



The Roy R. Charles Center for Academic Excellence

2016-2017

ANNUAL REPORT



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Introduction: The Charles Center's Contributions to William & Mary's Renewed Emphasis on Diversity and Inclusion

Each year the introduction to the Charles Center's annual report has called attention to the newest initiatives that we have undertaken to expand the reach and impact of undergraduate research and project-based learning at William & Mary. This year I would like to point in particular to the Center's role in the College's new Quality Enhancement Plan (QEP), and in securing new funding for WMSURE that will contribute to the success of the QEP.

One area in which the Center's support for research has increased over the years is in our Scholars Programs – Monroe, Sharpe, 1693, and William & Mary Scholars. Guaranteed research stipends were first added to the Monroe Scholars Program, our first Scholars Program, for the Class of 1993, and it soon became the hallmark of our other Scholars programs as well. William & Mary Scholars existed for many years exclusively as a financial aid program for the most academically distinguished students who bring diversity to campus. Six years ago, we added a research program for W&M Scholars – the William and Mary Undergraduate Research Experience (WMSURE).

William & Mary achieved re-accreditation in 2016 and a significant part of this exercise required creating a QEP that focuses on achieving the College's single highest priority over the next ten years. Our QEP will expand the quantity and quality of opportunities in the undergraduate curriculum for students to engage in the kind of project-based learning that they will be called upon to do in the fourth-year component of our new general education curriculum – COLL 400. In particular, the QEP calls for expanding the number of research opportunities available to students who are first-generation college students, and who come from lower income families and historically under-represented racial and ethnic groups. The QEP's title is *Making Excellence Inclusive: Ensuring Student Engagement in High Impact Practices*.

We, of course, immediately looked for opportunities to expand the WMSURE Program as a key means to achieve the goals of the QEP. First, we were fortunate to be able to recruit Natoya Haskins as a new co-director of WMSURE – along with Cheryl Dickter. In addition, the Charles Center secured a grant of \$800,000 from the Mellon Foundation specifically designed to increase the resources and capacity of WMSURE. For example, it provides seed funding for a professional associate director position, and it supports 5 faculty each year, each of whom will help advise students and conduct research with three students from our target populations.

It will not be an easy task to implement the QEP over the next several years. The Charles Center will work with the Dean of Arts & Sciences, the Provost, and the Office of Institutional Accreditation and Effectiveness to add additional project-based learning opportunities to our curriculum and build an assessment program that will make it possible to track the success of this initiative, especially for students from our target populations.

Over the next several years, the Charles Center will also work to bring its many undergraduate research initiatives in line with the goals of the QEP. The Study Away, Honors Fellowships, and Interdisciplinary Studies programs all have the capacity to make distinguished contributions to the goal of increasing the participation of students from our target populations in high impact academic opportunities.

Joel Schwartz
Director, Roy R. Charles Center
Dean of Honors & Interdisciplinary Studies

INTERDISCIPLINARY DEGREE PROGRAMS

INTERDISCIPLINARY DEGREE PROGRAMS

The curriculum of the Faculty of Arts and Sciences provides interdisciplinary degrees that fall into two categories. Several interdisciplinary programs have received stand-alone authorization from the State Council. These include American Studies, Public Policy, International Relations, and (most recently) Neuroscience. All other interdisciplinary degrees are awarded under a BA/BS in Interdisciplinary Studies (INTR).

The BA/BS in Interdisciplinary Studies itself can be subdivided into two categories. First, a student working in consultation with a faculty advisor may formulate an interdisciplinary major that is uniquely tailored to his or her interests – a “self-designed major.” Second, a student may select an interdisciplinary major that has requirements that have already been established by appropriate interdisciplinary faculty committees. We also have several interdisciplinary minors that have been set up by the faculty, many, but not all, of which are associated with majors.

Students are not permitted to self-design minors, and they may only declare two degree programs, two majors, or a major and a minor.

Self-Designed Majors

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

A closer look at the data indicated that much of the growth was explained by the popularity of two topics, public health and Asian American studies (APIA). Since A&S now has set minors in public health and APIA, it is reasonable to expect that the number of self-designed degree programs will fall. The total number of 2015-16 self-designed graduates did indeed fall, to 36 in 2015-16 and 40 in 2016-17.

Over the years, several students have proposed self-designed degrees in “biochemistry” (or related titles). Degrees in this area remain somewhat controversial with faculty in Biology and Chemistry, so CHIS will continue to consider these only on a case-by-case basis.

Established Interdisciplinary Degree Programs

The total number of interdisciplinary majors was 388 in 2016-17, nominally more than the norm over the past several years but well in line with what we would anticipate given the growth in the size of the undergraduate student body. This includes December 2016 graduates and May 2017 graduates. *This means that about one-quarter of all undergraduates have an interdisciplinary major.*

Established Interdisciplinary Minors

The College graduated more minors than ever last year, explained in part by the growing popularity of the minors in biochemistry, marine science, *and especially public health*, which itself accounts for one-third of all minors. Now that a public health minor is in place, we are seeing students gravitate from self-designing public health majors to the new public health minor. This was a goal when we created the new minor.

New Degree Programs

CHIS, EPC and the faculty approved two new minors in 2016-17, Educational Studies and Data Science. The first director of the former is Jeremy Stoddard and the first director of the latter is Dan Runfola.

Interdisciplinary Initiatives Under Discussion

Discussions of a new Wellness Minor are underway, with Janice Zeman and Kelly Crace leading the discussion. One question under consideration is whether we might move to require that all activities courses have sufficient academic content to justify academic credit. These courses could stand alone or be taken as part of the new Wellness Minor.

Tables

The following tables show the number of students graduating in 2016-17 in each of the College's interdisciplinary majors and minors. This includes December 2016 graduates and May 2017 graduates. It also provides an overview of the pattern over time in the number of students graduating with interdisciplinary majors and minors.

Note: "Interdisciplinary Studies" in this table refers to self-designed majors

Interdisciplinary Degrees Conferred, 1994-2017

First and Second Interdisciplinary UG majors		1994-95	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Department/Program	Major														
American Studies	American Studies	3	16	16	17	13	24	14	16	13	11	12	9	8	12
Africana Studies	¹ Africana Studies	--	--	--	--	--	--	0	0	2	2	4	5	10	5
	Black Studies	0	5	4	3	1	4	4	--	--	--	--	--	--	--
Computational & Applied Mathematics & Statistics	Computational & Applied Mathematics & Statistics	--	--	--	--	--	--	--	--	--	--	--	--	6	16
	Environmental Science & Policy	7	29	21	30	36	28	39	45	33	31	31	38	19	12
Film & Media Studies	² Film & Media Studies	--	--	--	--	--	--	--	--	--	--	--	6	13	23
	Film Track		5	6	15	15	8	9	13	14	9	15	7	3	--
Gender, Sexuality, & Women's Studies	Literary & Cultural Studies	12	11	10	6	6	9	8	9	7	7	8	8	1	--
	³ Gender, Sexuality, & Women's Studies	2	11	9	9	10	17	14	13	10	13	11	5	10	15
Global Studies	African Studies	0	4	1	0	1	3	9	1	0	2	0	0	--	--
	⁴ Asian/Middle Eastern Studies	--	--	--	--	--	--	--	--	--	9	10	10	11	7
Global Studies	East Asian Studies	10	13	8	11	9	8	12	7	10	1	--	--	--	--
	European Studies	0	5	1	9	6	6	12	11	9	11	3	7	5	5
Interdisciplinary Studies	Latin American Studies	4	2	2	3	1	6	3	8	6	7	4	7	11	5
	Middle Eastern Studies	2	6	3	9	12	14	8	23	10	7	--	--	--	--
International Relations	Russian Studies	5	3	8	7	4	10	8	10	6	5	6	9	8	6
	Self-Designed	8	8	11	9	13	14	15	19	28	26	40	60	36	40
Linguistics	International Relations	41	84	76	83	86	103	64	86	82	62	77	85	77	88
	Linguistics	12	11	23	19	18	17	30	28	19	25	32	13	25	29
Medieval & Renaissance Studies	Medieval & Renaissance Studies	1	1	1	1	6	3	4	0	2	1	1	1	0	0
	Neuroscience	8	62	71	51	63	69	99	63	75	72	83	72	71	74
Public Policy	Public Policy	20	23	36	13	28	28	24	33	29	46	38	42	45	51
	Total	135	299	307	295	328	371	376	385	355	347	375	384	359	388

¹Black Studies and African Studies merged into Africana Studies in 2009-10

²Literary/Cultural Studies and Film Studies merged into Film & Media Studies in 2014

³Previously known as Women's Studies

⁴East Asian Studies and Middle Eastern Studies merged into East Asian/Middle Eastern Studies in 2012-13

Interdisciplinary Minors		2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Department/Program	Minor													
African Studies	¹ Africana Studies	--	--	--	--	--	0	0	0	1	3	0	2	4
	Black Studies	2	1	1	2	1	1	1	--	--	--	--	--	--
American Studies	American Studies	2	0	1	5	4	0	1	2	3	2	4	3	3
Biochemistry	Biochemistry	14	16	12	15	16	19	28	21	23	25	19	27	31
Computational & Applied Mathematics & Statistics	Computational & Applied Mathematics & Statistics	--	--	--	--	--	--	--	--	--	--	--	3	0
Community Studies	Community Studies	--	--	--	--	--	--	2	2	2	0	0	1	--
Environmental Science and Policy	Environmental Science and Policy	7	1	5	6	4	11	7	5	12	5	11	13	8
		--	--	--	--	--	--	--	--	--	--	1	2	3
Film and Media Studies	² Film and Media Studies	5	4	5	4	6	6	12	5	6	4	1	--	--
	Literary and Cultural Studies	0	1	2	1	2	3	1	1	5	2	0	--	--
Gender, Sexuality, and Women's Studies	³ Gender, Sexuality, and Women's Studies	5	4	3	4	5	3	6	2	4	5	6	7	2
	African Studies	2	0	1	1	0	0	0	0	1	3	--	--	--
	East Asian Studies	1	2	5	4	4	3	4	4	2	0	4	--	4
	⁴ Asian/Middle Eastern Studies	--	--	--	--	--	--	--	--	2	7	3	2	1
	Italian Studies	--	--	--	--	1	--	--	--	1	2	5	7	1
Global Studies	Japanese Studies	5	0	0	2	3	2	0	0	0	7	3	3	9
	Latin American Studies	0	2	0	2	0	0	0	0	0	2	3	3	2
	Middle Eastern Studies	3	6	7	4	6	1	7	5	4	0	2	3	3
	Russian Studies	2	1	1	2	0	1	2	3	4	0	2	2	3
International Relations	International Relations	16	10	8	11	2	0	0	0	--	--	--	--	--
Judaic Studies	Judaic Studies	--	--	--	--	--	--	--	--	--	0	0	2	3
Linguistics	Linguistics	2	6	3	8	8	3	4	6	7	6	5	10	14
Marine Science	Marine Science	--	--	--	--	--	--	3	3	0	9	12	13	8
Medieval & Renaissance Studies	Medieval & Renaissance Studies	0	1	2	1	1	3	2	1	0	1	1	0	1
Public Health	Public Health	--	--	--	--	--	--	--	--	--	--	57	46	50
Total		66	55	56	72	63	56	80	60	77	83	139	149	150

¹Black Studies and African Studies merged into Africana Studies in 2009-10

²Literary/Cultural Studies and Film Studies merged into Film & Media Studies in 2014

³Previously known as Women's Studies

⁴ East Asian Studies and Middle Eastern Studies merged into East Asian/Middle Eastern Studies in 2012-13

Charles Center Interdisciplinary Programs and Directors: 2017-18

Department/Program	Chair/Director	Director Term
Africana Studies	Green, Artisia	June 2019
Charles Center- Self-designed	Schwartz, Joel	
Comp. & Appl. Math. & Stats. (CAMS)	Kincaid, Rex	
Environmental Science	Fisher, Andrew	June 2019
Film & Media Studies	Kennedy, Colleen	June 2018
Gender, Sexuality, & Women's Studies	Putzi, Jennifer	June 2018
Global Studies	Mendez, Jennifer Bickham	June 2018
Asian & Middle Eastern Studies	Sheehi, Stephen	June 2018
European Studies	Levitan, Kathrin	June 2019
Latin American Studies	Riofrio, John	June 2020
Russian/Post-Soviet Studies	Corney, Fred	June 2018
Linguistics	Martin, Jack	June 2019
Medieval & Renaissance	Chouin, Gerard	June 2021
Neuroscience	Looft-Wilson, Robin	June 2019

Minors-Only Programs

Asian & Pacific Islander American Studies	Sohoni, Deenesh (Interim)	June 2018*
Biochemistry	Bebout, Deborah	No Agreement
Data Science	Runfola, Dan	June 2020
Judaic Studies	Raphael, Marc	Retiring - May 2019
Marine Science	Canuel, Liz	No Agreement
	Macdonald, Heather	No Agreement
Public Health	Shakes, Diane	June 2015
	Scott, Alison	June 2018
Education Studies	Stoddard, Jeremy	June 2019

*after June 2018, Francis Tanglao-Aguas, returns

Committee on Honors and Interdisciplinary Studies

Faculty Members (academic area)

Evie Burnett (2)
Catherine Forestell (2)
Greg Hancock (3)
Matthew Haug (1)
Michael Kordosky (3)
Tom Linneman (2)
Gail Murchison (1)
Irina Novikova (3)
Giulia Pacini (1)
Margaret Saha (3)
Junping Shi (3)

Student Members

Emily Knoche
Bianca Santos
Alexandra Wingate

The Committee met twice each in the fall and spring.

Department Honors

It discussed a recommendation to standardize one level of departmental honors for all departments and programs. More than half of the departments and programs now have this system, but there still seems to be a trade off between honoring department choice and the clarity that would come from standardization. The Committee did not take any action at this time.

Monroe Scholars

The Committee added twenty rising sophomores to the Monroe Scholar Program. These students will have all of the benefits that Monroe Scholars receive after the freshman year, including summer research grants. The Committee discussed a study that it completed in the 2015-16 school year of the (ultimate) majors of students named Monroes Scholars as rising sophomores. The committee wanted to be sure that there was no unintentional disciplinary bias in these decisions (for instance, an unintentional preference for science students). However, the study revealed that rising sophomore Monroes come from just about every discipline, with no department having more than four.

2017 Departmental Honors: Number of Students Completing by Department

Africana Studies	2
American Studies	2
Anthropology	4
Art & Art History	3
Biology	19
Chemistry	18
Classical Studies	2
Computer Science	1
Economics	1
English	9
Geology	5
Government	5
History	12
Interdisciplinary Studies	10
International Relations	3
Kinesiology & Health Sciences	1
Linguistics	2
Mathematics	7
Modern Languages & Literatures	6
Music	2
Neuroscience	14
Philosophy	4
Physics	11
Psychology	10
Public Policy	1
Religious Studies	3
Sociology	1
Theatre	1

SCHOLARS PROGRAMS

STUDENT SCHOLARS PROGRAMS

When the Charles Center was established in 1987, it inherited responsibility for a small program of Presidential Scholars that included one freshman “Great Books” course, with no programming and no research funding. With the matriculating class of 1990, the Center changed the name of the program to James Monroe Scholars and added a \$2,000 summer award for students to conduct a five-week intellectually broadening project. While a common theme of these projects was travel, they often involved research as well. The numbers of students in the program increased over the years, growing from less than a dozen graduates annually in the mid-eighties to over 210, years later. We currently project 150 Monroes in each graduation class.

The Center again made significant changes in the Monroe Scholar Program starting with the class matriculating in fall 2000. The amount of the summer stipend rose to \$3,000, the time commitment increased to seven full-time weeks, and Monroe Scholars were required to complete research projects where research is defined according to the standards, expectations and format of the appropriate academic discipline. Consequently, since 2000, Monroes have had to find a faculty member with expertise in their area of research to advise them on their project proposal, ensuring that the student is proposing a sound research project and appropriate product according to the standards of the discipline. The same year, freshman Monroe Scholars were given the opportunity to apply for a \$1,000 summer grant to conduct a two-week research project expanding on a topic related to one of their freshman courses.

The most recent programmatic change took place with students matriculating in 2004, when the Center began inviting Monroe Program applications from rising sophomores who had performed exceptionally well in the freshman year. We currently intend to admit up to 130 Monroes as new freshmen and 20 more as rising sophomores.

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

Sharpe Scholars, William & Mary Scholars, and 1693 Scholars

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.

The Sharpe Community Scholars Program includes several freshman seminars that give students the opportunity to conduct research in the community that relates to the topics they are studying in their freshman seminars. Sharpe Scholars are also provided with special freshman housing (optional), and they are eligible to apply for summer research funding.

WMSURE (William & Mary Student Undergraduate Research Experience) is a comprehensive program for students who are admitted to the College as W&M Scholars. W&M Scholars are students from historically under-represented ethnic and racial groups, first generation college families, and families with demonstrated financial need. Like other Scholars Programs, WMSURE helps students get involved with research, as well as providing other services that contribute to their academic success.

The 1693 Scholars Program selects eight students each year who are provided with full scholarships, as well as research funding and access to the Murray House.

JAMES MONROE SCHOLARS

The James Monroe Scholar Program began in 1984 as the "Presidential Scholar Program." James Monroe Scholars are the most academically distinguished undergraduates at the College of William and Mary, representing the top seven percent of the student body.

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

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

Recruiting

All incoming freshmen are considered for admittance to the program – no additional application is required. Students selected usually graduate in the highest range of their high school classes and present standardized test scores in the top five percent nationally. Other selection criteria include a concern for community, intellectual depth, curiosity, and a demonstrated devotion to learning for learning's sake. Each spring the Charles Center collaborates with the Office of Admission to host an on-campus recruitment event for designated Monroes who are seniors in high school.

Each year, 20 rising sophomores with outstanding academic records in their freshman year are selected in a competitive process to join the Monroe Scholar Program. After spring grades have been posted, the Charles Center staff sends invitations to apply and information about the benefits of the program to these students. Invited students submitted applications at the beginning of November and the members of the Committee on Honors and Interdisciplinary Studies reviewed the applications and selected the new Monroe Scholars.

Summer Projects

Every freshman Monroe Scholar is eligible to apply for a \$1,000 grant to conduct a two-week research project during the summer after the freshman year. These competitive grants are restricted to Monroe Scholars and fund projects that build on themes or concepts encountered in general education courses. 49 Monroes conducted freshman research in 2016.

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 2016-17, 138 upperclass Monroe Scholars were approved to conduct summer research.

Please view the site below for more information:
<http://www.wm.edu/as/monroescholars/index.php>

Monroe Reading Groups

In summer 2016, 125 Scholars read books and participated in one or more Monroe reading groups in the fall semester. The titles, all proposed by Scholars, were:

White Tiger - Aravind Adiga
Fun Home: A Family Tragicomic - Alison Bechdel
A Brief History of the Dead - Kevin Brockmeier
Cosmicomics - Italo Calvino
Between the World and Me - Ta-Nehisi Coates
Get in Trouble - Kelly Link
Island of a Thousand Mirrors - Nayomi Munaweera
Annihilation - Jeff VanderMeer

The program organized book discussion groups, some of which were led by faculty and administrators (including Liz Allison, Mark Forsyth, Elizabeth Mead, Tom Linneman, Ginger Ambler, and Kim Van Deusen).

Monroe Meals, Social Events and Service

Monroe Scholars are invited to a series of lectures/discussions throughout the academic year. These informal sessions allow Monroe Scholars to meet and interact with many William & Mary faculty, Monroe Scholars who would like to present about their research, and outside speakers from all fields. Recommendations for speakers are solicited from Monroe Scholars, and lunch, dinner, or snacks are provided. In 2016-2017, speakers included:

John Lee, Art & Art History
The Gravity of Color

Jackson Sasser, Government
The Next to Die

Annie Blazer, Religious Studies
Sports, Sex, and God: Evangelical Sports Ministry and the Policing of Sexual Desire

Nick Belascio, Geology
Geologic Perspectives on Climate Change

Ben Neider, Monroe Scholar
Geography & Community Development

Harsha Malapati, Monroe Scholar
The Axon Degeneration Gene SARM1's Change Over Time

Nathan Rabalais, Modern Languages & Literature
Language and Identity in French and Creole Louisiana

Eugeniy Mikhailov, Physics
LIGO and Gravitational Waves Detections

David Melding, Member of the Welsh Assembly
What to Expect from Brexit?

Josh Erlich, Physics
What is Gravity?

Christina Baker, Modern Languages & Literature
Queer Musical Memory: Mariachi, Masculinity and Mexicanidad

Jamie Settle, Government
Newspaper to News Feed: How the Social Communication of Politics Affectively Polarizes the American Public

The Monroe Scholar Family Weekend Tailgate continues to be popular, with over 190 people attending in 2016. The Monroe Scholars Program continues to work with students at Matthew Whaley Elementary School, located approximately three blocks from campus. Over 200 Monroe Scholars participate in tutoring, after school clubs, and other activities at the school each year. Many Monroes also take part in the Buddy Ball and Buddy Art programs for children with special needs.

Moving Forward

In 2017-2018, we plan to offer events such as several Monroe Meals each month throughout the year; a Swem Study Break for Monroes during exams each semester; an ice cream social and the Family Weekend Tailgate in the fall; and a spring wine and cheese reception for seniors in the spring. We will continue our community building efforts across classes of undergraduate Monroe Scholars and increase our outreach to Monroe Scholar alumni, strengthening ties between the two groups.

1693 SCHOLARS

The 1693 Scholars Program is a highly selective merit-based scholarship funded by the Murray 1693 Scholars Foundation, the Stamps Scholars Charitable Foundation, the Estes family, Sally Gore, the Watkins family, the Zable family and Ed Bright. Students selected as 1693 Scholars represent the best and brightest of William & Mary's entire applicant pool.

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

Undergraduate Admission received 14,914 applications this year and 2,748 of those were reviewed by Kim Van Deusen, the associate director. Eighty-one semi-finalists were chosen and sixty-four submitted one additional essay and one video. Twenty-eight students attended the Finalist Weekend April 6-8th and eight 1693 Scholars enrolled for this fall (5 Murray 1693 Scholars and 3 Stamps 1693 Scholars):

Colin Cochran (MA) (Stoughton HS) - Stamps 1693 Scholar

Ethan Shelburne (MA) (MacDuffie) - Murray 1693 Scholar

Chloe Walker (Fairfax, VA) (Mercersburg Academy) - Stamps 1693 Scholar

Hannah London (Washington DC) (St. John's College HS) - Murray 1693 Scholar

Stuart Thomas (FL) (Winter Park HS) - Stamps 1693 Scholar

Celia Metzger (Norfolk, VA) (Homeschooled/ODU) - Murray 1693 Scholar

Hannah Lowe (DE) (Cape Henlopen HS) - Murray 1693 Scholar

Khalil Russell (Hampton, VA) (Hampton HS) - Murray 1693 Scholar

There are seventy-two 1693 Scholars (43 alumni and 29 current scholars). The Program anticipates maintaining its incoming class of eight scholars for the next two years (Fall 2018 and Fall 2019). The Program hopes that after the For the Bold Campaign, the scholarship will become a full-ride for out-of-state students. At this time, non-Virginians still pay the difference between in-state and out-of-state tuition.

Some highlights of the year include: all seniors being named Phi Beta Kappa, a trip to the Murrays home in Charlottesville, a freshmen canoe trip, 22 faculty and staff lunch guests to the Murray House through our lunch lecture series, a registration and program discussion during orientation for freshman, a special lunch with David Melding, John Marken '17 leading W&M's iGEM team, a Homecoming lunch for 25 alumni and current students, an Eastern Shore birdwatching trip, breakfast with journalists Emily Baumgartner and Steve Elfers, a personal finance seminar with Mike Stump, a scholars trip to Busch Gardens, 29 attendees for a Family Weekend lunch program, a special lunch with Steven Wise, and a wonderful graduation dinner for the six 1693 graduates and their families.

A full report, the *1693 Scholars Year In Review*, is available online:

http://www.wm.edu/as/1693scholars/Year%20in%20Review/year_in_review.pdf

SHARPE SCHOLARS AND ENGAGED SCHOLARSHIP

Sharpe Community Scholars Program

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

In 2016-17, the Sharpe Program offered five first-year seminars (seminar title | faculty):

Living with the Environment | Dennis Taylor

Health Disparities | Monica Griffin

Communities & Neighborhoods | David Aday

ReImagining Communities | Artisia Green

Introduction to LGBTIQ Studies | Leisa Meyer

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

Professors Artisia Green and Leisa Meyer, served as newly incumbent Sharpe Professor of Civic Renewal and A&S Professor of Community Studies respectively, bringing with them a host of new research initiatives and partnerships linked to individuals and communities in the region, related to the COLL 300 “Study Away” and Campus Colloquium iterations of the curriculum.

Network of Scholars Initiatives

A number of initiatives in Sharpe this year supported building relationships and connections across cohorts of first-year students with upper level students and alumni. The Sharpe director strategized to use events to create opportunities for students and alumni to share in learning, reflection, and continuing activity with one other, focused explicitly on undergraduate research and its relevance in future career experiences or graduate education goals. Sharpe Program assistants began the year by matchmaking mentor-mentee students in Sharpe, based on research and academic interests, to meet in largely social and informal venues across cohorts, for peer mentoring and sharing in navigating early college life.

The Program also supported a Homecoming panel of “recent alumni” to share reflections on their Sharpe experience in the past, how it translated in stages of evolution for their current experiences, and what they would recommend for continued academic growth. Alumni donors to Sharpe Summer Grant funding were invited and attended the Spring Research Symposium, offering students professional feedback on their work, in person. And, finally, the Sharpe program inaugurated a Senior Banquet to recognize collegiate and future aspirations in career and education, and to offer a final, program-based opportunity for network cohesion among scholars as they launched into new experiences apart from one another.

Spring Research Symposium

The spring engaged scholarship research symposium is an annual event on the Arts and Sciences calendar. This year the symposium was held on Thursday, April 19th in the Earl Gregg Swem Library’s Research Room and featured poster presentations by all of the freshman Sharpe students. The potential for the symposium to expand is evident: alumni participation, cross-cohort participation, community and faculty invitational involvement, and a presentational component are all continuing considerations moving forward.

WMSURE PROGRAM

The William and Mary Scholars Undergraduate Research Experience (WMSURE) has continued to grow in 2016-17, with an average of 43 students attending weekly workshops. We have expanded and diversified the workshop topics as well as the list of presenters for existing workshop topics. In addition, an even greater number of students work closely with WMSURE advisors and mentors (including all pre-major William & Mary Scholars) and WMSURE students are engaged in research on campus and throughout the world.

The program also monitored the number of WMSURE students who applied for and received research funding, helping scholars prepare their research proposals by hosting workshops specifically geared towards finding research opportunities, writing, preparing research statements, and ethics proposals. Nineteen students received internal grants funded by the DuPont grant and the Charles Center, and an additional 15 students in Professor Anne Charity Hudley's Multicultural Education Class in Spring 2017 were awarded \$600 each from private donor funds.

Incoming students met with WMSURE faculty first year advisors who helped them plan their schedules and provided the scholars with academic support throughout the year. An introductory event for incoming scholars laid out the purpose of WMSURE and also previewed the weekly workshops for the year. The workshops featured faculty and staff representing a wide range of schools, programs, and departments and covered topics including: time and energy management, how to get started in research, navigating the faculty-student relationship, preparing for graduate school, preparing for summer grants, and solo status and stereotype threat. During each workshop, a one-hour presentation about the topic is followed by an hour of networking and focus groups for students to ask individual questions. The DuPont grant also made it possible to hire undergraduate WMSURE fellows who served as peer advisors and mentors for fellow scholars. Upperclassmen served as WMSURE fellows and attended workshops and held office hours where they mentored students.

Supported by the DuPont grant, we conducted an event in the fall and one in the spring in which we brought underrepresented Virginia high school students to campus to learn about research. Specifically, the third WMSURE research workshop, Autumn Blast Research, was targeted for high school students, and took place in October. We also presented to students and parents at A Day for Admitted Students and held two open houses in the WMSURE space for Sneak Peek Fridays. Current WMSURE scholars took an active role in preparing for these events and in engaging with prospective students and their families. These events have helped incoming students begin to form peer and faculty networks before even arriving on campus in the fall. These early relationships, as well as the early in-person dissemination of information about the program, have helped increase participation in the program's semester workshops.

In addition, the third annual WMSURE faculty conference was held in June, in which university faculty from across Virginia learned more about how to best support underrepresented students in the classroom and in research. There were approximately 50 faculty from colleges and universities in Virginia with applications this year especially indicating interests in collaborating across universities to enhance research opportunities for underrepresented students. Through the Faculty Conferences and other networking, ongoing relationships have been developed across universities to provide support for faculty who are on campuses without programs such as WMSURE.

The WMSURE co-directors also made progress on their research related to WMSURE. In the fall of 2016, Anne and Cheryl presented at the Virginia College Access Network and the program's graduate assistant, Hannah Franz, presented at the National Conference on Students in Transition. Anne, Cheryl, and Hannah submitted a paper to the Journal of Negro Education about the formation of WMSURE and received an invitation to revise and resubmit the manuscript. Cheryl and Anne, along with two students, submitted another paper entitled *Assessing and Mitigating Solo Status and Stereotype Threat Among High Achieving African American Students: A Mixed-Methods Approach* to the Review of Higher Education.

Anne, Cheryl, and Hannah published their book about undergraduate research in spring of 2017. The book, *Highest Honors: A Guide to Undergraduate Research*, was published by Teachers College Press. *Highest Honors* prepares students for undergraduate research in college and has a focus on experiences of students who are under-represented in the academy. The text is designed to help students take full advantage of the academic resources and experiences that the university setting has to offer so that students will actively be on the path to achieving highest honors.

In addition to the activities described above, there was an expansion of content of the WMSURE website and social media profiles, including information about potential research mentors, scholarship and grant opportunities, past Scholars' profiles, resources for parents, information for faculty on how to get involved with our Scholars, and contact and donation information. There is maintained a WMSURE listserv with over 400 subscribers and consistent communication about workshops, scholarship and grant opportunities, and other relevant events around campus.

WMSURE has received many accolades this year, including a feature on the Blog Public University Honors in a story entitled "William and Mary Creates an Inclusive Path to "Highest Honors." WMSURE is also a finalist for the CUR Campus-wide Award for Undergraduate Research Accomplishments (AURA) for our campus-wide work on inclusion in undergraduate research.

Class of 1940 Scholarship

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

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

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

PRESTIGIOUS FELLOWSHIPS PROGRAMS

FELLOWSHIP ADVISING

The Charles Center's Associate Director Lisa Grimes served as Director of Fellowships, and as such she supported William & Mary undergraduates, graduate students, and recent alumni in their search for both prestigious national awards and opportunities – both on and off campus – that will enrich their education. Lisa was 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.

Process

During the 2016-2017 academic year, the Peer Scholarship Advisors (PSAs) and Lisa Grimes started several initiatives to increase awareness of national fellowships and internal scholarship opportunities.

The first of these was the official launch of scholarshipsearch.wm.edu at a reception attended by President Reveley in the fall of 2016. This website, designed and coded by PSAs, provides the opportunity to search through hundreds of scholarships using eligibility filters such as scholarship purpose and student area of study.

In the spring of 2017, Lisa Grimes began the ThinkBIG program. This program, intended to increase the engagement of underclassmen with scholarship opportunities, connected talented students recommended by professors to a special series of workshops. These included one-on-one meetings with Lisa, and larger how-to sessions on writing personal statements led by the PSAs. The spring semester also marked the start of the PSAs' new blog and appointment scheduling system. The blog, peerscholarshipadvisors.blogs.wm.edu, features application tips written by PSAs, and the invaluable advice of William & Mary students who have been successful in national scholarship competitions. In response to increased demand for appointments, Lisa created wmpeerscholadvice.youcanbook.me. This site enables students to view available times and set up an appointment with the PSAs in just a couple of clicks. This scheduling system worked to decrease the wait time for appointments, and contributed to an overall increase in the number of students who met with the PSAs this year.

Throughout the fall and spring semesters, the PSAs also offered "PSA Pop-Ins," which invited students who had never visited the office before the chance to fill out a basic questionnaire on their interests in exchange for a goodie bag filled with study supplies and treats. After each Pop-In, PSAs sent follow up emails providing information on scholarships that fit the student's interests. In order to increase overall awareness of opportunities, the Focus ON: Scholarships series continued to grow. Sessions were led by Lisa, the PSAs, and scholarship experts such as Josh Stanton of the British Embassy and Fulbright Awardee and College Alumni Hakan Seyalioglu.

Results

2016-2017 was also a successful year in terms of national fellowships, both with respect to the awards won and the increase in student interest. This year, Lisa and the PSAs held well over 600 individual consultations.

Some of the fellowship highlights of the year include:

Thirteen William & Mary students have been awarded Fulbright Scholarships for 2017-18. The awardees include seven English Teaching Assistants (ETAs), and six Academic Grant awardees.

The ETAs are: Kyra Bell '17 (Taiwan); Ellie Dassler '17 (Portugal); Ebimene Doubeni '17 (Czech Republic); Sophia Farion '17 (Ukraine); Katie Freund '17 (Mexico); Victoria Johnson '17 (South Africa); and Meredith Wolf '17 (Germany).

The Academic Grant recipients are: Jessica Armstrong '17 (Germany); Aaron Bayles '17 (Spain); Melissa Guidry '17 (France); Hayley Hahn '17 (Canada); Michael Kopreski '17 (Poland); and Ph.D. student Mallory Moran (Canada).

Mackenzie Neal '18 and Talia Schmitt '18 were named Udall Scholars, and Mackenzie is the College's first scholar in tribal public policy.

Honor Leahy '17 was named a Boren Scholar to study Mandarin in China.

One of the College's Goldwater Scholarship nominees was awarded the scholarship and two received Honorable Mentions. The awardee was Zachary Nimmo '18, and Likhitha Kolla '18 and Kevin Nelson '18 received Honorable Mentions.

Seven students were named Gilman Scholars and received support to study abroad in the summer of 2017. These scholars are: Mehr Ali '18 (Netherlands); Melanie Carter '19 (Russia); Chikamso Chukwu '18 (India), Brianna Meeks '18 (South Africa); Hannah Naldrett '20 (United Kingdom); Lisette Obando Pardo '19 (Spain); and Halla Walcott '19 (South Africa).

Four William & Mary students won Critical Language Scholarships to study at intensive language programs in the summer of 2017. The awardees are: Joseph Levine '18 (Bangla, India); Ashlyn Tennyson '17 (Arabic, Jordan); Christen Scalfano '18 (Arabic, Morocco); and Robert Sherman '19 (Chinese, China).

STUDENT RESEARCH PROGRAMS

CHARLES CENTER SCHOLARSHIPS FOR RESEARCH

Department Honors Program

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

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

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

All Honors students are invited to present their work in progress before faculty and fellow students at the Honors Colloquium held each February. The Charles Center pays for one professionally bound copy for each student that participates in the Honors Colloquium.

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

A number of departments award only one level of Honors (rather than Honors, High and Highest).

For Honors students graduating in 2017, the departments are:

Biology, Chemistry, Computer Science, Economics, English, Film & Media Studies, Government, International Relations, Kinesiology and Health Sciences, Mathematics, Neuroscience, Physics, Psychology, Public Policy, and Sociology.

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

159 students in the class of 2017 successfully completed Department Honors projects.

See link below to read more:

<http://www.wm.edu/as/charlescenter/student-research/honors/index.php>

NOTE: For information on the number of students completing honors in each department and program, please see the Interdisciplinary Degree Programs section of the annual report.

Summer Research Awards

The Charles Center offers a number of funding opportunities to support undergraduate student research during the summer. Awards range from \$3,000 for seven weeks of summer research to \$4,000 plus a \$1,000 research budget for Honors Fellows who dedicate 10 weeks of their summer and continue research throughout the academic year.

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

The scholarship application consists of an application form, a two to three page double-spaced project proposal, 750-word personal statement, transcript, and one letter of recommendation. In 2017, the application deadline was noon on Wednesday March 1, and students submitted their applications online through the Embark application management program.

The Charles Center awarded summer scholarships for research to over 100 students. See website for more information on these awards.

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

Student Research Grants

The Charles Center administers the Student Research Grants Program, the purpose of which is to assist students with expenses directly related to the conduct of research. Students may apply at any time during the year for support under this program. Funding for the Program comes from three sources: the Office of the Vice Provost for Research, the Reves Center, and the Lemon Project.

In 2016-2017, 32 students were awarded funding through the Student Research Grants program.

See website for more information.

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

William & Mary Honors Fellowships

All students who have been approved to conduct department Honors in their senior year are eligible to apply for fellowships of up to \$6,000 through the William & Mary Honors Fellowship program. A significant source of funding for this program is an endowment established by Ted Dintersmith, an alumnus who completed honors theses in both Physics and English when he was an undergraduate. Additional funding is awarded through the William & Mary Honors Fellowships GiveCampus website that allows alumni (and others) to provide funding to individual students.

William & Mary Honors Fellowships include:

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

All of the William & Mary Honors Fellowships applications submitted by the March deadline appear on GiveCampus (unless a student elects to not participate). A faculty committee reviews and ranks all applications.

Donors have considerable flexibility. They are able to select a specific proposal or to request that their money go to the proposal that was the highest ranked by the faculty review committee. In addition, donors are able to decide how much money they want to contribute to a specific project. In fact, 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 funding less than the full \$6,000 grant. In these cases, the Charles Center works with individual students to identify the most productive uses for the available funding for activities related to the honors project.

Spring 2017 Results

We have recently completed the ninth year of the Charles Center's initiative to increase support for the honors thesis research of William & Mary undergraduates. The College continued to use the commercial crowd-source platform, GiveCampus, to support this program for the second year. We will continue to seek improvements for the site moving forward working with the advancement team.

In Spring 2017, we received a total of 1,043 separate gifts over the site, resulting in 94% of students receiving at least a full summer Honors Fellowship funding. Out of 72 students who participated, 32 were fully funded at \$6,000, to include \$4,000 for summer research, in addition to \$1,000 for additional research expenses (conference travel, supplies, printing materials, etc.), and \$1,000 for their faculty advisor. Thirty-six additional students received \$4,000 to support their summer research.

This spring the Charles Center hosted two information sessions about Honors Fellowships for students to learn more about the program, the fundraising aspect, talk to past Honors Fellows, and have an opportunity to ask questions. These sessions proved to be very successful and informative. We will host similar information sessions next spring.

This spring we also made some changes in how matching grants were used to support Honors Fellowships. Instead of multiple small matching grants throughout the campaign period, we opened the campaign with one large matching grant. The students were aware that there was only going to be one matching grant at the beginning, which encouraged them to promote their projects and seek funding at the onset of the campaign. This model will likely be used next year.

In previous years, the system for having students write thank you notes to all their donors was not as effective as it could have been. This spring, a new system was created to have all the students sign up for a session to complete their thank you notes. This system proved to be an efficient way to gather all the notes from each student.

Planning for Spring 2018

As the number of students participating on the site has grown, so has the success of our fundraising effort. This is not surprising, since the number of "family and friends" increases proportionate with the increase in the number of participating students, even while the number of alumni remains somewhat constant. One lesson we have learned is that, if we are going to continue to be successful, we have to increase our focus on engaging the family and friends of students. The biggest part of this is persuading honors students that we have a firm expectation that they take an active role in fundraising, and, indeed, that this is a condition of including their project on the site. If this emphasis discourages a small number of students from participating on the site, we are confident that this will be more than off-set by the increased success of the students who enthusiastically participate in the kickstarter effort.

We focus in 2017-18 on the following strategies for augmenting the success of the program:

- Raising additional funds for matching grants remains our single biggest fundraising goal for Honors Fellowships in 2017-18.
- We will continue to work with Advancement to create a communications plan outside of the fundraising period to encourage donor engagement.
- We will continue to invite donors to visit campus to discuss the Honors Fellowships program, including increasing the number of invitations to the Annual Scholarship Luncheon. We will continue to discuss ways to create an “advisory committee” that would encourage donors to serve as mentors to our Fellows and motivate more pledges.
- We will continue to work with the Alumni Association, Christopher Wren, and Town and Gown Organization outside of the fundraising period.
- We will look for opportunities to increase the effectiveness of our work with the departments of honors students to encourage alumni gifts.
- We will augment our efforts to encourage students to solicit family and friends and provide them with advice on how to do this effectively.

More Information on Honors Fellowship, Spring 2017

All of our Honors Fellows are blogging about their in-progress research. These are also available on the Honors Fellowships website or on the Honors Fellowships blog. To read students’ blogs, please visit the following link: <http://honorsfellows.blogs.wm.edu/category/honors-fellows-2017/>

PRESENTATION EVENTS

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

Showcase of Summer Research

Between September 28 and September 30, 2016, nearly 200 students presented their Charles Center-funded work at the Summer Research Showcase. The Showcase is open to the public, and presenters include James Monroe Scholars (at both the freshman and upperclass scholarship levels), 1693 Scholars, Honors Fellows, and other students who were awarded general Charles Center summer funding. The Showcase was held in Blow Hall 201, with afternoon oral presentations on Monday and Friday and morning and afternoon poster presentation sessions on Tuesday, Wednesday, and Thursday. Over the course of the week, 12 students did oral presentations and 181 did poster presentations. The event was well attended by students, faculty and administrators including President Reveley.

Please see website for more information:

<http://www.wm.edu/as/charlescenter/annual-events/summer-research-symposium/index.php>

Catron Scholars Exhibition and Reception

On November 17, 2016, students who were awarded Louis Catron Scholarships for Artistic Development exhibited their work in the Andrews Hall Gallery space. The six students who presented their projects had studied painting, theater, creative writing, documentary filmmaking, and landscape architecture. A reception followed the presentations. An estimated 80 people attended the presentation event, which was open to the public, and the Scholars' work remained on display in Andrews Gallery through December 1.

See website for more information:

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

Honors Colloquium

The 17th annual Honors Colloquium ran February 13-23, 2017 with morning and afternoon sessions in Blow Hall 201. The Colloquium gives students pursuing Honors projects the chance to present their work to faculty members and fellow students and to practice discussing their work in advance of their oral defense. This year, participation in the Colloquium was optional for all honors thesis writers including Honors Fellows; though no longer a mandatory exercise, participation numbers were on par with those in previous years when the Colloquium was a requirement for all Honors Fellows. The Honors Colloquium is open to the public, and presenters are encouraged to invite thesis advisors, members of the thesis committee, other faculty, underclassmen in the discipline, friends, and family members to attend.

Most presentations consisted of two students in a one-hour block. Each student gave a 20-minute presentation consisting of a concise summation of their thesis accessible to an audience of non-specialists. Audience members then had 10 minutes to ask questions after each presentation. Underclassmen moderated each session.

Seventy Honors students presented their work in 2017. As in previous years, attendance varied from session to session, but overall the Colloquium presentations were well-attended.

In nearly every case, the presenter's thesis advisor was present for his or her student's session, and many sessions included other faculty members outside of the advisor in attendance.

The Charles Center pays for the binding of one copy of the thesis for all students who present at the Colloquium and successfully complete and defend their thesis.

To learn more about the Honors Colloquium, please visit the link below:

<http://www.wm.edu/as/charlescenter/student-research/honors/currentstudents/colloquium/index.php>

Science Symposium

Each spring, all William & Mary undergraduates conducting science research are invited to present their work at the annual Undergraduate Science Research Symposium. Charles Center graduate assistant, Sarah Adams, works with a team of faculty representatives from each of the involved disciplines to publicize the event and encourage student participation. The Symposium is open to the public and is held in the Sadler Center.

On Friday, February 24, 2017, nine students delivered oral presentations and 65 students presented posters at the 23rd annual Symposium. The three hour-long oral-presentation sessions took place between 12:00 and 4:00 p.m. in the James Room. The poster session took place from 2:00 to 4:00 p.m. in Tidewater rooms A & B. Applied Science, Biology, Chemistry, Environmental Science and Policy, Kinesiology and Health Science, Mathematics, Neuroscience, Physics, and Psychology were represented. As in previous years, event attendance was very high among both students, faculty members, and administrators.

Please see website for more information:

http://www.wm.edu/as/charlescenter/annual-events/science_symposium/

STUDY AWAY

STUDY AWAY

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

The Center has supported individual off-campus research projects for 25 years with the Monroe Scholar and Charles Center Summer Scholarship programs. The Study Away program was created in response to general faculty and student demand to the COLL 300 and 400 components of the new Arts & Sciences general education curriculum, and to the emphasis on “high impact practices” (HIPs) in the College’s new Quality Enhancement Plan (QEP).

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

Charles Center study away programs may take place in either international or domestic settings. Since the focus of COLL 300 is on “cross-cultural,” not “international,” many courses on domestic topics (for example, Jack Martin’s course on field methods for studying the Muskogee language), will be appropriate for this requirement.

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

The Charles Center begin experimenting with study away during the 2015-16 school year, and has funded eleven programs in 2016-17. The goal is to provide a substantial subsidy that makes these courses feasible for faculty and students. The current budget model is that the Charles Center will provide up to a maximum of \$17,000 per study away program. Faculty are invited to devise budgets that cover up to 100% of faculty costs and no more than 50% of the costs of each participating student. In addition, faculty are allotted \$1,000 for planning purposes. Student funding may be applied across the board or with attention to need. The off-campus component of the course may include all of the students in the core course or a subset of these students.

There are six programs approved for the 2017-2018 academic year currently. This summer there will be another call for proposals for spring 2018, summer 2018, and fall 2018 semesters.

The Charles Center has developed a risk management plan for all study away programs in accordance with university policy. The Charles Center works closely with the Dean of Students office and the Reves Center to support all student travel, domestic and international.

Brief Summary of Study Away Proposals, 2016-2017 and 2017-2018

Fall, 2016 Program

Maryse Fauvel, Modern Languages and Literatures

French Cinema 393, Paris in Films: Beyond Stereotypes. COLL 300 credit. The course explored the history of French cinema in Paris including films that illustrate various stereotypical ideas of Paris for tourists, and films that would question this reading. The professor led a group of eight students to Paris for a week during fall break to explore the topic in-depth and first-hand.

Spring, 2017 Programs

Jennifer Bickham Mendez, Sociology and Global Studies

Border Studies: U.S.-Mexican Borderlands. COLL 300 field experience with NGO at the U.S/Mexico border. Ten students and two faculty directors traveled to Arizona over winter break for an immersion experience of crossing the border. Students studied immigrated issues from a variety of different perspectives and engaged in daily reflections with faculty to process their experience. There was a fall, 2016 prep course and 3 affiliated spring seminars.

Anne Charity Hudley, Linguistics and WMSURE

Domestic COLL 300 course on diversity and minority achievement in the schools, with emphasis on field research. Students were placed in local schools and as interns with educators around the state.

Jon Allen and Mattheus Leu, Biology

Marine Ecology and Conservation. Domestic COLL 400 course with a one week field component at Friday Harbor Laboratories, San Juan Island, WA for two faculty and 10 students over spring break. The experience provided students a firsthand introduction of the ecology and conservation biology of intertidal and subtidal ecosystems in the San Juan Archipelago of Washington State.

Lu Ann Homza

History 212, Spanish Law and Social History. COLL 300 credit. The course focused on the social context of Spanish courts in the 16th and 17th centuries. Six students traveled with Professor Homza to Pamplona Spain over spring break to do archival research for an extensive research paper.

Summer, 2017 Programs

Nicholas Balascio, Geology

Regional Field Geology. COLL 300 credit. Two faculty and eleven students traveled to the Lofoten Islands in Norway for two weeks to complete field research.

Camilla Buchanan, Kinesiology and Health Sciences

The Olderkesi Project. COLL 300 credit. Faculty and six students traveled to Narok County, Kenya to participate in a four week service-learning experience at the Olderkesi Primary School to work with girls in grades 5-7. Students work to mentor the young female students to acquire the knowledge, skills, and attitudes that will encourage them to remain enrolled in school until they complete grade 8 and to aspire to enroll in secondary school.

Harmony Dalglish, Biology

Biology 404, Fire Ecology Field course. COLL 300 credit. Faculty and students traveled to Flint Hills, Kansas, the largest remaining tract of tallgrass prairie in the world, to study the evolutionary and societal history of fire and the global importance of fire both ecologically and economically. During the field experience, students speak and interact with a variety of stakeholders in the region: NGO land managers, research scientists, extension agents, and ranches.

Paula Pickering, Government

The Bosnia Project. COLL 300 credit. Following the spring course focused on different approaches to conflict resolution, students travel to Sarajevo, Bosnia, for four weeks to implement projects with teenagers focused on cross-cultural understanding and conflict resolution.

Marc Raphael, Religious Studies

The Holocaust Study Tour. COLL 300 credit. Eight students and faculty traveled throughout Germany and Czech Republic for 10 days exploring first hand major Holocaust sites. Some sites included Munich, Dachau Concentration Memorial Site, Documentation Centre at the Nazi Party Rally Grounds and Nuremberg Trials museums in Nuremberg, Prague, Terezin, Military History Museum in Dresden, and the Wannsee Conference Center in Berlin.

Phil Roessler, Government

Government 391 is a course on mixed research methods for the study of conflict resolution. COLL 300 or 400 credit. Four students and one faculty member will follow up the spring course with summer field research in Tanzania for seven weeks in the summer. Students studied the role that mobile phones can play in the empowerment of women in Tanzania and conducted an experiment that compares outcomes for women who are given mobile phones with women who do not have phones.

Upcoming Study Away Programs, 2017-2018

Iyabo Osiapem, Linguistics

Caribbean Linguistics course. COLL 300 credit. Faculty and six students will travel to Barbados during fall break to study the three major languages on the island, Barbadian English, Bajan, and British English. Students will review, use, and analyze language usage, as well as experience the Barbados community and culture, and visit the Cave Hill linguistics laboratory and location of The Dictionary of Caribbean English Usage.

Iyabo Osiapem, Africana Studies

Caribbean languages and cultures course. COLL 300 credit. This course can serve as the language requirement for Africana Studies. The goal of this course is to take a select number of students during Spring Break to Barbados to collect language data to be used for either senior thesis or projects. Students will learn more about the history of the island and the effect that English colonization has on the population.

Liz Losh, American Studies

Digital Utopias and Dystopias course. This course will examine how digital activism adopts a global perspective on the use of computational media and distributed networks to effect political change. Faculty and twelve students will travel to Vienna, Budapest, and Germany in Spring, 2018.

Camilla Buchanan, Kinesiology and Health Sciences

The Olderkesi Project. COLL 300 credit. Faculty and six students will travel to Narok County, Kenya to participate in a four week service-learning experience at the Olderkesi Primary School to work with girls in grades 5-7. Students will work to mentor the young female students to acquire the knowledge, skills, and attitudes that will encourage them to remain enrolled in school until they complete grade 8 and to aspire to enroll in secondary school.

Harmony Dalglish, Biology

Biology 404, Fire Ecology Field course. COLL 300 credit. Faculty and students will travel to Flint Hills, Kansas, the largest remaining tract of tallgrass prairie in the world, to study the evolutionary and societal history of fire and the global importance of fire both ecologically and economically. During the field experience, students will speak and interact with a variety of stakeholders in the region: NGO land managers, research scientists, extension agents, and ranches.

Marc Raphael, Religious Studies

The Third Reich, National Socialism, and the Jews in Germany and Prague. COLL 300 credit. Eight students and faculty will travel throughout Germany and Czech Republic for 10 days exploring first hand major Holocaust sites. Some sites included Munich, Dachau Concentration Memorial Site, Documentation Centre at the Nazi Party Rally Grounds and Nuremberg Trials museums in Nuremberg, Prague, Terezin, Military History Museum in Dresden, and the Wannsee Conference Center in Berlin.

INTERNSHIP FUNDING PROGRAMS

SUMMER INTERNSHIP FUNDING

The Charles Center supports student internships in the broad areas of public service, legal advocacy, and journalism. We also administer an annual internship in the Welsh Assembly and four summer internships in museum studies

New Collaboration with the Cohen Career Center

The Charles Center coordinates a summer “public service” internship program that draws on funds from the Charles Center, the Department of Government, and the Reves Center. We want to especially thank Lawrence and Jean Irwin, Bertha Taylor, and Tim Dunn for establishing endowments that support this program. In addition, the Reves Center funds a number of scholarships for continuing students at the undergraduate or graduate levels. Students must be involved in full-time internships overseas or in domestic agencies/organizations that are international in focus.

In spring, 2017 we built a new collaboration with the Cohen Career Center to better coordinate funding programs for summer internships. We want to especially thank Clay Clemens, Government, and Sean Schofield, Assistant Director of the Cohen Career Center, for the roles they played assuring the success of this new collaboration. We created a common application and rubric for all of the materials that the students submitted for all of the scholarships. This made it possible for students to easily apply for several scholarships and be awarded the one that best fit their experience. The students applied through TribeCareers, and Sean served as administrator for all of the postings. Clay, Sean, and Lisa Grimes then sorted the applications to maximize the fit with different funding sources.

All of the internships were unpaid, and we required the internship sites to certify that the students had been offered an unpaid internship, and that the unpaid internship was in accordance with Federal Labor Laws. One hundred students applied and we were able to fund 57 internships in all, with grants ranging from \$500 to \$3,000.

Examples of internship sites:

The Houston Zoo

USAID

Editorial Internship with Climbing Magazine

Policy Coordinator for Silicon Valley Leadership Group

TRADOC

WYDaily

Lawyers Without Borders (LWOB)

Cultural Office of the Embassy of Spain

United Nations World Food Programme

Summer Internship Funding: Grimsley Fellowship for Journalism

(See section of Annual Report on Journalism Programs, pages 38-40)

Welsh National Assembly Internship

With the help of alumnus David Melding (MA Government '89), currently a Member 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 2017, Makayla Donigan, a double major in Government and German Studies, was the selected intern.

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

Woody Internship Scholarships for Museum Studies

In 2015, the College established the Woody Internship Scholarships in Museum Studies. Thanks to the generosity of Carol and Robert Woody, the gift will provide funds for students with an interest in museum administration an opportunity to intern and conduct research at a respected museum that exhibits art, historical materials, etc. to the public. All interns will receive \$3,000 to complete 10 full-time weeks of internship and research activities.

In Summer 2017, Woody Scholarships supported undergraduate internships at the J. Paul Getty Museum, The Phillips Collection, Colonial Williamsburg, and new this year, Winterthur Museum and Gardens. All internships are required to have a research component and students receiving funding are required to blog about their research on the Charles Center Summer Research blog.

The Charles Center received an overwhelming number of applications for 2017. A committee of faculty and staff, along with an advisory committee from each museum, selected the following four students to receive a Woody Internship Scholarship for Museum Studies in 2017:

Sarah Farver – The Phillips Collection <http://ccsummerresearch.blogs.wm.edu/author/skfarver/>

Helen Cameron – The Getty Museum <http://ccsummerresearch.blogs.wm.edu/author/hccameron/>

Emily Knoche – Colonial Williamsburg <http://ccsummerresearch.blogs.wm.edu/author/ecknoche/>

Anna South – Winterthur <http://ccsummerresearch.blogs.wm.edu/author/asouth/>

JOURNALISM PROGRAMS

Grimsley Fellowship for Journalism

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

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

In 2017 the Charles Center awarded the \$1,500 fellowship to Peter Eckel to support his internship at [With Good Reason](#).

Sharp Writing for Public Audience

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

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

In 2016-2017, the Pulitzer Center journalist-in-residence who led our Sharp Seminar was [Stephanie Hanes](#). In addition, Pulitzer Center staff Ann Peters, Steve Sapienza, and Emily Baumgaertner, and Pulitzer Center grantees, Will Fitzgibbon and Steve Elfers also worked with students to expand their understanding of how journalists work and deepen their knowledge of particular skills they bring to their reporting, from the writing and editing process to documentary photography and filmmaking. Alongside the three workshop sessions throughout the academic year, staff and journalists spent several extra days on campus speaking with other students and faculty in courses and at public events about their reporting, their career paths, and the landscape of journalism today.

In 2016-17, the Sharp Seminar focused more on student travel and face-to-face interviews in an effort to align with the new Study Away initiative. It is our vision that the seminar will continue to evolve so as to meet the COLL 300 requirement for all seminar participants. Funding from the Sharps and from Connie and Mason Sizemore make these travel grants possible.

2016-2017 Sharp Seminar Participants

Madeline Bielski –A Herd and a Hope: The Fight to Reopen Canada’s Prison Farms

Holly Fleming – Teaching Artists Provide Access to Arts in New York City

Jesse Granger – Saving the Monarch Butterfly or Saving the Village

Iris Hyon – Initiating the Dialogue: How ‘Letters for Black Lives’ Sparked Conversations About Asian American Identity

Sri Harshini Malapati –Child Labor Trafficking: The Work of NGOs in Bangalore and Hyderabad

William Neely – Cuba ‘Libre’: How Independent Citizens Are Ushering in Cuba’s Information Revolution

Lorraine Pettit – South Africa’s Fees Must Fall: Paving the Road to Equality

Brandon Posner – Uganda: Building Tomorrow Amid Issues of Land Rights

Sarah Ruiz – Between the Earth and the Sky

Kayla Sharpe – U.S. Colleges Shed Light on Their Enslavement History

Lillian Waddill – Refugees in Texas: Attitudes Toward Security and Service

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: <http://pulitzercenter.org/>

Sizemore Fellowship for Graduate Study in Journalism

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

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

In 2016-2017, approximately \$8,000 was awarded to fund the Sharp Seminar students. For example, Brandon Posner reported on how Uganda’s land tenure system affects the nation’s ability to grow the economy with foreign investment and the impact on NGOs in the country. Another student, Sarah Ruiz, traveled to Hilo, Hawaii to report on the contested case hearing over the proposed Thirty Meter Telescope. She was able to see the site where it might be constructed on the summit of Mauna Kea and interview petitioners who do not want the telescope to be built.

**THE ANDREW W. MELLON FOUNDATION
AND THE CHARLES CENTER**

CURRENT MELLON GRANTS AND THE CHARLES CENTER

The following grants are currently active at the College. The most recent is *Liberal Education and Inclusive Excellence*, which was awarded to the College in June, 2017.

Detailed information about the eight grants that the Charles Center has secured from the Andrew W. Mellon Foundation can be found on the Center's website: <http://www.wm.edu/as/charlescenter/>.

Also, detailed information about the Mellon grants focusing specifically on undergraduate research can be found in the Faculty-Student Research Programs section of this report.

Liberal Education and Inclusive Excellence

The goal of this grant is to significantly improve the academic experience of three groups – first-generation college students, and students from lower-income and historically under-represented groups. While we remain concerned about the GPAs and graduation rates of these students, the specific concern we focus on in this project is the significant under-participation of these students in the undergraduate research opportunities that have become a signature element of a William & Mary undergraduate education. This grant will support a five-year project within WMSURE to increase the participation of students from these groups in faculty-mentored research in the arts, humanities, and interpretive social sciences.

Mellon Post-Doctoral Faculty in Environmental Studies

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

Undergraduate Research in Global Studies

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

Bridged Retirements

This grant was funded in early 2012. The goal of this program is to enable the Dean of the Faculty to offer departments early, or “bridged,” faculty replacements under the condition that departments hire in fields that will make critical contributions to the departmental, interdisciplinary, and general education curricula. The basic model for this project is that during the grant period, when a retiring and a bridging faculty member are both on the payroll, the bridging faculty member will be charged to the grant and, upon retirement, the difference between the retiring faculty member and the new hire's full compensation is accumulated in a pool to be used for future bridges. When the grant is depleted, the bridging faculty member will be charged to the accumulated pool during the period of overlap, and, when the retiring faculty member leaves, the difference between his/her full compensation and the full compensation of the bridging faculty member will be moved to the pool.

To date, this grant has funded seven bridged retirements.

The Implementation of the New Curriculum

After a two-year process of deliberation the William & Mary faculty adopted a new general education curriculum in December 2013. This grant, funded in June 2014, was designed to accelerate the implementation of this curriculum by funding an ambitious curriculum development initiative and providing bridge funding for several key instructional and administrative positions. The most significant development over the first two years of the grant was the creation of the Center for the Liberal Arts, which will provide the institutional home for a dozen Faculty Fellows who are charged with the responsibility of developing the College's new general education curriculum. The class that entered in fall, 2015 was the first to come under our new curriculum. The grant helped us prepare to deliver the first and second-year components of the new curriculum to these students, and it will help us develop courses for the third and fourth-year components in 2016-17.

FACULTY-STUDENT RESEARCH PROGRAMS

FACULTY-STUDENT RESEARCH

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

Scholars Programs

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

Monroe Scholars (pages 13-15)

1693 Scholars (page 16)

Sharpe Scholars (page 17)

William and Mary Scholars / WMSURE (pages 18-19)

Mellon Foundation Projects in Support of Student Research

The Charles Center has been the home for a series of grants from the Andrew Mellon Foundation that have supported research experiences for undergraduates. The most recent is *Liberal Education and Inclusive Excellence*, funded in June, 2017. For more information, see pages 41-43 of the Annual Report. Also, proposals for these projects can be found on the Charles Center's [website](#).

Honors Fellowships

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

In Spring 2017, we received a total of 1,043 gifts over the site. Seventy-two students participated on the site, 94% of whom received at least full summer Honors Fellowships funding.

Please see pages 25-27 for more information on Honors Fellowships.

Weingartner Global Initiative

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

The Initiative supports a two-year term professorship and student research positions each year devoted to the study of crucial policy issues. The current Weingartner Professor is Joel Schwartz, Professor of Government and Director of the Charles Center.

During the 2016-17 academic year, Joel Schwartz organized a two-semester Weingartner Global Initiatives deliberation process. Nine student Weingartner Global Fellows were selected in Fall 2016 to coordinate the project, and these students selected the topic: “What Should We Do About Undocumented People Who Came (Were Brought) to the U.S. as Children?” They will organize a series of deliberations on this topic in Fall 2017, and they have been busy developing “issues books” that outline policy options that will be distributed to participants in these deliberations. The objective is to see if it is possible for citizen groups, working in a deliberative setting, to avoid the rancor and polarization that typically surrounds challenging policy issues.

English-Stonehouse Faculty/Student Fellows

This initiative, supported by Cory and Kim English, funds a two-year faculty fellow conducting research in the sciences, to include, biology, chemistry, computer science, geology, mathematics, physics, and the biological areas of psychology and kinesiology. It also supports students who conduct research under the supervision of the selected faculty member.

In Spring, 2017 the students of our two faculty fellows, Elizabeth Harbron and John Swaddle, presented their research to Cory and Kim English.

Also, in spring, 2017, we selected our new Faculty Fellows, who will serve in 2017-18 and 2018-19. They are Chuck Bailey, Geology, and Lisa Landino, Chemistry. The students conducting research with Professor Bailey are Katherine Lang and Richard Watson, and the students conducting research with Professor Landino are Lydia Boike and Rachel Smith.

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 2016-17, the Morton-Brown endowment funded the research of Kenneth Kambis (Kinesiology) on individual differences in responses to acute high altitude exposure. It also funded the summer research of the following students:

Kexin Fan, Biology

Association Between Diploid OipA in Asian Strains of *Helicobacter pylori* and High Prevalence of Asian Gastric Cancer

Alexandra Payne, Biology and Chemistry

Viral and Bacterial Dynamics in Biofilms and Lotic Systems

Jen Peek, Biology and Economics

RNF4's Role in Stripping Transcriptionally-Active Huntington on a Genome Wide Level

Mark Pownall, Biology

The Role of Ploidy in Embryonic Plasticity

Anna Westerhaus, Biology

Characterization of Stem Cell Niche Morphogenesis in *Drosophila melanogaster* testis

Morton Science Laboratory Fund

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

In 2016-17, these funds were awarded to the Center for Geospatial Analysis to purchase software that will better support geospatial databases and the courses and research that draw on them.

Global Film Festival

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

Sharp Writing for Public Audiences Program

This initiative makes it possible for about a dozen students each year to conduct research and write articles under the supervision of practicing journalists, who are working with the Pulitzer Center for Crisis Journalism. See pages 39-40 for more details.

Study Away Programs

Study Away programs are courses that are taught primarily on campus but that have significant off campus components that may fulfil either the COLL 300 or COLL 400 requirements. For a full description of this initiative, see the section dedicated to this subject on pages 30-34.

Margaret L. Glauber Faculty-Student Research Fellowships

This faculty-student research program supports faculty-student research collaborations in the humanities and social sciences. This year the Glauber faculty fellow is Phil Roessler (Government) and the student fellows who are working with her are Ethan Harrison, Emily Mudd, Jioni Tuck, and Henry Crossman. Professor Roessler and his four students are studying the role that mobile phones can play in the empowerment of women in Tanzania.

DONOR RELATIONS AND STEWARDSHIP

DONOR RELATIONS AND STEWARDSHIP

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

Thank you notes

All students receiving funding that is made possible by a donor are required to write thank you notes before receiving their checks. This includes anyone who received funding through the Honors Fellowships site. Donors are either sent their thank you notes through the mail directly from the Charles Center or electronically. 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 Charles Center. The Charles Center designed and printed Honors Fellowships and Charles Center thank you cards. Each time a gift is given to the Charles Center, the donor will receive either a handwritten Honors Fellowships or Charles Center thank you card. We have received a very positive response from this initiative and will continue to acknowledge every gift with a handwritten card.

Communication

The Charles Center is looking to increase its communication with our donors. Current plans include ordering new stationary and plans of more seasonal mailings. We are also planning on utilizing social media more. There is a Monroe Scholar Instagram page as well as a Charles Center Facebook page. With the new Public Relations position, we are looking forward to developing more consistent communication with our audience.

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, museum interns, and Honors Fellows are all required to blog throughout the research process. The blogs are dedicated to documenting and supporting the research process and it is intended to help students better understand the process of discovery.

Face-to-face Stewardship

Many of our donors visit campus and we provide them with opportunities to meet with the students they are supporting. Examples of on-campus events with donors are the Sharp Journalism presentation event, the Catron presentation event, and the Scholarship luncheon, during Homecoming. In addition, we visit many of our donors in their homes.

CENTER FOR GEOSPATIAL ANALYSIS

CENTER FOR GEOSPATIAL ANALYSIS

The Center for Geospatial Analysis (CGA) is an interdisciplinary program that supports curriculum and research in the broad area of Geographic Information Systems (GIS) and geospatial analysis. We offer an introduction to GIS, as well as more advanced courses, including remote sensing and GIS programming, and discipline-specific courses in Geology, Government, Environmental Science, Anthropology, Health Science, and Biology.

The CGA partners with other GIS faculty across campus including Dorothy Ibes (Environmental Science and Policy); Matthias Leu (Biology); Greg Hancock (Geology); Daniel Maliniak, Michael Tierney, and Phil Roessler (Government); Jennifer Kahn (Anthropology), and numerous other faculty and staff that incorporate GIS into their research and teaching. At the College level, we have access to a database engineer and a GIS programmer. We have a state-of-the-art 15-seat GIS lab and an open source alternative in our 2,000 ft² purpose-built teaching and researching facility housed within Swem Library. The CGA is supported with grants from Mellon, NSF, and internal awards.

Developments in 2016-17

In spring, 2017, Rob Rose, the CGA Director, secured funding to add two new positions, at the lecturer level, to the Center. One lecturer will be associated with the new Program in Data Science and teach general education courses in that field, as well as courses in the CGA's curriculum. The second lecturer will make it possible for the CGA to launch a new GIS Certificate program, which will be targeted at both William & Mary undergraduates and students admitted to a new "fifth year" certificate program. This second position will share administrative responsibilities associated with the certificate program with Rob Rose. The addition of these two new instructional staff will make it possible for the CGA to significantly expand its course offerings.

GLOBAL FILM FESTIVAL

GLOBAL FILM FESTIVAL

The 10th annual Global Film Festival (GFF) took place February 23-26, 2017. The Festival is coordinated by the Program in Film & Media Studies, with funding from the Charles Center and the Reves Center, and additional support from Canon Virginia, the City of Williamsburg and, this year, the William & Mary - St. Andrew's Joint Degree Program.

The Festival began Thursday evening with an opening night reception at the Muscarelle Museum of Art. We are grateful to the Museum and its director for hosting this event and dedicating all proceeds to the W&M Global Film Festival. The opening night film was the Virginia premiere of *The Tiger Hunter*.

The Friday program featured a Cuban film, *El Pez Azul*, and its director, Aram Vidal; a Japanese film, *Forgive - Don't Forget; Tower*, a documentary about the University of Texas tower shooting, and its producer Megan Gilbride; *The Russian Woodpecker*, and its director Chad Gracia; and a South Korean film, *A Tale of Two Sisters*.

The Saturday program included the Virginia premiere of a Pakistani film, *Mah E Mir*; the British film, *The Double*, and its production designer, David Crank; the Virginia premiere of *Accidental Courtesy: Daryl Davis, Race and America*, and a conversation with Mr. Davis and the film's director, Matt Ornstein.

Additional programming included Canon Shorts, a showcase of films submitted by current filmmakers from around the globe.

Future Planning

Colonial Williamsburg and William & Mary recently co-signed a lease to operate the Kimball Theatre. Thus, the GFF will most likely continue to use the Kimball as a main venue.

See website below for more information:

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

COMMUNITY OF SCHOLARS PROGRAM

COMMUNITY OF SCHOLARS FUND

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

Faculty are encouraged to make requests first to their department's contact dean, treating the Community of Scholars Fund in most cases as a second-resort source of funding.

See website for more information:

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

Projects funded in 2016-17:

Funds provided for student travel and production costs associated with a performance of the Leah Glenn Dance Theatre at the Kennedy Center.

Funds provided for Department of Art and Art History to charter a bus to take student to the National Gallery and the Philips Collection.

Funds to help cover the overall costs of the Ewell Concert Series.

Funds for student Damiana Dendy to participate in the Young Diplomats Forum, in Zagreb, Croatia.

Funds for Rani Mullen to support a 7-session series of panels on "the rise of illiberal democracies."

Funds to Tom Linneman to support the Sociology film series.

Funds to Dorothy Ibes to support field trip for Ecotherapy course.

Funds to Fabricio Prado to support two class trips to Jamestown Settlement.

Funds to Christina Baker to support visiting lecturer Adam Taub, who spoke on filmmaking and Dominican bachata dancing.

Funds to Flat Hat staff to help with costs associated with their participation in the College Media Association convention in Atlanta.

Funds to help with costs for a class trip for Julie Hugonny's French 392 class to the Mutter Museum in Philadelphia.

Funds to Greg Smith to support the Bio Math journal club/seminar (commitment for 16-17 and 17-18)

Funding to Lily Panoussi to support the Virginia Classical Studies Symposium, to be held at W&M.

Funding to Elyas Bakhtari to support a Public Health Journal Club.

Funding to help support philosophy department undergraduate philosophy conference.

Funding to Joan Gavalier to support student and faculty participation in the American College Dance Association Conference at the University of Maryland.

Funding to Leslie Cochrane to take linguistics students to the Georgetown University Roundtable on Languages and Linguistics.

Funding for student Virginia Tilley, who was accepted to the Amherst Early Music Festival's Winter Workshop Buxtehude Voices and Lutes Project.

Funding for Paula Pickering to bring Norfolk-based photojournalist and film director, Roger Richards, to screen and discuss his film *Sarajevo Roses*.

Funding to Katherine Preston to cover costs of taking students to the Virginia Opera Company production of *Der Freischutz* (von Weber).

Funding for Hermine Pinson and Suzette Spencer to take their classes to the National Museum of African American History and Culture.

Funding for John Riofrio and Tim Barnard to take their classes to see the film *Get Out*.

Funding for Monroe Scholar Wei Chang who is presenting her Monroe research comparing aging communities in the U.S. and Japan at the Southern Gerontological Society's meeting in Ashville.

FACULTY DEVELOPMENT PROGRAMS

NEW FACULTY ORIENTATION PROGRAM

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

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

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

After this retreat, the faculty members in Arts & Sciences are organized into three groups, arts and humanities, social sciences, and mathematics. A tenured William & Mary Faculty mentor was assigned to each group, and the groups met about once/month over the school to discuss orientation topics in more depth. The mentors in 2016-17 were Josh Erlich, Physics, Cheryl Dickter, Psychology, and Melanie Dawson, English.

The list of new faculty in 2016-17 and the retreat agenda follow.

Arts & Sciences

Bakhtiari, Elyas	Assistant Professor of Sociology
Chaijaroen, Pasita	Assistant Professor of Economics and Public Policy
Cotten, Myriam L.	Associate Professor of Applied Science
Dominique, David	Assistant Professor of Music
Dudek, Jozef	Assistant Professor of Physics
Harrigan, Kaitlyn	Lecturer of Psychology and Linguistics
Horning, Audrey J.	Professor of Anthropology
Johnson, Keith	Lecturer of English
Kidwell, Nathanael	Assistant Professor of Chemistry
Liu, Zhenming	Assistant Professor of Computer Science
McKinney, Claire	Assistant Professor of Government / Gender, Sexuality, & Women's Studies
Menefee, Sarah	Lecturer of Kinesiology and Health Sciences
Ogunnaiké, Oludamini	Assistant Professor of Religious Studies
Pamment, Claire	Assistant Professor of Theatre, Speech & Dance
Qi, Shi	Assistant Professor of Economics
Raposa, Elizabeth B.	Assistant Professor of Psychology
Ren, Bin	Assistant Professor of Computer Science
Sasaki, Tomoyuki	Associate Professor of Modern Languages & Literatures
Sasinowska, Heather	Lecturer of Mathematics
Savelyev, Peter A.	Assistant Professor of Economics
Soto, William	Assistant Professor of Biology
Stevens, Justin R.	Assistant Professor of Physics
Webster, Erin M.	Assistant Professor of English
Wright, Andrea Grace	Assistant Professor of Anthropology and Global Studies

School of Business

Bertolini, Michelle	Clinical Lecturer of Business
Stephens, Rachel M.	Clinical Lecturer of Business
Wilck, Joseph	Clinical Associate Professor of Business

School of Education

Farmer, Thomas	Associate Dean for Research and Professor of Education
Haskins, Natoya Hill	Assistant Professor of Counselor Education
Huber, Heartley	Assistant Professor of Special Education
McGill, Ryan J.	Assistant Professor in School Psychology
Mullen, Patrick	Assistant Professor of Counselor Education
Barko-Alva, Katherine	Clinical Assistant Professor

School of Law

Andrews, Elizabeth	Professor of Practice at the Virginia Coastal Policy Center
Butler, Jay	Assistant Professor of Law
Boelzner, David	Clinical Assistant Professor at the Veterans Benefits Clinic

School of Marine Science

Rivest, Emily B.	Assistant Professor of Marine Science
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College of William & Mary New Faculty Orientation

**Thursday, August 18, 2016
Blow Hall Board Room, 3rd Floor**

The primary objective of the New Faculty Orientation is to welcome you to the William & Mary community. During the Orientation, you will have an opportunity to meet new colleagues, to reflect on the multiple roles of faculty members and to learn about William & Mary resources that support faculty research and teaching. We hope to provide you with a comprehensive introduction to the strong culture of teaching, scholarship and institutional involvement that typifies faculty life at William & Mary.

Agenda

12:00 p.m. Buffet Luncheon
Blow Hall, Board Dining Room, 3rd floor

12:30 p.m. Welcome and Introductions
Michael R. Halleran, Provost

12:45 p.m. Introduction of Helpful Administrators (Each presenter has 5 minutes)

Steven E. Hanson, Vice Provost for International Affairs and Director, Reves Center for International Studies; sehanson@wm.edu; 221-3591

Marjorie S. Thomas, Dean of Students; Campus Center, Room 109; mthomas@wm.edu; 221-1236

Dennis M. Manos, Vice Provost for Research and Graduate/Professional Studies; James Blair Hall, Room 113; dmanos@wm.edu; 757-871-9581

Joel D. Schwartz, Director, Charles Center; jxschw@wm.edu; 221-2460

Susan S. Grover, Vice Provost for Academic and Faculty Affairs; Hoke House, Room 261; ssgrov@wm.edu; 221-3846

Fanchon "Chon" Glover, Chief Diversity Officer; Hornsby House; wfglov@wm.edu; 221-7940

Kiersten L. Boyce, Chief Compliance Officer, Title IX/ADA Coordinator; James Blair Hall, Room 108; klboyc@wm.edu; 221-2743

- 1:45 p.m. Group Breakout Session with senior faculty leaders to respond to questions
- 3:00 p.m. Closing Remarks
- 3:15 p.m. For Arts & Sciences Faculty: Overview of Arts & Sciences
Katharine Conley, Dean, Faculty of Arts & Sciences
Lu Ann Homza, Dean, Educational Policy
Joel D. Schwartz, Dean, Honors & Interdisciplinary Studies
Virginia J. Torczon, Dean, Graduate Studies and Research
Janice L. Zeman, Dean, Undergraduate Studies
- 5:30 p.m. Welcome Dinner
Blow Hall, Room 201
Spouses, partners and children are invited. President Reveley will attend and give a welcome.

UNIVERSITY TEACHING PROJECT

Over the past 25 years the William & Mary faculty has made a concerted effort to rethink and renew the curriculum in a way that will help students move from being passive consumers of knowledge to being active creators of knowledge. The University Teaching Project complements that effort by helping faculty expand their teaching methods to include techniques that are more in line with our goals for active student learning.

Each Teaching Project spans one academic year and is open to all William & Mary faculty by application. Generally, about 25-30 faculty participate, with each receiving a \$1,000 stipend.

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

The program's organizing unit is the individual course portfolio, which focuses on a new or revised course that each faculty member has selected for the year's program. Within their small groups, faculty work with their peers to test and refine new teaching content and delivery methods. While completed individual course portfolios are the tangible result of the Project, participants often note the additional value of the collegial working relationships they develop and value that they receive from the opportunity to exchange ideas about teaching techniques across disciplines.

Teaching Project Public Workshops

The Teaching Project also sponsors a series of workshops on teaching topics that are offered to the campus community throughout the school year. Several of these are organized and led by Teaching Project small groups, while others are led by faculty who have developed expertise on pedagogical topics. 2016-17 workshops:

Critical Concepts When Teaching for Social Justice

Paul Gorski, Founder EdChange and Associate Professor of Integrative Studies, George Mason University

Rubrics Revealed! The Transparent Grading Tool for Efficient Grading and Effective Feedback

Annie Blazer, Religious Studies, Catherine Forestell, Psychology, Jeffrey Kaplow, Government, Brett Wilson, English

Strategies for Creating Inclusive and Engaged Classroom Discussion

Michelle Lelievre, Anthropology and American Studies; Deborah Denenholz Morse, English; Nathan Rabelais, Modern Languages and Literatures; Mona Zaki, Modern Languages and Literatures

Improving Student Study and Learning Skills

Paul Heideman, Biology; and Emily Hauge, student

Microtalks to Develop Oral Presentation Skills

Paul Heideman, Biology

Web-based Tools for Student Engagement and Instructor Feedback

Adam Barger, eLearning Program Manager, APel Initiatives; Stephanie Blackmon (School of Education), Kristy Walker (Information Technology), and Andrea Wright (Anthropology)

Evaluating Evaluation: How Does W&M Evaluate Teaching and What Can We Do to Make it Better?

Bill Cooke, Physics; Iyabo Osiepem, Linguistics and Africana Studies; John Riofrio, MLL; and Joel Schwartz, Government and Charles Center

Whys, Hows, and Yeahbuts of Creating and Using Rubrics

Pam Eddy, Chris Gareis, Tracy Cross, all in the School of Education

2016-17 Teaching Project Participants and Groups

Doctoral Education in the School Of Education

Pamela Eddy, SOE

Chris Gareis, SOE

Tracy Cross, SOE

COLL 100 Group

Annie Blazer, Religious Studies

Catherine Forestell, Psychology

Jeffrey Kaplow, Government

Brett Wilson, English

Interdisciplinary Group

Dan Parker, Linguistics

Meredith Kier, SOE

Rebecca Jiron, Geology

Rob Rose, Center for Geospatial Analysis

Interdisciplinary Group

Tim Barnard, Film and Media Studies

Chinua Thelwell, Africana Studies and History

Leslie Cochrane, Linguistics

Interdisciplinary Group

Michelle Lelievre, Anthropology

Deborah Morse, English

Nathan Rabalais, French and Francophone Studies

Mona Zaki, Arabic