



Office of the Provost

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February 8, 2011

Mr. Eugene M. Tobin
Program Officer
Liberal Arts Colleges Program
The Andrew W. Mellon Foundation
140 East 62nd Street
New York, New York 10065

Dear Gene:

On behalf of the College of William & Mary, it is with great pleasure that I forward our proposal for **Undergraduate Research in Global Studies: Three Faculty Positions That Will Institutionalize Undergraduate Research and Faculty Collaboration Across Five Global Studies Programs.**

We appreciate the Andrew W. Mellon Foundation's willingness to consider this \$866,000 grant to undertake the third stage of the College's initiative to place research at the core of our undergraduate program. Funding from the Mellon Foundation will enable us to seed three strategically placed academic positions. These positions would provide permanent support for undergraduate research in the humanities, with the goal of embedding research experiences at the heart of Global Studies. This project will implement several of the core themes in the College's recently-completed Strategic Plan, including an emphasis on global perspectives, research-intensive learning, and interdisciplinary teaching and research.

Should you have any questions about this proposal, please contact me. We are most grateful for your willingness to consider further investment in the College's undergraduate research program, as well as the Mellon Foundation's significant commitment to other initiatives at William & Mary.

Sincerely,

Michael R. Halleran
Provost

MRH/cef

c: W. Taylor Reveley, III, President
Carl J. Strikwerda, Dean of the Faculty of Arts & Sciences

**UNDERGRADUATE RESEARCH IN GLOBAL STUDIES:
THREE FACULTY POSITIONS THAT WILL INSTITUTIONALIZE UNDERGRADUATE RESEARCH
AND FACULTY COLLABORATION ACROSS FIVE GLOBAL STUDIES PROGRAMS AT
THE COLLEGE OF WILLIAM & MARY**

Summary

The College of William & Mary proposes a four-year grant from the Andrew W. Mellon Foundation to undertake the third, and critical, stage of its initiative to place research at the core of its undergraduate program. This project will implement several of the core themes in the College's recently-completed Strategic Plan, including an emphasis on global perspectives, research-intensive learning, and interdisciplinary teaching and research. To accomplish this, we seek funding from the Mellon Foundation to seed three strategically placed academic positions that will provide permanent support for undergraduate research in the humanities.

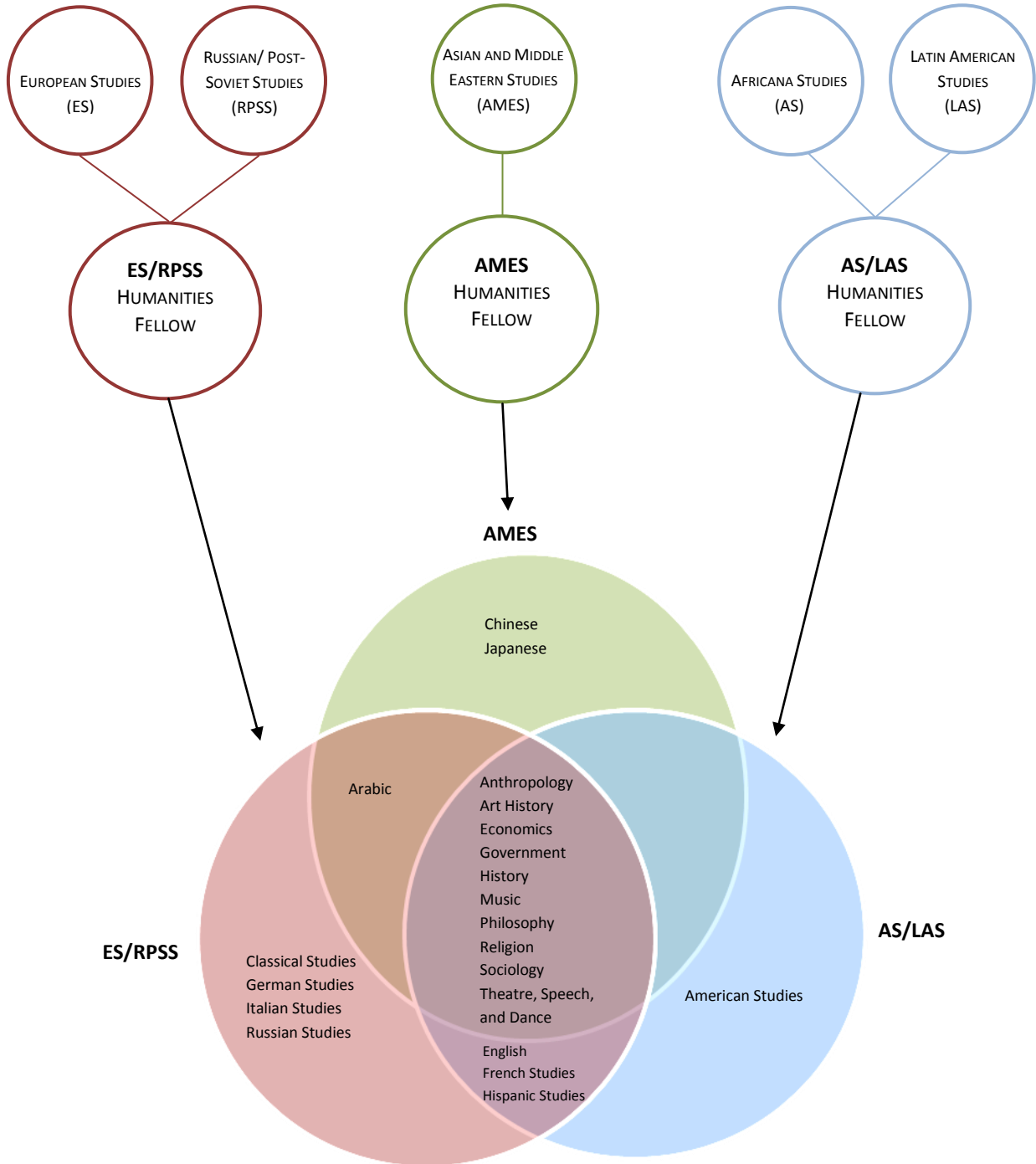
There are five Global Studies degree programs in the William & Mary humanities curriculum. For this initiative we have grouped them into three affiliated pairs, each of which will be the home of a new faculty position: European Studies (ES) and Russian/Post-Soviet Studies (RPSS); Africana Studies (AS) and Latin American Studies (LAS); and Asian and Middle Eastern Studies (AMES), which is the result of a recent merger between these two programs. These pairs are united by the research interests of faculty and by critical thematic links, such as the centrality of nationalism, globalization, social movements, human rights, cultural memory, religion, and the legacies of diaspora, slavery, and colonialism. The historical and thematic associations between these pairings make each an intellectual whole that is far more than the sum of its two parts.

A new faculty position will be placed in each of these three affiliated pairs, with the goal of embedding research experiences at the heart of Global Studies. These research experiences will be fully integrated into the credit-bearing curriculum, providing our students with a sequence of research opportunities that will build in depth and sophistication as they proceed from the lower- to the upper-division. On the one hand, Global Studies is a set of unique, stand-alone degree programs; on the other, it is the interdisciplinary meeting place for faculty with interests in global topics from at least nineteen departments and programs. The goal of this grant initiative is to enhance and invigorate the teaching and research of the humanities faculty who participate in Global Studies programs, to provide significant research opportunities for our students, and to help constitute Global Studies as the axis around which the humanities turn at William & Mary.

We propose a four-year grant, with William & Mary assuming an increased proportion of the support for the three positions in the final two years, and, thereafter, funding the positions in their entirety. During the grant period, the three positions will be filled with two-year postdoctoral faculty. At the end of the grant period we will decide whether to continue to fill these positions with post-docs or to replace them with tenure-eligible faculty. Starting with post-docs in these positions will maximize our flexibility and opportunities to experiment: we will build and institutionalize the Global Studies curriculum over the four years of the grant, at which time we will decide whether our goals will be best met with a post-doc or tenure-eligible model.

Three New Humanities Fellows In Global Studies

There are currently 5 Global Studies programs at William & Mary, one of which, Asian and Middle East Studies, is the result of a recent merger. We propose to create three new Humanities Fellows who will be situated in three paired Global Studies programs, as depicted here.



Global Studies Builds Interdisciplinary Collaborations

Global Studies is a unique set of degree programs; it is also the interlocking meeting place for faculty from 19 departments and programs.

Background and Overview

The grant that William & Mary received from the Mellon Foundation in 2007–2009, supplemented by \$209,000 in matching expenditures from William & Mary, funded 90 projects in 27 departments and programs that were designed to augment the breadth and depth of our undergraduate research curriculum. As a result of this ambitious exercise, the College is now a national leader in undergraduate research. Our faculty and administrators are in great demand to talk at other institutions about our curricular innovations. In addition, we hosted a well attended and well received conference on undergraduate research in October 2010 that showcased several of the most successful and innovative projects that have been developed over the last several years with support from the Mellon Foundation.

We have now concluded the second of a three-phase process that, when completed, will have allowed us to make substantial headway toward accomplishing our goal of integrating the teaching and research missions of the College and transforming the character of intellectual engagement on campus.

Phase One -- The Co-curricular Model:

Undergraduate Research at William & Mary Before the 2007–2009 Grant

Before the 2007–2009 grant, the research experiences that William & Mary provided to its students were disproportionately in science fields and almost always outside of the credit-bearing curriculum (thus, “co-curricular”). Undergraduate research primarily meant opportunities for the brightest students to work in research labs, typically supported by individual faculty grants and institutional funding from NSF, NIH, and similar sources. This model is still the norm at other colleges and universities. Indeed, this is typically the very definition of “undergraduate research” at other institutions, a conclusion that is confirmed by an examination of the program statements that appear on their Web sites.

Phase Two -- The Comprehensive Course-based Model:

Undergraduate Research Now at William & Mary

Thanks to our 2007–2009 grant from the Mellon Foundation, we have moved beyond our *Phase One* program in two critical ways: we have brought research *into* the curriculum, through courses, research-abroad programs, etc.; and we have extended it *across* the curriculum, by encouraging curriculum renewal projects in the humanities and social sciences, as well as the sciences.

Course-based research across the disciplines allows many more students to have significant research experiences than was possible under the *Phase One* model. This is in part because course-based research is, at base, supported by tuition dollars, not by funds dedicated to this

purpose in the grants of research faculty. Thanks to the Mellon Foundation, “teaching with research” is now a strategy that we introduce to each cohort of new faculty, and that our students, regardless of their majors, now experience in courses from their freshman to their senior years.

Phase Three -- The Programmatic Model:

Institutionalizing Undergraduate Research at the Level of Global Studies Degree Programs

The 2007–2009 Mellon Foundation grant has made it possible for us to develop research experiences at the cellular level, as it were – at the level of individual courses. Our next step is to support and coordinate research experiences at the organismal level, at the level of programs. Our five Global Studies degree programs are uniquely suited to accomplish this goal.

While we did not explicitly encourage proposals in the Global Studies area in our calls for proposals from 2007–2009, 37, or fully 41 percent, of the 90 projects that we funded were in this broad field. In the humanities and humanistic social sciences it is simply a fact that much of the energy and innovation on our campus is currently situated in Global Studies. Thanks to the 2007–2009 grant we now have many of the building blocks – individual courses, research abroad programs, our Global Film Festival, etc. – of an imaginative undergraduate research program in Global Studies. The initiative described in this proposal will add to these building blocks and, most important, embed them into sequences of courses and degree requirements that will transform the fundamental architecture of our Global Studies programs.

Three Humanities Fellows (Postdoctoral Fellows) in Global Studies Programs

The overall role and specific responsibilities of the Fellows will be very similar in each of the three Global Studies pairings. In each case, Fellows will teach three courses that will function to embed a sequence of research-intensive experiences into the curricula of both the majors and minors of these programs. In addition, Fellows will be expected to have an organized plan for incorporating students into his or her own research. Finally, each Fellow will also be assigned a faculty mentor and be expected to conduct research and teaching workshops for faculty.

European Studies (ES), and Russian and Post-Soviet Studies (RPSS)

ES is an interdisciplinary program that integrates perspectives from history, politics, and culture, emphasizing both Europe’s regional specificity and its historical and contemporary interactions with other global regions. The core faculty at present have homes in History, Classical Studies, Art History, Government, German Studies, Italian Studies, and French Studies, although students also incorporate courses from Hispanic Studies, Music, Religion, and Philosophy into their degree programs. RPSS introduces students to the culture, history, and politics of the vast region spanning from East-Central Europe to Siberia and Central Asia. The core faculty have their

academic homes in Russian Studies, History, and Government. Students in ES must do significant course work in two European Languages and students in RPSS must study Russian to an advanced level. Students in both programs are strongly encouraged to study abroad.

Undergraduate research opportunities in these two programs have followed the *Phase Two* model. Individual students have conducted significant mentored research projects on topics ranging from the effect of Spanish immigration on Basque nationalism to the cultural impact of Tsarist and Soviet colonization and settlement policies in “peripheral” areas, such as the Baltics, Siberia, Central Asia, and the Caucasus. Both programs have also experimented with initiatives that build rigorous research experiences into study abroad programs. These include an archival research project on medieval topics in Pamplona, Spain, and the Russian Movie Theatre Project, which examines the history of movie-going, exhibition, and reception in St. Petersburg throughout the twentieth century.

ES will take the lead with the search for the Humanities Fellow in the first two years of the grant and RPSS will take the lead in the following two years. In both cases, the Fellow will teach a senior seminar on a broad cross-regional or comparativist topic, such as nationalism, or the contemporary family in literature, film and other media, that will serve students majoring in both ES and RPSS. Fellows will also teach two courses at the sophomore/junior level, in addition to involving students in his or her own research. One of these will be a course in the area of the Fellow’s specialization and the second will be a course on research methods in which students will launch their own projects on a wide range of topics. The senior-level curriculum will also include an annual conference that will provide students, as well as faculty, in both programs with the opportunity to present their research. Overall, then, the Humanities Fellow will staff a pathway of research-based courses that will increase the number of students who have significant research experiences and also provide these students with a logical structure of support as their language skills, substantive knowledge, and critical abilities mature.

Asian and Middle Eastern Studies (AMES)

AMES is an interdisciplinary program that enriches the understanding of a broadly conceived “Asia” in relation to other parts of the world. The curriculum includes the study of history politics, religion, literature, fine and media arts, performance, expressive and ritual culture, and the major languages of the region. Funding from the Freeman Foundation Undergraduate Asian Studies Initiative supported the re-design and development of this program. In addition to an integrative core curriculum, students elect to concentrate in one of five areas, East Asia, South Asia, Southeast Asia, the Middle East, and Asia-Pacific. As a result, students develop specialized

knowledge and language skills related to a specific region, while also studying cross-regional themes and practices that have shaped larger collective experiences.

Student research projects in Asian Studies have included a wide range of literary and cultural studies, as well as a five-student field project, supervised by an anthropologist who specializes in Japan, on the role of food in ritual practice in Japan. Middle East Studies projects have included research on activism among Palestinian Christians, on Islamic perspectives on the environment and on sovereignty, and on the Iranian Diaspora in the U.S. As with ES and RPSS, these all fit the *Phase Two* model.

The Humanities Fellow's teaching responsibilities will include co-teaching the AMES introductory course that is required of all students, thereby making it possible to add a research component to this course. This course is organized around regional case studies that are linked together by a consideration of broad and problematic themes, such as "postcolonialism" and "orientalism." The Fellow will also teach a mid-level research methods class that will use the Fellow's own research as a model, while students apply what they are learning to case studies they will initiate from their respective areas of concentration. Finally, he or she will coordinate the AMES senior research colloquium that will provide students from all concentrations with the opportunity to complete and present research projects begun during the sophomore and junior years, as well as to discuss themes that cross-cut the students' papers. The Fellows who are recruited will alternate every two years between the broad fields of Asian Studies and Middle East Studies, unless and until these positions are converted to tenure-eligible faculty.

Africana Studies (AS) and Latin American Studies (LAS)

The AS curriculum engages students in a critical examination of the intellectual, political, economic, and cultural challenges and achievements of the peoples in Africa and from the African Diaspora, including North America, Latin America, the Caribbean Basin, the Middle East, South Asia, and Europe. All student majors complete an interdisciplinary core, as well as electing a concentration in African Studies, African-American Studies, or African Diaspora Studies. The LAS program explores the literature, languages, culture, politics, and religion of Latin America, and includes the study of Latinos/as in the United States. Like other Global Studies programs, LAS provides students with an in-depth knowledge of this region, while also giving them insights into how global forces are realized in and through local contexts. Both programs encourage service-learning and study abroad.

AS is piloting two innovative research-intensive courses in the 2010–2011 academic year that are outstanding examples of the kind of course-based research opportunities William & Mary

initiated with the 2007–2009 Mellon grant. “Slavery and Memory” was co-taught by four faculty in the fall semester, including a visiting historian from Ghana.¹ Students researched how individuals became enslaved and how enslavement continues to be remembered in the literature, landscape, social practices, and public memory in West Africa, the Caribbean, and North America. In “The Maggie Walker Papers,” students study primary documents, recently discovered in Richmond, Virginia, by William & Mary students, concerning the life and businesses of the first African American, and the first woman, banker in the United States.

LAS has also used funds from the 2007–2009 Mellon grant to develop undergraduate research courses. For instance, they established a collaboration with the National Security Archive in Washington, D.C. that has made it possible for students to do research on human rights topics in Latin America with recently declassified documents. In addition, an art historian has brought a group of advanced students to Quito, Ecuador to do work in archives and museums on seventeenth-century architecture, painting, sculpture, and metalwork. Finally, faculty in Hispanic Studies and Sociology have taken classes to the U.S-Mexican border to study immigration issues, following up on research that the students began in preparatory courses on the William & Mary campus.

The Humanities Fellow will be assigned to AS in the first two years of the grant and a second Fellow will be assigned to LAS in the succeeding two years. Both programs plan to integrate the Fellow into the introductory course as a co-instructor, making it possible to add research projects to this course. He or she will also teach a mid-level research methods course and a senior capstone course. Since these mid-level and senior courses will be organized around broad, cross-regional and comparativist themes, they will be suitable for both AS and LAS majors.

The Three Beneficiaries of this Initiative

Our students, first of all, will profit immensely from this initiative. At present Global Studies students only have two or three truly interdisciplinary courses that are available to them. After that they draw on department-based courses to round out their degree programs. The Humanities Fellows will make it possible for Global Studies majors to take two or three additional courses that are truly interdisciplinary and integrative, and that provide them with active, research-based learning experiences. Finally, Global Studies majors will be able to initiate research projects

¹ The course’s visiting scholar, Wilhelmina Donkoh from Kwame Nkrumah University in Kumasi, Ghana, participated in the 2007 conference and 2009 workshop in Ghana sponsored by the Omohundro Institute of Early American History and Culture, which is located at William & Mary. The Mellon Foundation was a leading supporter of the participation of African scholars like Professor Donkoh through its grants to support both meetings convened by the Omohundro Institute in Africa.

when they declare their majors and then develop them as juniors and seniors. This initiative will provide students with sophisticated problem-solving and writing skills, as well as with an intellectual depth that is often sacrificed for breadth in interdisciplinary programs.

Second, this initiative is designed to bring our Global Studies faculty with affiliated interests together in more meaningful ways. The historians in ES are, for example, currently publishing articles on cultural memory; so are the literary scholars in RPSS. However, they are not currently exchanging their research or creating common courses around this theme. The same is true for faculty in AS and LAS who work on migration. It is our intention to hire Fellows with broad interdisciplinary interests, such as cultural memory or migration: positioned at the intersection of all of our humanities disciplines, as illustrated on the second page of this proposal, the Fellows will provide the curricular and scholarly axis that brings the Global Studies faculty together.

Finally, the Humanities Fellows themselves will be significant beneficiaries of this initiative. Modeled in many respects after the Mellon/ACLS New Faculty Fellows program, Humanities Fellows will receive salaries of \$50,000, health benefits, moving expenses, travel/research budgets, and three-course teaching loads. They will be required to have completed the Ph.D. within the two academic years prior to beginning at William & Mary in a humanities, or humanistic social science, field. Because of our focus on “teaching with research,” the positions will offer an intriguing and desirable blurring of the conventional distinction between teaching and research post-docs. Each Fellow will be assigned a faculty mentor and will do much of his or her course development and teaching in collaborative settings. One way that we will accomplish this is by placing each Fellow, along with a group of colleagues from his or her program, in our University Teaching Project, which will provide an institutionalized structure of support. We are committed to helping our Fellows mature as teachers and scholars, and, in particular, to develop strategies for integrating their teaching and scholarship. This background will provide them with the resources they will need to move on successfully to tenure-eligible positions.

Postdoctoral Fellows or Tenure-Eligible Faculty?

There are many advantages to filling these three positions with two-year postdoctoral Fellows. This approach, for example, will allow us to rotate these positions between Fellows with different regional, topical, and methodological specialties. But tenure-eligible faculty members are full citizens of the university, serving on faculty committees and as long-term advisers and mentors to students. There is no question, moreover, that we could hire permanent faculty with training and interests that would cover a significant amount of territory within his or her Global Studies home. For example, a scholar who studies African literature or music, and the literature or music of the

African Diaspora in the Caribbean and Latin America, could easily provide the integrative coverage that we need for the AS/LAS position.

We have concluded that we will be in a far better position to make this choice after experimenting with the Humanities Fellow model for four years. If we elect to replace some or all of the postdoctoral positions with tenure-eligible faculty, it will be important to make sure that the objectives of this grant will continue to be achieved, by both qualitative and quantitative measures. Each of these new faculty members will be assigned to an appropriate disciplinary home, with a joint-appointment in a Global Studies field. He or she will teach two research-intensive courses in the appropriate Global Studies program and two courses in the home department, one of which must have a significant undergraduate research component. Also, his or her department will staff one additional research-intensive course, perhaps on a rotating basis, in the appropriate Global Studies field. The result will be that the Global Studies field will be guaranteed the same three research-intensive courses it will receive under the postdoctoral model, and there will be one additional research-intensive course taught in the new faculty member's home department.

Project Administration and Budget Overview

Carl Strikwerda, Dean of the Faculty of Arts & Sciences, will have primary responsibility for the success of all activities under this grant. Day-to-day administration will be housed in the Roy R. Charles Center, the director of which reports to Dean Strikwerda. The Charles Center is the home for a wide range of undergraduate research, teaching enhancement, and curriculum experimentation initiatives, and it has the experience and administrative infrastructure necessary to ensure professional oversight of this grant. For instance, the Charles Center administered the 2007–2009 undergraduate research grant on which this project will build. The Charles Center, finally, sits outside of the 38 departments and interdisciplinary programs in Arts & Sciences and is, therefore, in an ideal position to coordinate initiatives that will require cooperation between these units.

The primary budget components for this project are as follows:

- < Our four-year budget assumes salaries of \$50,000, plus benefits, for the three Humanities Fellows. The cost will be borne by the grant in years one and two, half by the grant and half by William & Mary in years three and four, and by the College alone thereafter.
- < Each Fellow will be provided a budget of \$3,000 each year, up to \$1,500 of which can be used to support his or her personal travel and research expenses and the rest of which will be used for course-related expenses. In addition, \$5,000 will be made available each year,

on a competitive basis, for other faculty within each of the three Global Studies areas to use for course-related research activities.

- < In addition, three adjunct-level salaries, at \$5,000 each, will be supported by the grant each year, one for each of the Global Studies fields, to cover the foregone teaching of faculty co-teaching with our Humanities Fellows.
- < Finally, \$20,000 each year will be provided to support the year-long participation of Global Studies faculty in the University Teaching Project (at \$1,000/faculty member/year), and to provide a modest stipend (\$1,000) for each of the three formal faculty mentors assigned to the Fellows.

Conclusion

Over the past decade, undergraduate research at William & Mary has moved from being an exceptional opportunity for a small number of our strongest students in the laboratory sciences to being a central, integrating characteristic of our personality as a university. Undergraduate research is well-suited to an institution that is committed to supporting research at the highest level, while priding itself in providing students with perhaps the strongest undergraduate liberal arts education of any public university in the United States. There is, no doubt, some creative tension between these two components of our identity, which is one reason that we have worked to build programs designed to reinforce their compatibility and mutual dependence.

Three new positions is not a large amount of growth for a faculty the size of William & Mary's. However, as this proposal illustrates, the three new Humanities Fellows that would be created by this grant, and funded in perpetuity by William & Mary, are uniquely situated like the central stones in an arch. Global Studies faculty have taken the lead over the past several years with bringing individual students into their research and bringing research into their courses. These three new positions will embed research experiences into the overall structure of Global Studies degree programs, thereby creating a central support structure that will sustain and integrate undergraduate research in the humanities as a whole at William & Mary.

Budget: Undergraduate Research in Global Studies at the College of William & Mary					
	YR 1	YR 2	YR 3	YR 4	TOTALS
Humanities Fellow in ES/RPSS	\$70,000	\$70,000	\$35,000	\$35,000	\$210,000
Humanities Fellow in AMES	\$70,000	\$70,000	\$35,000	\$35,000	\$210,000
Humanities Fellow in AS/LAS	\$70,000	\$70,000	\$35,000	\$35,000	\$210,000
Research support	\$24,000	\$24,000	\$24,000	\$24,000	\$96,000
Adjunct replacement funds	\$15,000	\$15,000	\$15,000	\$15,000	\$60,000
Teaching Project/ Faculty Mentors	\$20,000	\$20,000	\$20,000	\$20,000	\$80,000
TOTALS	\$269,000	\$269,000	\$164,000	\$164,000	\$866,000