviting Monroe program applications from rising sophomores who had performed exceptionally well in the freshman year. We currently intend to admit up to 115 Monroes as new freshman and 35 more as rising sophomores.

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

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

B. SCHOLARS PROGRAMS

JAMES MONROE SCHOLARS

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

James Monroe Scholars are the most academically distinguished undergraduates at the College of William and Mary, representing the top seven percent of the student body. 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 2012, these invitations went out to students who had earned grade point averages of 3.84 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. Forty-nine Monroes conducted freshman research in 2012.

All Monroe Scholars are guaranteed a \$3,000 scholarship for a summer research project of their own design. These projects are undertaken after the sophomore or junior year. Projects may be conducted on the William and Mary campus or might involve travel to specialized domestic or foreign library collections, laboratories, field stations, or other research facilities. In 2012, 105 upperclass Monroe Scholars conducted summer research.

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

Additional Program Benefits

B. SCHOLARS PROGRAMS

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

Monroe Scholars have undertaken several service activities over the years, including elementary school tutoring and serving as “buddies” for a baseball league for disabled children.

Monroe Lunch Seminars

Monroe Scholars are invited to a speaker series of lectures/discussions held each week throughout the academic year. These informal sessions allow Monroe Scholars to meet and interact with many William and Mary faculty, Monroe Scholars who would like to present about their research, and outside speakers from all fields. Recommendations for speakers are solicited from Monroe Scholars, and lunch or snacks are provided. In 2012-2013, lunch speakers included these faculty members:

David Aday, Sociology: Communities and Change: Inequalities, Injustice, and Disparities

Ahmad Atif Ahmad, Religious Studies: Revolutions: Revolving Back in Time (Egypt's Choices of Historical Points of Departure)

Jeffrey Bellin, Law: Facebook, Twitter and Texting – Coming to Terms With a New Kind of Evidence

Annie Blazer, Religious Studies: Tebowing: A history of evangelicals and sports in America

Jason Chen, Education: What's so Motivating About Technology?

Dan Cristol, Biology: Global Climate Change and Pollution: When One plus One Equals Three

Melanie Dawson, English: Generational Obsessions in Modern America

Wouter Deconinck, Physics: Symmetry in Particle Physics: Holding up a Mirror to the Electron

James Dwyer, Law: Child Advocacy Extremism

Kathryn Floyd, Government: Human Nature and Counterterrorism

Leslie Grant, Education: East Meets West: A Cross-Cultural Comparison of Award-Winning Teachers in the United States and China

Christopher Griffin, Law: Back to the Future: Understanding Law and Policy through Empirical Analysis

Scott Ickes, Kinesiology & Health Sciences: Innovations in Water, Sanitation, and Hygiene interventions

Jennifer Kahn, Anthropology: The Evolution of Social Complexity in the Society Islands (French Polynesia)

Kevin Kesanovich, American Studies: Just Be Real: Public History and Hip-Hop Studies

B. SCHOLARS PROGRAMS

Matthew Mosca, History: Mapping the Empire and the World in Qing China, 1700-1850

Libby Neidenbach, American Studies: "Refugee from St Domingue living in this city": The Geography of Social Networks in Testaments of Refugee Free Women of Color in New Orleans

Fabricio Prado, History: The Meanings of Royalism during the Age of Atlantic Revolutions: The Case of Montevideo

Jackson Sasser, Government: The Supreme Court's Thrill-A-Minute October 2012 Term

Alison Scott, Kinesiology & Health Sciences: Private Lives, Public Policy: Women, HIV, and Affordable Housing in Four U.S. Cities

Jamie Settle, Government: Politics in the Era of Social Media

Deenesh Sohoni, Sociology: Restrictionist Discourse by the Numbers: The Framing of the Demographic Impacts of Immigration

In addition, Monroes enjoyed talking with Virginia Poet Laureate Sofia Starnes about The Role of Poetry in Creating a Personal Landscape and with Randall Lutter from Resources for the Future about Melamine, Economically Motivated Adulteration and the Global Food Supply. Coordinator of Legal Services Charles Crimmins and current Law student Vahid Dejawakh led a discussion on Law School: The Elephant in the Room, and Monroe Scholars Dana Hayes and Lizzy Pelletier presented on the W&M Global Film Festival.

Planning for 2013-2014

This year we were able to negotiate a budget increase for the Monroe Scholar program. Starting with the 2013-2014 academic year, there will be 150 Monroes in each graduating class, no more than 35 of whom will be added through the sophomore application process.

Freshman Monroes applying to conduct research with the \$1000 freshman grant will still be required to work on a topic generated in one of their freshman courses, but they will no longer be required to work with the instructor of the course. So, for example, if a Monroe becomes interested in a specific period of Chinese history in a general course, he or she will be able to ask a faculty member whose expertise is in Chinese history to be the advisor.

Five students (two seniors, one junior, two sophomores) have signed up to serve on the new Monroe Scholar Advisory Board (MASB). All five are interested in helping plan events that would help bring the group together, to foster undergraduate networking opportunities, career options, or social gatherings. In response to this kind of feedback from students and in consultation with the MASB, we will continue to work on creating community among Monroes, focusing particularly on building connections between students across classes.

Incoming freshmen as well as returning upperclass Monroes have been invited to participate in a new reading group program in the summer and fall of 2013. Monroes were asked to select one of four books (The Book Thief, Confederates in the Attic, The Spirit Catches You and You Fall Down, What is the

B. SCHOLARS PROGRAMS

What) and agreed to read the book over the summer. Charles Center staff mailed out copies of the books to 74 students in early July. Discussion groups, including non-expert faculty readers, will meet early in the semester.

In the past we have assigned incoming Monroes to upperclass Monroe mentors with similar academic and/or extracurricular interests. This year, we are moving to a small group model, where groups of four or five Scholars from across classes form Monroe Scholar families with the hope that this will remove any pressure of meeting one-on-one and provide a stronger network. We will schedule social events throughout the year; for example, groups will meet for the first time at a kickoff barbecue in the late afternoon of Sunday, September 1 just before the AMP Screen on the Green event, so Scholars have the option of proceeding to that in their groups.

Finally, we are looking at ways to energize the lunch series. Possibilities include adding small, more interactive lunches in addition to the lecture-style ones we presently offer and having lunches throughout the semester or year follow a pre-determined theme.

B. SCHOLARS PROGRAMS

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, 1693 Scholar students are successful student leaders in their school and local communities who seek out and embrace opportunities to enrich their educational experience.

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

The benefits of the 1693 Scholars Program include significant financial awards: Virginia tuition, fees, room and board annually (\$25,085 for 2012-2013) for in-state residents and Virginia tuition, fees, room and board annually (\$25,085 for 2012-2013) 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 2013, the topic for this essay was as follows:

You can say only five words to any person living or dead. What are they and who do you say them to?

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.

B. SCHOLARS PROGRAMS

In 2013, the Admission Committee reviewed approximately two hundred and thirty applications and requested essays from seventy-seven candidates. Seventy-five applicants submitted essays. Of these, thirty-one were invited to interview on campus.

These six finalists were named 1693 Scholars, bringing the total number of Scholars to nineteen:

Mitchell Croom (Stamps Scholar)
Jessica Joyce (Stamps Scholar)
John Marken (Murray Scholar)
Marissa Messner (Murray Scholar)
Morgan Sehdev (Murray Scholar)
Colin Weinshenker (Murray Scholar)

Renovation is currently underway on the house at the corner of Richmond Road and Chandler Court that the Murray's have given to the College. Starting in fall 2013, this house will be available for the use of 1693 Scholars, providing needed space for Scholar lunches and other meetings, studying, and socializing. The Associate Director will have an office in the house.

Information on current Scholars is available here:

<http://www.wm.edu/as/murrayscholars/current/index.php>

B. SCHOLARS PROGRAMS

SHARPE SCHOLARS AND ENGAGED SCHOLARSHIP SUMMARY OF ACTIVITIES, 2012-2013

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 2012-13, four seminars were offered: CMST250/INTR150W Literacy and Social Change (Monica D. Griffin, CMST/EDUC), EDUC150W Opportunity Gap in U.S. Schools (Drew Stelljes, OCES/EDUC), CMST250 African American English (Anne Charity Hudley, ENG/LING/EDUC/CMST), and INTR150W Living with the Environment (Dennis Taylor, VIMS).

In Fall 2013, Danielle Dallaire will assume the chair role for the Sharpe Professor of Civic Renewal (funded by a private endowment). While on leave in 2012-2013, professorship funds were used to support teaching in Sharpe and Community Studies. Sharpe students are eligible to apply for summer scholarships, and this summer (2013) 4 students were funded for community-based summer research on projects ranging from the relationship between self-esteem and academic achievement; low income housing in Greater Williamsburg; social capital and the Rio Grande Valley; and, sanitation health in Ghana.

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 2012-2013, CMST offered the following courses: CMST250 Ill Fares the Land: The Changing Nature of the Social Contract and the Meaning of Community in 21st C America (D. Taylor, VIMS), CMST250 African American English (Jacquelyn McLendon, ENG), CMST350 Critical Engagement, (David Aday, SOC/CMST), and CMST351 Community-Based Methods in Research, (Anne Charity Hudley, ENG/LING/EDUC/CMST), and three CMST450 Topics sections. This year faculty teaching in Sharpe experimented with cross-listing CMST courses with affiliate department courses, to extend interdepartmental curriculum development using Community Studies pedagogy with a research orientation. The total enrollment yield for the effort was approximately 134 students enrolled over the two semesters, with a significant minority of those students enrolling in the CMST minor sections as compared to full department courses.

(*In follow up review of enrollment for the year, faculty agreed that cross-listing afforded students a way to make CMST courses “count” somewhere, and especially offered a way to collaborate across

B. SCHOLARS PROGRAMS

departments to expand the pedagogy and broader faculty and student understanding of the Minor as research-oriented/driven (as compared to a course + volunteerism model). They concluded that it remains a structural problem to channel large numbers of students toward a minor that exists realistically as a research-intensive *elective* program. Faculty noted also that the significantly increased work load in increasing enrollment would not be sustainable without a supporting advising plan for students, and is not desirable to the point at which research quality may be compromised.)

A total of 4 students declared CMST majors or minors: Taylor Nelson-Farris, Class of 2013; Psychology major/Community Studies minor: “Let’s Get Cooking! The Effects of Cooking-Based Nutritional Education on Children’s Willingness to Try New Foods “; Advisor: Catherine Forestell, PSYC; Ashley Pettway, Class of 2013; English major/ Community Studies minor: “Early Readers, Future Leaders”; Advisor: Anne Charity Hudley, ENG/LING/CMST; Jackie Carroll, Class of 2013; Sociology/INTR Community Studies double-major **Honors Thesis**: “The Non-Profit Industrial Complex & Critical Methodologies in Engaged Scholarship”; Advisor: Monica D. Griffin, CMST; Alex Cooper, Class of 2013; Government/INTR Community Studies double-major: “Of Pride and Prejudice: An Analysis of LGBTQ NGOs in Serbia”; Advisor: Monica D. Griffin, CMST.

Prof. Anne Charity Hudley (ENG/LING/EDUC), returned from leave in Fall 2012, and assumed the CMST professor chair funded by Arts & Sciences. Prof. Hudley made significant efforts to integrate the academic preparatory dimensions of the WMSURE program (which she co-directs) with the Sharpe program, especially given that Sharpe is a first-year program. With co-director Cheryl Dickter, Sharon Zuber, and the director of Sharpe Monica D. Griffin, Prof. Hudley organized a poster session to demonstrate ways in which the combination of programs and missions have offered preliminary insights to the promises made in best practices LEAP research, at the AAC&U annual conference in Baltimore, MD in October 2012.

Outreach Scholarship and Research

Topics presented at the Engaged Scholarship Symposium included: Bridging the Gap between Geropsychiatric Supply and Demand: Providing Behavioral Healthcare for Southeastern Virginia's Rural Seniors through Telemedicine; Literacy and Social Change: Williamsburg James City Community Action Agency; MANOS: Community partnership towards sustainable health outcomes; Training Tutors to Motivate Students with Dyslexia - CMST 351; EDUC 150: Opportunity Gaps In U.S. Schools, Active Citizens Conference Panel; Williamsburg Farmer's Market Credit and Debit System Implementation; CMST 250- African American English, Evaluation of Non-verbal Communication through the lens of volunteering at Big Brothers Big Sisters and Pearl of Great Price. Students from Psychology, Public Policy, MANOS, and SOMOS also presented posters at the symposium.

Program Planning & Development

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

- To more fully integrate the expectations for community-based research preparation and learning within the first-year, Sharpe program. Although it functions well on its own, it is demonstrably a site for mission drift if the balance of pedagogy leans too far toward volunteerism, outreach, or service-learning, rather than emphasizing research to fortify the gateway expectations of the

B. SCHOLARS PROGRAMS

program for CMST. The director and Prof. D. Aday have coordinated with the Academic Advising Office to develop a new advising plan based on faculty review of enrollment from the previous year.

- To assess realistically the range of disciplinary resources and orientations (in faculty who teach and advise CMST students and beyond) in developing goals for enrollment and declaration of the Minor.
- To continue discussions that integrate an account of structures within which faculty work (home departments, merit expectations and evaluations, etc.) with programming, curriculum development, and expanding relationships with other departments.

Director's Bio

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

B. SCHOLARS PROGRAMS

WILLIAM & MARY SCHOLARS / 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 to William and Mary 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 and 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. WMSURE students and faculty participate in workshops and conduct research. WMSURE families are included through the WMSURE family newsletter and family-centered events. While many similar programs are externally supported, including the Mellon, Ford, and McNair Scholars Programs, WMSURE has a focus on low-cost initiatives that are organizational in nature and represent shifts in thinking about responsibilities for diversity, inclusion, and community engagement. We have worked this year to identify areas where collaboration across departments, programs, and units have maximized resources for students who meet WMSURE criteria. The program is data driven with insights from interviews and surveys with students and faculty to examine underrepresented students' greatest challenges as they seek to do research, graduate from college, and attend graduate school.

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>

The WMSURE Faculty Fellows group served as first-year advisors and led workshops. The Fellows are:

Chris Ball (Psychology)

Angela Banks (Law)

Paul Bhasin (Music)

Artisia Green (Theatre, Speech, and Dance)

Paul Heideman (Biology)

Chris Howard (Government)

Sharon Zuber (English; Writing Resource Center).

WMSURE held at least one event per week during the 2012-2013 academic year. The average attendance at events ranged from 15-40 students. Smaller lunch meetings ranged from 5-10 students. Events included a Homecoming reception for current and alumni WMSURE students, a group outing to the play Joe Turner's Come and Gone, and workshops on applying to graduate school, preparing for summer grants and internships, time and energy management, writing across disciplines, finding a faculty research mentor, the stigma of giftedness and anti-intellectualism, choosing your major, and financial planning for graduate school.

Thanks to a \$5,000 grant from the Bank of America, which was obtained with the help of Suzi Armstrong and Victor Branch '84, we have offered the following WMSURE events in the summer of 2013:

B. SCHOLARS PROGRAMS

May 29 4:00pm Welcome Back Event – Focus on Writing Research Blogs
June 5 4:00pm Planning for Summer Research Success
June 12 4:00pm Preparing for Graduate School and Grad School Tests
June 19 4:00pm Research Presentation: Prof. Cheryl Dickter.
June 21 Time TBA School-University Research Network (SURN) Conference
July 2 5:00pm Skype Session with incoming W&M Scholars
July 3 4:00pm Honors Projects – Options and Advice
July 18 5:00pm Skype Session with Incoming W&M Scholars
July 24 4:00pm Presenting your Research: Preparing Posters and Talks
July 31 4:00pm Research Presentation: Prof. Anne Charity Hudley

Future Plans

The class of 2017 will bring an additional 40 William & Mary Scholars to campus and raise the total number to 170. We plan to start a Common book program using Booth and Colomb (2008) *The Craft of Research* and will host Summer Skype-in events. Anne has established virtual contact through email and Facebook with about 20 of the scholars so far and will greet the students on the first day of PLUS.

B. SCHOLARS PROGRAMS

CLASS OF 1940 SCHOLARSHIP

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

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

Ashley Fidler was named the College's Class of 1940 Scholar in spring 2012 and will graduate in spring 2014. A new Scholar will be selected from the sophomore class in spring 2014.

C. PRESTIGIOUS FELLOWSHIP ADVISING

PRESTIGIOUS FELLOWSHIP ADVISING

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

Peer Scholarship Advisors

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

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

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

In addition to helping their fellow students, the PSAs often put the skills and knowledge gained on the job to their own benefit. For example, three of the PSAs who graduated in 2013 won Fulbright awards.

2012-2013 PSAs

Brett Evans, '13 – Head PSA

Taylor Lain, '15 – Head PSA

Daniel Casey '14

Greg Collier '16

Brian Comiskey '14

Emma Craige '16

Libby Hennemuth '13

Natasha King '16

Henry Mark '16

Johnathan Maza '15

Jeff Rohde '14

Mike Schilling '13

Jakob Stalnaker '16

Allyson Zacharoff '13

Highlights of the Past Year

C. PRESTIGIOUS FELLOWSHIP ADVISING

2012-2013 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, Lisa and PSAs had over four hundred individual in-person consultations and conducted many, many more consultations over email, phone, and Skype.

Here are some of the fellowship highlights of the year.

Boren Scholarships support undergraduate study abroad – and language study in particular – in countries underrepresented in study abroad. Of the College’s twelve applications in the 2013 competition, six students were awarded grants and one was named an alternate. This is a new best for the College. The Boren Scholars are: Elizabeth Goldemen (China), Rianna Jansen (Russia), Scott Laws (China), Luis Madrid (Japan), Alison Roberts (Tanzania), and Marshall Richards (China). John Polcari (Morocco) was named an alternate.

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 Neuroscience major James Janopaul-Naylor was awarded a Goldwater Scholarship while junior Biology and Chemistry major Ashley Fidler, junior Neuroscience major Wendy Herbst, and junior Physics major Elana Urbach received Honorable Mentions.

In October 2012 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/135454/>). Fulbright Scholarships fund one year of postgraduate study, research, or teaching abroad. In the fall of 2012, William and Mary submitted fifty-three applications to the Fulbright National Screening Committees. The following thirteen were awarded Fulbright Scholarships for 2013-14: Chris Engebretson, Indonesia English Teaching Assistantship; Brett Evans, United Kingdom Full Grant; Angela Hales, Luxembourg English Teaching Assistantship (declined); Libby Hennemuth, Germany English Teaching Assistantship; Morrison Mast ’12, Panama Full Grant; Alexander McGrath, Russia English Teaching Assistantship; Dana McKelvey, Bosnia & Herzegovina English Teaching Assistantship; Kristine Mosuela, Mongolia English Teaching Assistantship; Emma Paynter, Germany English Teaching Assistantship; Judson Peverall, Germany English Teaching Assistantship; Michelle Repper, India Full Grant; Mariel Tavakoli, Czech Republic English Teaching Assistantship; Kyra Zemanick, Norway English Teaching Assistantship.

Six students (Sophie Berman, Colombia English Teaching Assistantship; Amanda Gibson, Panama Full Grant; Dylan Murray, Brazil Full Grant; Delaney Osborn, Indonesia English Teaching Assistantship; Jenna Swalin, Spain Full Grant; and Elizabeth Tompkins, Sweden Full Grant) were named Fulbright Alternates.

The 2012-2013 scholarship event calendar included a new spring series titled Focus ON: Scholarships. Sessions were led by Lisa, the PSAs, and a few other experts. They were generally well attended and received excellent feedback from students, so we intend to expand to a year-long series starting in the fall. Last spring’s schedule included the following topics:

C. PRESTIGIOUS FELLOWSHIP ADVISING

Focus ON: Charles Center summer scholarships

February 4 (Monday) 5 p.m., Blow 201

The deadline for non-Monroe summer research scholarships is March 13. Come to this session to find out what types of awards are available and how to apply.

Presenters: Mike Schilling & Allyson Zacharoff

Focus ON: Articulating why your research matters

February 15 (Friday) 3 p.m., Blow 201

Learn why it's important to answer the "so what" question in your research proposal.

Presenter: Johnathan Maza

Focus ON: Science, Technology, Engineering, and Mathematics (STEM) Scholarships

February 22 (Friday) 3 p.m., Blow 201

Goldwater and NSF are just the beginning. Learn what else is out there for qualified candidates in these fields.

Presenters: Natasha King & Jakob Stalnaker

Focus ON: Writing the personal statement

Week of February 25 – details TBA

Nearly every application requires some sort of personal statement, and it's often the hardest thing for candidates to write. Come to this session to find out how to make it less stressful.

Presenters: Brett Evans & Henry Mark

Focus ON: The Big Picture

March 15 (Friday) 3:30 p.m., Blow 201

The question of just what exactly you want to do with your life is a familiar concern that we all face as college students, but its familiarity doesn't necessarily make it easier. Peer Scholarship Advisors Maddie Delurey and Greg Collier are hosting a discussion group to talk about different ways of thinking about the big picture. Regardless of whether you're just starting to tackle your future planning or you've got it all planned out, this will be a chance to discuss the different methods we all use. The one-hour discussion is at 3:30 on Friday, March 15. Seats are limited.

Presenters: Greg Collier & Maddie Delurey

Focus ON: Networking for Scholarship Opportunities

Wednesday, March 27, 5 p.m., Blow 201

We know you understand business networking, but how do you network for academics? Come learn about networking as a means to achieve your academic, scholarship, and career goals! We'll focus on how to craft your personal brand and make contacts within your field.

Presenters: Brian Comiskey & Libby Hennemuth

Focus ON: How to apply to Graduate School and succeed in the UK

Friday, March 29, 3 p.m., Blow 201

Special Guest: Chris Payne, Kings College, London

Learn how to apply to graduate school and succeed in the UK. Discover how you can gain your master's degree in a year or a Ph.D. in 3 years from world leading universities and gain an international experience which will set you apart!

C. PRESTIGIOUS FELLOWSHIP ADVISING

This interactive session will be presented by Chris Payne from King's College London and will cover an overview of UK graduate study, benefits of studying in the UK, the application process and how to find scholarships to support your study in the UK. He will also discuss educational cultural differences between the U.S. and the UK and provide tips for your academic success and beyond. This session is a must for anyone thinking of studying in the UK!

Focus ON: Interviewing for National Scholarships

Wednesday, April 3, 5 p.m., Blow 201

Special guest: Joel Schwartz, Professor of Government and Dean of Honors & Interdisciplinary Studies

Come learn about and practice interviewing in the scholarship context! Peer Scholarship Advisors, professors who are scholarship committee veterans, and scholarship candidates will share interviewing advice, followed by mock interview practice.

Presenters: Brian Comiskey & Libby Hennemuth

Focus ON: Gearing up for Fall 2013 Applications

It's time to get moving!

Friday, April 5, 3 p.m., Blow 334

Join us this Friday to discuss scholarship and fellowship opportunities typically due each Fall.

Rising Seniors, it's never too early to start charting your post-graduation plans. Rising Sophomores and Juniors, come get a better idea of the opportunities that await you in the future!

The session will highlight several post-grad opportunities as well as offer strategies for composing successful applications. Please note that we'll be in Blow 334 for this session.

Presenters: Daniel Casey & Jeff Rohde

Focus ON: Helping Recommenders Write Strong Letters

Talking to faculty about your plans, hopes, and dreams.

Friday, April 12, 3 p.m., Blow 201

Special guests: Professors Fred Corney (History) and Doug Young (Chemistry)

Who to ask, how to ask, what your recommenders need from you, how to follow up. Who should come? Anyone planning to apply for / to something that requires recommendation letters. That's pretty much everything!

Presenters: Emma Craige & Taylor Lain

Focus ON: Writing the Fulbright Personal Statement

Build a firm base for any personal statement.

Friday, April 12, 4 p.m., Blow 201

The Fulbright personal statement is broad enough that, once written, you'll be able to adapt it for any number of other applications. In this interactive one-hour session, Director of Fellowships and Fulbright Program Advisor Lisa Grimes will help you lay the groundwork for creating this crucial document. We'll also have some great desserts. Invest an hour now and you'll be so much happier when the fall deadline rolls around.

Presenters: Lisa & all the PSAs

Focus ON: Tales from the Trenches

Newly-named Fulbright Student Scholars talk about the application process

Special guests: Chris Engebretson (Indonesia ETA), Michelle Repper (India Full Grant)

C. PRESTIGIOUS FELLOWSHIP ADVISING

Friday, April 19, 3 p.m., Blow 201

First-hand accounts of the highs and lows from the people who lived through them! It's probably less scary than you think.

Focus ON: Writing the Fulbright Project Proposal

Friday, April 19, 4 p.m., Blow 201

This will be a highly interactive session – bring writing materials and your best Fulbright ideas.

Presenters: Lisa & all the PSAs

Planning for 2013-2014

In addition to expanding the Focus ON: Scholarships series to cover additional award-specific topics (such as Truman, Goldwater, and Boren) and more general themes, we have many ideas about how to improve and expand the program. For example, we are putting together a PSA You Tube channel where we can post interviews with award recipients, videos of our workshops, and PSA-created Prezis. We are working on an interactive training module for new PSAs that will also be a useful refresher for returning advisors.

Over the past few years the number of William & Mary students applying for Marshall, Mitchell, and Rhodes scholarships has been low (5-7 for all awards). In order to encourage applications and help those candidates as much as possible, Lisa has implemented a new procedure for those who wish to apply in the fall of 2013. Potential applicants will first complete a lengthy questionnaire, due by July 15. The questions are designed to allow the students to shine in as many areas as possible while also serving as a valuable preparatory exercise for writing the actual application essays. Members of the campus Nomination Committee will review the questionnaires, evaluate how well the candidates meet the criteria of their chosen scholarship(s), and provide feedback on all candidates. All fifteen students who have submitted questionnaires will receive feedback regardless of whether or not the nomination committee members request full applications.

As part of our continuing effort to reach students earlier in their academic careers, early in the fall we will give each freshman seminar instructor one card to give to her or his top student. The card will provide instructions on making an appointment with Lisa Grimes or a Peer Scholarship Advisor to discuss the opportunities available and how best to prepare to take advantage of them. We hope that being singled out by a faculty member will give the students any extra incentive they might need to come into our offices.

D. STUDENT RESEARCH PROGRAMS

DEPARTMENT HONORS PROGRAM

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

In order to be considered for admission to Department Honors, a student must:

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

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

(link to Honors Colloquium page of document)

At the end of the second term of work, all Honors students must defend his or her thesis before a committee of William and Mary faculty members. Each committee is comprised of at least three members, one of whom must be from a department outside of the one the student is working in. At the end of the defense, the committee decides on the level of Honors to award the student.

A number of departments award only one level of Honors (rather than Honors, High and Highest). For Honors students graduating in 2013, 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 thirteen students in the class of 2013 successfully completed Departmental Honors projects.

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

D. STUDENT RESEARCH PROGRAMS

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 who dedicate ten weeks of their summer and continue research throughout the academic year.

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

The scholarship application consists of an application form, 2-3 page double-spaced project proposal, 750-word personal statement, Banner transcript, and one letter of recommendation. In 2013, the application deadline was noon on Wednesday March 13, and students submitted their applications online (see Embark section, page 36). This website has more information on the 2013 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 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 2012-2013, forty students were awarded funding through the Student Research Grants program.

<http://www.wm.edu/sites/scholarships/scholarshipsfellowshipsawards/studentresearchgrants/index.php>

D. STUDENT RESEARCH PROGRAMS

William & Mary Honors Fellowships

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

William and Mary Honors Fellowships include:

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

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

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

Spring 2013 Results

Spring 2013 was the fifth year of this web-based effort to raise funds to support student research projects. *A record 60 honors students applied for funding; 35 of them received full \$6,000 fellowships, and seven others received \$4,000 partial fellowships. The number of 2013 Honors Fellows is a significant increase from 27 in 2012, 22 in 2011, and 12 in 2010. Our students' research projects received a record 575 gifts this spring. We believe that we have achieved some momentum with our donor base and that 2014 will be even more successful than 2013.*

You can find a list of the 2013 Fellows along with their biographies and descriptions of their research projects at:

<http://honorsfellowships.wm.edu/category/2013-fellows/>

We made several important updates to the program in 2013 that we believe contributed to the success of the program. These include:

D. STUDENT RESEARCH PROGRAMS

- Partnering with AVAdventure Productions to produce videos and advise on social media platforms. AVAdventure Productions is a two-time Emmy-award winning Richmond, Virginia-based multimedia and live event production company. AVAdventure Productions has been featured in USA Today, Publishers Weekly, Inside Business, and was a feature presenter at the 2011 South by Southwest Interactive conference. The goals of the video and social media projects were to capture students in every stage of the Honors Fellowships process, engage potential and previous donors through the entirety of the six week campaign, streamline the visual/text content provided to viewers on the web, and establish a media plan to last for several years. Three projects were completed, with more information on each below:
 - A program overview video was created detailing the Charles Center Honors Fellowships program. Featured elements included a description of the program (including origin, progress, and goals) detailed by staff and other affiliated members of the College, an overview of current students' projects as described by the students in various settings related to their research, and an overview of an alumni project including a description of the start-finish process. DVDs with the final video were provided and copies were sent out to previous donors before the 2013 fundraising period began.
 - Short videos (approximately 30 seconds) of applicants introducing themselves and giving a quick overview of their project were created. These videos were shot and edited over the span of two days and featured on the Honors Fellowships site.
 - A social media marketing campaign was created to include dates to release different pieces of media, ways to engage with donors, strategies for leveraging social networking sites, and strategies to help applicants better engage with donors and leverage their personal social media networks.
- Creating two matching challenges totaling \$35,000 that were used in the beginning of the fundraising period. This sparked an interest in another donor who created another single \$25,000 matching challenge.
- Held information reception with applicants to encourage fundraising.

D. STUDENT RESEARCH PROGRAMS

Honors Fellowships Report, June 2013

	2013	2012	2011	2010	2009
Total number of gifts:	575	376	153	118	61
Donors \$500 and over:	69	28	14	11	6
Total students who applied:	60	51	49	47	34
Students receiving less than \$4,000:	18	23	29	35	22
Students receiving \$4,000 Fellowships (fully fund summer research):	7	1	2	-	-
Students receiving full \$6,000 Fellowships:	35	26	20	12	12
Challenge grant funds:	\$50,000	-	-	-	-
Expenditures:					
Dintersmith endowment:	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000
Total gifts:	\$164,416	\$90,867	\$43,006	\$36,666	\$11,305
W&M funds:	\$68,700	\$51,220	\$60,314	\$29,867	\$34,393
Total:	\$263,116	\$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:

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

D. STUDENT RESEARCH PROGRAMS

PRESENTATION EVENTS, 2012-2013

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 24 and 28, 2012, 174 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), 1693 Scholars, and students who were awarded general Charles Center summer funding. Once again, the Showcase was held in Blow Hall 201, with afternoon oral presentations on Monday and Friday and 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. Sixty-six students presented posters on Tuesday, fifty-nine on Wednesday, and thirty-seven on Thursday. This year we added morning sessions on Tuesday and Wednesday.

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 sessions. The audience for the oral presentations was greater than last year.

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

Honors Colloquium

The fourteenth annual Honors Colloquium took place February 13- 17, 2013 with afternoon and early evening sessions in Blow Hall 201. At the Colloquium, students pursuing Honors projects have the chance to present their work to faculty members and their fellow students. While participation in the Colloquium is not mandatory, Honors students are encouraged to take advantage of the opportunity in preparation for their oral defense. The Honors Colloquium is open to the public, and presenters are encouraged to invite thesis advisors, members of the thesis committee, other faculty, underclassmen in the discipline, friends, and family members to attend.

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 2013. Attendance at the sessions was strong with an average of nine 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>

D. STUDENT RESEARCH PROGRAMS

Science Symposium

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

On Friday, February 22 2012, four students delivered oral presentations and eighty-three students presented posters at the nineteenth annual Science Symposium. The afternoon-long Symposium took place in the Tidewater rooms of the Sadler Center. Biology, Chemistry, Environmental Science and Policy, Kinesiology and Health 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

Plans for 2013-2014

This year we will add two additional events to our presentation calendar.

In the fall, students who were awarded Louis Catron Scholarships for Artistic Development will exhibit or perform their work in the Andrews Hall Gallery space in October. The event will be open to the public.

We will work with the Career Center to arrange an early spring presentation event for students who were awarded internship funding. The event will be open to the public and will be publicized through the Charles, Career, and Reves listserves. Students planning to apply for internship funding for 2014 will be encouraged to attend.

D. STUDENT RESEARCH PROGRAMS

EMBARK ONLINE APPLICATION SYSTEM

In the spring of 2013, the Charles Center launched a new system to manage online applications for its internal awards (Monroe scholar summer research proposals, summer scholarships, student research grants, etc.). The program is designed and maintained by the Embark Corporation. In addition to eliminating the waste of paper applications, our hope was that the online system would streamline the entire application process. By and large our expectations were met, with nearly 550 applications processed successfully.

Once students completed an initial registration with the Embark system, they were able to apply for any of the awards for which they were eligible. The awards with a restricted applicant pool, such as the Monroe program, required a password which eligible students had received via email. Students completed their application online, registered their recommenders, and uploaded their supporting documents (essays, transcripts, etc.). Registered recommenders received an email with the deadline, the criteria of the specific scholarship and instructions on how to upload the letter. Charles Center staff members used the system to send deadline reminders to both candidates with incomplete applications and recommenders.

Once a Charles Center staff member assigned the submitted applications to selection committee members, these faculty could log onto the system to view the applications they were responsible for reviewing and submit their rating and evaluation of each application directly through the system. Most committee members did not print out their applications (though it was easy to do so if they wished to); rather, they reviewed their applications online and brought their laptops to the selection meetings for discussion.

As expected, there were a few problems with the system in the first year, and small glitches were addressed quickly and efficiently by contacting Embark customer support. A few issues are still being resolved. In particular, it is not clear to the student how to submit an application in more than one category (for example, if he or she is applying for both a Student Research Grant and an Honors Fellowship); also, the information in the automated emails sent to advisors often did not include the correct information (for example, someone asked to write for an Honors Fellowship might have gotten instructions for a freshman Monroe project). We are working with the Embark engineers to correct these problems for this year's applications.

E. INTERNSHIP FUNDING PROGRAMS

INTERNSHIP FUNDING

Summer Internship Funding: Irwin / Taylor / Reves

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

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

The exact number of awards and the amount of each varies from year to year. In 2013, forty-six students submitted applications and thirty-five were awarded grants of \$400 to \$2,500.

2013 recipients of Irwin / Taylor / Reves awards are interning with the following:

Embassy of Panama
Embassy of Spain
Emily's List
Global Learning International
ITEC, Office of the US Trade Representative, EOP
Irish Penal Trust Reform – Dublin, Ireland
McAuliffe for Governor
National Alliance to End Homelessness
National US-Arab Chamber of Commerce
Office of Congressman Charles Rangel
Office of Congresswoman Louise M. Slaughter
Sala Penal de Reos Libres de la Corte Superior in Lima, Peru
Share Our Strength
Solar Electric Power Association
U.S. Department of Justice, National Security Division
U.S. Department of State – Canberra, Australia
U.S. Department of State – Florence, Italy
U.S. Department of State – Hamburg, Germany
U.S. Department of State – Vientiane, Laos
U.S. Department of State – Washington, DC Foreign Service Institute
US International Trade Commission

Summer Internship Funding: Grimsley Fellowship for Journalism

See Journalism section page 39.

Welsh National Assembly Internship

With the help of alumnus David Melding (MA Government '89), currently the Deputy Presiding Officer of the Welsh National Assembly, the Charles Center has arranged for one undergraduate per year to undertake an internship with the Assembly in Cardiff, Wales. In spring 2013, Nicole Shuman interned January 7 - March 24 and received a salary of £1,805 (approximately \$2,890) per month.

E. INTERNSHIP FUNDING PROGRAMS

The intern's tasks include reviewing local press to prepare questions for Ministers and submitting questions to the Table Office; updating David Melding's official website and Facebook account; preparing briefs for questions for Ministers on topics such as equal pay in Wales, littering in public parks, wine production in Wales, Private Finance Initiative, historic religious sites, European convergence funding in South Wales, and coal and steel production in Wales.

F. JOURNALISM PROGRAMS

JOURNALISM

Grimsley Fellowship for Journalism

The J. Edward Grimsley Fellowship for Journalism was created to allow William and 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 2013 the Charles Center awarded the \$3,000 fellowship to Lydia Mansel to support her internship at The Daily Meal in New York.

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.

The 2012-2013, Pulitzer Center grantees [Stephanie Hanes](#) and [Jina Moore](#) participated in the year-long Sharp Seminar, visiting the campus four times over the course of the 2012-2013 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

- Aly Brahe - The Crackdown
- Sarah Caspari - Global Perception of Che Guevara
- Andrea Filzen - Clash on the Border of the Tohomo O'odham Nation
- Katie Kennedy - Use It or Lose It: Social Media in the 2012 Election

F. JOURNALISM PROGRAMS

- Max Lander - School Garden Programs and Food Security
- Dana McKelvey - Bosnia Prepares for First Post-War Census
- Deborah Van Roy - El Nuevo South: A Land of Isolation
- Allyson Zacharoff - Spain Rights the Wrong of Jewish Exile?

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

Sizemore Fellowship for Graduate Study in Journalism

This fellowship was created through the generosity of William & Mary alumni Mason and Connie Sizemore. Applicants must be graduating seniors who plan to enroll in a graduate school of journalism in the fall immediately after graduation. Shannon Crawford was selected to receive the \$17,500 award to support her graduate study at the Northwestern University Medill School of Journalism starting in the fall of 2013.

G. FACULTY STUDENT RESEARCH PROGRAMS

FACULTY STUDENT RESEARCH 2012-2013

The Charles Center has a long history of providing support for student research. Initially, this support was associated primarily with Scholar programs and open-competition summer research grants. More recently, the Center has focused on supporting the culture of student-faculty research more broadly, including funding faculty-student research teams, and faculty initiatives to bring research experiences into specific courses and degree programs.

Scholar Programs

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

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

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

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

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

G. FACULTY STUDENT RESEARCH PROGRAMS

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

Honors Fellowships

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

The Honors Fellowship web site was open from March 15 to May 6 in spring, 2013. In that period we were able to fully fund 35 students and partially fund 25 others. \$164,416 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 2013 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 Francie Cate-Arries, who conducts research on historical memory in Spain.

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. In 2012-13 Professor Clay Clemens worked with a group of 8 students who are studying the impact of the internet and social media on democracy. They are planning a conference for February, 2014 that will explore this topic.

G. FACULTY STUDENT RESEARCH PROGRAMS

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 support students who are conducting research under the supervision of this faculty member. There are currently two English-Stonehouse faculty Fellows: Josh Burk, in Psychology and neuroscience, and J.C. Poutsma, in Chemistry.

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 2012-2013 funding was awarded to Ken Kambis to support his research on high altitude physiological responses, and to support the research of three students Casey Larder (Biology, Heideman supervisor), Blina Kruja (Psychology, Forestell supervisor), and Marilyn Dyess (Psychology, Barnett supervisor).

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 Geology in 2012-13.

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.

H. DONOR RELATIONS AND STEWARDSHIP

DONOR RELATIONS AND STEWARDSHIP

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

Thank you notes

All students receiving funding that is made possible by a donor are required to write thank you notes before receiving their checks. This includes anyone who received funding through the Honors Fellowships site. Donors are either sent their thank you notes through the mail directly from the Charles Center or electronically. Electronic letters are sent with a supplemental note from the Charles Center. The Charles Center also sends thank you notes whenever the office receives additional funding. For example, we send out direct mailings asking for financial support to Monroe Scholar parents and Monroe Scholar alumni every fall. Every donor receives a thank you note from the director, Joel Schwartz.

Blogs

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

Honors Fellowships Program

The Honors Fellowships program provides a 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 6th Annual Scholarship Luncheon during Homecoming in October where they will be able to meet the students that they have funded.

CENTER FOR GEOSPATIAL ANALYSIS, 2012-13

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

The CGA partners with other GIS faculty across campus including Dr. Leu (geostatistics, ecology, biology), Dr. 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 2012-13 the CGA was able to expand its course offering. New GIS-based courses were offered in the fields of public health, emergency management, and GIS programming. Also, Stuart Hamilton worked on several grant projects, including substantial grants from the Virginia Department of Emergency Management and USAID. Marco Millones was brought in as a post-doc with a specialty in remote sensing. He has taught courses, partnered with faculty on research projects, and mentored undergraduates on a one-on-one basis. He has developed a new remote sensing curriculum that will be offered in 2013-14.

We have addressed the core funding needs of the Center, with significant commitments from the Dean of Arts and Sciences and the Vice Provost for Research. One goal for summer 2013 is to hire a part-time office administrator who will be on staff in 2013-14.

GLOBAL FILM FESTIVAL

The William & Mary Global Film Festival (W&M GFF) is comprised of a five-week Wednesday night film series culminating with a four-day gala festival event over Presidents Day Weekend. These events are held at the Kimball Theatre with some special screenings at the Williamsburg Public Library Theater, The Muscarelle Museum of Art, and the Commonwealth Auditorium in the Sadler Center. The Festival, which is directed by Professor Tim Barnard, celebrated its sixth anniversary in 2013.

In 2013, the Festival enjoyed its most successful year to date, achieving new records in its sixth year for revenue and attendance even as the festival moved to a new model of charging an admission fee for every screening. Improving on the 2012 model of having one VIP pass option, the festival offered four different tiers of VIP passes in 2013, all of which sold out, and these ranged in price from \$15 to \$50 and in perks from entrance into a festival party to a listing in the official festival program and pre-screening slideshow. For the second consecutive year and in partnership with the William and Mary French and Francophone Film Festival (WM4F), all VIP pass holders received special “Movie &...” food and drink deals at Merchants Square restaurants; participating restaurants, reported increased pre- and post-screening traffic in 2013. Overall, sponsorships from campus and community organizations for the 2013 festival far exceeded those from past years, both in number of sponsors and in the amount of in-kind donations provided with notable new support from the Muscarelle Museum of Art and the City of Williamsburg.

The record-breaking attendance at the 2013 Festival included a sizeable number of alumni and affiliated family members who traveled from out of town and stayed for the duration of the festival weekend -- further realizing the festival’s goal of creating an alternative, winter homecoming and family weekend for the growing number of W&M GFF alumni and families. Attendance at the festival and participation in pre-festival programming also benefited from early awareness and engagement with the “Film & Youth” theme as a result of the festival’s first official “Fall Theme Launch.” Held on November 10, 2013 at the Kimball Theatre and with support from W&M’s Alma Mater Productions, the theme launch featured screenings of two youth-related films: the documentary *Hollywood Complex* (2011) and Wes Anderson’s *Moonrise Kingdom* (2012), with an in-person introduction from *Hollywood Complex* director Dan Sturman (who also served as a consultant on the GFF’s fall semester documentary project course) and a post-screening Q&A via video-conference with Jared Gilman and Kara Hayward, the young stars of *Moonrise Kingdom*.

William and 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 2012, 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, twelve students participated in the Global Film Festival Documentary Project. In spring 2013, sixty-one students enrolled in the 1-credit course “Global Film and Youth.” The course ran over the first six weeks of the semester and culminated in conjunction with the 2013 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 2013 W&M GFF offered a diverse slate of films, many of which were being screened in Williamsburg for the first time, including the Oscar-nominated *Beasts of the Southern Wild* (2012). The festival weekend also showcased screenings of entries from local participants in the two student filmmaking competitions. Judging panels for these competitions included the invited guests in attendance for the entire weekend: Helene Bergsholm, a university student and the young female lead of the

J. GLOBAL FILM FESTIVAL

Norwegian film *Turn Me On Dammit!* (2011) who came from Norway and *Moonrise Kingdom*'s Jared Gilman who traveled from New Jersey. Both Bergsholm and Gilman were presented the GFF's 2013 "Rising Young Talent" Silver Film Can Awards. A record number of additional filmmakers and stars appeared via live video conferences for introductions and Q&A sessions with the Kimball audience. These included *Turn Me On Dammit!*'s Jannicke Systad-Jacobsen (recipient of the festival's 2013 Global Film Can Award), *Beasts of the Southern Wild*'s Oscar-nominated director Benh Zeitlin, and *Bones Brigade* (2012) stars and skating legends Tony Hawk and Mike McGill. *Bones Brigade* director, Stacy Peralta, was given the GFF's other 2013 Global Film Can Award in absentia.

In 2013, the W&M GFF successfully introduced two new community outreach initiatives inspired by its "Film & Youth" theme: the Do-it-Young/Film-it-Yourself filmmaking workshops and competition for local middle school and high school students and the Art of Youth Studio Event and Exhibit open to the entire community. These initiatives garnered new levels of interest and involvement in the W&M GFF among local residents as well as from those living in the broader Tidewater region. The DIY/FIY and Art of Youth projects also showcased the festival's ongoing commitment to bring together a diverse community of people of all ages and interests and unite the "town and gown" through shared experiences as filmgoers and cinephiles, but also, with these 2013 initiatives, as filmmakers and artists as well.

Planning for 2013-2014

The 2014 Festival, "Journeys and Passages," will take place February 13-16 with a fall pre-launch event at the Kimball Theater on Saturday, November 9. The W&M GFF will also host a screening on Thursday, September 26 as part of the Arts & Entertainment Festival.

The W&M GFF has been awarded a \$7,000 grant from the Williamsburg Arts Commission to bring international filmmakers in for the Festival. Tim Barnard and Festival Graduate Assistant Sarah Stanford-McIntyre have also submitted a funding proposal to the Academy for Motion Picture Arts and Sciences (AMPAS).

<http://filmfestival.wm.edu/>

K. COMMUNITY OF SCHOLARS PROGRAMS

COMMUNITY OF SCHOLARS PROGRAM, 2012-13

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

Funding for Ewell Concert Series

Support John Riofrio's travel to Spelman College to participate in the Future of Minority Studies Project.

Support for Tim Barnard's Global Film Festival class to attend the DCSHORTS film festival.

Support for Cindy Hahamovich to take her class to North Carolina to visit migrant farmworkers and migrant housing.

Support for the French section's annual Fete de la Recherche research conference, in November, 2012.

Support for Lu Ann Homza's Spring-break research trip to Pamplona, Spain.

Support for the Russian and Post-Soviet Program to take students to Washington DC for a Performance of Nikolai Gogol's "The Government Inspector."

Support for Katherine DeFazio to attend the American Speech-Language Hearing Association's annual convention in November.

Support for Regina Root to bring a speaker, Marcy Schwartz, to talk about engaged learning in Hispanic Studies.

Support for Classical Studies's annual lecture series on classical archaeology.

Support for Anna Kijanowski's piano recital.

Support for the summer Bosnia Project.

Support for Greg Bowers, Music, and Kevin Deisz to collaborate on a video-sound installation at Seattle University in December.

Support for Leah Glenn and her student to attend and participate in the International Association of Blacks in Dance conference in January.

Support for Fabricio Prado's Rio de la Plata Working Group conference in February, at William and Mary.

Support for Magali Compan to present a paper at the Francophone Studies Convention, in Mauritius Island.

Support for Allison Bigelow to bring Maya linguist, Eve Dazinger, to campus for a talk.

K. COMMUNITY OF SCHOLARS PROGRAMS

Support for Artisia Green to bring her seminar to see Danai Gurira's *The Convert* premiering at the Woolly Mammoth Theatre in Washington, DC .

Support for Mark Smith to bring his International Development class to Washington DC to visit USAID and the Eurasia Foundation.

Support for Rob St. Clair to bring literary critic Ross Chambers to campus for a talk.

Funding for Jaime Settle to bring two students, Drew Englehart and Meg Schwenenfeir, to attend the 6th annual Political Networks Conference, in Bloomington, Indiana.

Support for Elizabeth Wiley to take her Advanced Acting class to the American Shakespeare Center in Staunton to see a production.

Support for William Plews-Ogan and Robin Crigler to present their research at Concordia University, Montreal.

Funding to support Gul Ozyegin, who is bringing Professor Rudolf Leiprecht to campus to speak on racism and discrimination in Germany.

NEW FACULTY ORIENTATION PROGRAM, 2012-2013

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

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

The Program starts with a one-day event in the week before the start of fall classes. At this event new faculty are introduced to each other and to several faculty and administrators, including the president and the provost. They are provided with some information that will be immediately useful to their teaching and research, 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 2012 our mentors were Deborah Bebout, Chemistry, Chris Nemacheck, Government, Charles Palermo Art and Art History. And Deenesh Sohoni, Sociology.

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, 2012-13

Anthropology

Jennifer Kahn
Michelle Lelievre
Neil Norman

Art and Art

History
Alan Braddock
Cristina Stancioiu

Biology

Harmony Dalglish

Chemistry

William McNamara

Economics

Lance Kent
Nicholas Sanders

English

Stephanie Lunden

Government

Jaime Settle

History

Matthew Mosca
Fabricio Prado

Kinesiology

Alison Scott

Mathematics

Anke van Zuylen

Philosophy

Andreja Novakovic

Psychology

Matthew Hilimire

Religious Studies

Ahmad Ahmad
Annie Blazer

School of Business

Tracy Johnson-Hall

School of Education

Jason Chen
Leslie Grant

School of Law

Jeffrey Bellin
Adam Gershowitz
Christopher Griffin

L. FACULTY DEVELOPMENT PROGRAMS

New Faculty Retreat Agenda, 2012

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 and Mary to support faculty research and teaching; and, in general, with a comprehensive initiation into the strong culture of teaching, scholarship, and institutional involvement that distinguishes faculty life at William and Mary.

Retreat Schedule

9:00 – 9:30 a.m.	Continental Breakfast <i>Board Dining Room, Blow Memorial Hall, Third Floor</i>
9:30 – 10:15 a.m.	Welcome and introductions Michael R. Halleran – Provost Stephen Hanson – Vice Provost for International Affairs and Director of the Reves Center for International Studies <i>Board of Visitors' Meeting Room, Blow Memorial Hall, Third Floor</i>
10:15 – 10:30 a.m.	Brief overview of the year-long New Faculty Program Joel Schwartz – Dean of Honors and Interdisciplinary Studies
10:30 – 11:30 a.m.	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 a.m. – 12:15 p.m.	Ginger Ambler – Vice President for Student Affairs An overview of the Student Affairs division, with an emphasis on some of the policies and resources that are most relevant and important to new faculty.
12:30 – 1:30 p.m.	Luncheon <i>Board Dining Room</i>
1:30 – 2:30 p.m.	Panel discussion with selected tenured faculty on tenure and promotion. Moderator: Michael R. Halleran - Provost Panelists: Mark Hofer – Associate Professor of Education Nancy Combs – Vice Dean, School of Law Rachel DiNitto – Associate Professor of Modern Languages and Literatures Rowan Lockwood – Alfred Ritter Term Distinguished Professor of Geology
2:30 – 3:30 p.m.	Discussion of research, with an emphasis on getting faculty research programs started and balancing time demands. (To be held in small groups)
6:00 p.m.	Dinner

UNIVERSITY TEACHING PROJECT, 2012-2013

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

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

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

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

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

Teaching Project Participants and Groups 2012-2013

The first group, below, is composed of faculty working within a common curricular area. The remaining groups were formed from individuals from wide range of disciplines.

Enhancing The Educational Experience of Students with Autism Spectrum Disorder

Joshua Burk, Neuroscience
Cheryl Dickter, Psychology
Karin Wulf, History
Janice Zeman, Psychology

Mixed Discipline Groups

Group 1

Jim Barber, Education
Harmony Dalglish, Biology
Scott Ickes, Kinesiology and Health Sciences
Paul Showalter, Swem Library

Group 2

Paul Bhasin, Music
Kathrin Levitan, History
Karen Schaepe, Sociology
Joanna Schug, Psychology

L. FACULTY DEVELOPMENT PROGRAMS

Group 3

Joanne Braxton, English
Maria Costa, Philosophy
John Lyles, Russian
Deborah Morse, English
Emily Wilcox, MLL

Group 4

Joshua Gert, Philosophy
Jacob Goodson, Religious Studies
Georgia Irby, Classical Studies
Molly Swetnum-Burland, Classical Studies
Xin Wu, Art and Art History

Teaching Project Workshops, 2012-2013

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.

Creating Inclusive Classrooms

Dr. Sue Rankin, Pennsylvania State University

Thursday, September 13, 2012, 12:30PM – 1:30PM, Blow 201

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.

Drawing to Learn: Understanding and Skill Development through Sketching by Students

Paul Heideman, Professor of Biology

Noon, Monday, October 1, 2012, Blow, 201

This workshop will include practical methods for in-class or out-of-class sketching with visualization by students to develop better understanding, recall, and/or problem solving skills. The presenter will offer methods that have worked, and others that have not worked, to develop sketching as a learning tool for students. The second half of the workshop will involve participants developing an exercise that they could use in one or more of their classes. Participants who attended Prof. Heideman's first "Drawing to Learn" workshop will be able to start immediately on development of their own exercises using a handout available at the beginning of the workshop. Those new to this idea may participate in an overview before beginning development of an exercise.

Teaching With and Without PowerPoint

John Griffin, Biology and Dean of Undergraduate Studies, and Paul Manna, Government

Thursday, October 4, 12:30-1:30, Blow 201

PowerPoint is now used in courses across the disciplines, from the arts and humanities to the social sciences and sciences. It provides a convenient platform for the organization and presentation of text, tables and other graphics, video, and other media. For some faculty, it has completely replaced older technologies, including video and overhead projectors, and even the chalk board. Yet many faculty wonder if there have been costs that have come with these benefits. For instance, do classes organized

L. FACULTY DEVELOPMENT PROGRAMS

around PowerPoint become too rigid and less interactive? If PowerPoint presentations can be posted on Blackboard, what is the value-added of the in-class presentation? Our presenters will address these issues and identify both good and bad uses of PowerPoint in the classroom.

Collaboration Outside the Classroom

Christopher Freiman, Philosophy, William Hutton, Classical Studies, Anne Rasmussen, Music, and Delaney Gordon and Katie Worcester (students)

November 6, 2012, 12:30PM - 1:30PM, Blow 201

This panel will explore the benefits and mechanics of collaboration that takes place outside the formal classroom, seeking to better understand interactions between students and between students and professors. What kinds of assignments put students in conversation outside of day-to-day course work, and what strategies and web-tools enable good connections? How do purpose-driven collaborations (to create databases, or to do research) compare with those that are creative and open-ended (to create performance, or open discussions)? Our speakers will address a number of topics, including collaboration for the goal of performance, extra-curricular discussions and group work, and student-professor collaborative publications.

Navigating Student Expectations

Paul Bhasin, Music, Kathrin Levitan, History, Karen Schaepe, Sociology, and Joanna Schug, Psychology

Thursday, November 15, 2012, 2:00PM - 3:00PM, Blow 201

In this workshop, four faculty members will discuss expectations that students bring to our courses and how to address common issues related to these expectations. Do students have discipline-specific or format-specific (lecture, lab, discussion, rehearsal) assumptions about courses? What happens when we can't meet their expectations? How do we react when students question the value of course content/assessments, or when they criticize the ways in which we are running the course? As instructors, are we comfortable deviating from the syllabus? Do we feel pressure to follow the rote details of our syllabi to ward off student displeasure? Examination of faculty anecdotes and practical solutions will be offered.

Flipping the Classroom without Landing on Your Head: Practical Strategies for Increasing Active Learning in Your Class

James Barber, School of Education; Judith Harris, School of Education; and Kathleen DeLaurenti, Swem Library

Wednesday, November 28, 2012, Noon - 1:00 PM, Blow 201

A flipped classroom model reverses the roles of the traditional classroom. Students view recorded lectures outside of class and spend classroom time on practice: homework, problem sets or other active learning methods. This session will present practical examples of different ways to flip a classroom, including using online learning modules within blended courses. We will also share an instructional decision-making method that helps instructors to match different types of blended learning activities to different types of course content.

Lessons from My Flipped Classroom

Gene Roche, Director of Academic Information Services and School of Education

Tuesday, March 19, 12:30PM - 1:30PM, Blow 201

The presentation outlines some challenges and lessons learned in redesigning a 50 student course, Computers for Business Decision-Making, as a blended or flipped class. The one credit class, part of initial block for undergraduates at the Mason School, requires students to quickly develop a high level of skill with Excel and to apply that skill analyzing a variety of complex problems--all in six weeks. A primary goal of the presentation will be to provide a framework that might be useful to faculty members

L. FACULTY DEVELOPMENT PROGRAMS

who are considering new designs for an upcoming course.

The presentation builds on the two posts that I made earlier on the topic, but with more details about the pedagogical issues that would be of interest to teaching professors.

<http://at.blogs.wm.edu/flipped-classroom-update/>

<http://at.blogs.wm.edu/confessions-of-a-classroom-flipper/>

Classroom Assessment: What Happens In My Course–What and How My Students are Learning Paul Heideman, Biology

Thursday, March 21, 12:30PM-1:30PM, Blow 201

As a novice teacher, I thought that if I tried to be clear, then my students were learning. It often wasn't true. My goal for this workshop is for participants (including me) to leave with new plans for gathering data on what our students are learning and the approaches they are using to learn. We will go over some useful ways to gather information from a class and some sources for ideas on using such data. The main task will be planning what we MIGHT do in a course in this semester in order to gain useful information. A handout will have something that I hope any instructor could use, as is. This topic falls broadly in two areas, "Classroom Assessment", which in turn can be considered a subcategory of "Classroom Research". Both mean: "how do I tell what's going on in my course?" The goal is to discover how and why students are studying and learning as they do, and why they behave (as learners) as they do.

Navigating Student Expectations

**Paul Bhasin, Music, Kathrin Levitan, History, Karen Schaepe, Sociology, Joanna Schug,
Psychology**

Monday, March 25, Noon-1:00PM, Blow 201

The presenters will discuss expectations that students bring to our courses and how to address common issues related to these expectations. Do students have discipline-specific or format-specific (lecture, lab, discussion, rehearsal) assumptions about courses? What happens when we can't meet their expectations? How do we react when students question the value of course content/assessments, or when they criticize the ways in which we are running the course? As instructors, are we comfortable deviating from the syllabus? Do we feel pressure to follow the rote details of our syllabi to ward off student displeasure? Examination of faculty anecdotes and practical solutions will be offered.

Building Classroom Community Through Creative Teaching

**Joanne Braxton, English, Victoria Costa, Philosophy, John Lyles, Russian, Deborah Morse,
English, and Emily Wilcox, Chinese**

Wednesday, March 27, 1:00-2:00PM, Blow 201

This workshop will focus on creative methods for engaging students and creating a vibrant classroom community. These strategies range from conferences at which students present papers to archival research that results in performance art. Other teaching methods designed to promote an enhanced sense of community include the integration of multimedia technology into group assignments; group video projects; and mini-seminars.

What happens when students do experiments on themselves to discover what affects their own learning? Metacognition experiments for freshmen

Paul Heideman, Biology

Thursday, April 4, 2013, 12:30PM, Blow 201

In fall 2012, for the first time, I required freshmen in my "Memory and Learning: A practical guide for students" (Biol 115) class do what I call metacognition experiments: experiments on oneself to discover what works or does not work as we study. One example: many of my freshmen asked "how does sleep affect my personal problem solving ability?" The experiment was simple: about 10 minutes of mental multiplication problems of 1x1 digit, 1x2, 1x3, 2x3, and 3x3 digit numbers. They did an equivalent set of problems without paper, in their head, after a night with either 6 or 8 hours of sleep. What did they find? Were they surprised? How did they respond, and did they make any changes? The workshop will go through this and one or two other examples. Following these examples will be an open Q&A discussion with the audience on the implications for our teaching of freshmen.

MAY SEMINARS, SPRING 2013

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 2013, CHIS received 8 proposals, all of which it was able to fund – although with reduced budgets in some cases. 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?

Spring, 2013 May Seminars

Scientific Programming for Psychology Majors

Developed teaching materials for a new course, Computer Applications in Psychological Science.

Paul Kieffaber

Gang Zhou

Freshman Seminar Preparation (6 faculty)

Prepared faculty to teach freshman seminars.

Sharon Zuber (instructor)

Interpretive Methods Course

Developed a new introductory course for the English Curriculum.

Melanie Dawson

Elizabeth Barnes

Suzanne Hagedorn

Reich Lowry

Erin Minear

Deborah Morse

Brett Wilson

Instructional Technologies and Research Methods

Studied potential uses of instructional technologies to teach research methods across the Sociology curriculum.

Kathleen Jenkins

Graham Ousey

Brent Kaup

Caroline Hanley

Jennifer Bickham-Mendez

Tom Linneman

Monika Gosin

L. FACULTY DEVELOPMENT PROGRAMS

Class Voice

Re-designed Class Voice course to attract more students.

Martha Connolly

Mary Eason

Ryan Fletcher

Elementary Russian

Bella Ginzburgsly-Blum

Victoria Kim

Core Course for FMST

Developed new core course for this major, which has recently been renamed/focused.

Rich Lowry

Sharon Zuber

Arthur Knight

Tim Barnarad

Jenny Taylor

Simon Joyce

Sasha Prokhorov

Studio Art Curriculum

Conducted a reexamination of the Studio Art curriculum in light of the program's external review in spring 2012.

Brian Kreydatus

Michael Jabbur

Elizabeth Mead

Ed Pease

Nicole Santiago