Features:
- ACS and Furman Conference on Sustainability and the Environment
- ACS Postdoctoral Program
- The Mellon Foundation Makes Grant to ACS
- Mellon Faculty Renewal Projects
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ACS and Furman hold Conference on Sustainability and the Environment

Furman University and ACS Environmental Programs co-hosted a collaborative conference September 11-12, 2009, stimulating inter-institutional synergy, cooperation, healthy competition, and the sharing of new ideas and best practices among environmentally-focused faculty and staff. Fifty-seven faculty and staff from 15 ACS campuses attended, including three facilities directors, one sustainability officer, and one LEED credentialed Special Projects staff member.

Specific objectives of the conference were 1) to provide an opportunity for the new Environmental Postdoctoral Fellows to meet each other, as well as to begin networking with established scholars in their fields; 2) to allow participants to brainstorm with ACS staff about new funding searches, such as a Virtual Environmental Studies Department; and 3) to stimulate intellectual and emotional connections to the environment by showcasing the work of three “green” faculty artists. (Photos of the artists’ work can be seen on pages 3 and 7-9, in the August 2009 Green Times, http://www.colleges.org/enviro/newsletters/AUG09GrnTimes.pdf.)

President David Shi gave the keynote address, entitled “Is Simpler Living a Sustainable Ideal?” Shi, who is retiring in 2010,

The Mellon Foundation Makes a Grant to ACS

The Andrew W. Mellon Foundation has provided yet another grant to the consortium, this time $200,000 for staff and office support. The grant was made to assist the consortium in dealing with the pressing and difficult financial challenges facing ACS and its member institutions at this time. President John Roush of Centre College, the chair of the ACS board of directors, expressed the gratitude of the consortium as follows: “On behalf of the consortium’s board of directors, I want to express my appreciation to The Andrew W. Mellon Foundation for this splendid grant to the consortium, which will help us in a very substantial way during these critical financial times. Once again, the Foundation has come through for the consortium, helping us to meet immediate challenges and continue to provide the outstanding services that our member institutions value so highly.”

The funds will support staff in the technology, program development and business areas of the consortium, specifically helping to sustain the consortium leadership provided by Christiane Williams, Marcia White and Cindy Reese. Their outstanding efforts will continue thanks to the support of the Foundation.
The ACS Council of Deans met on September 21-22, 2009 at Washington and Lee University. The meeting was held in conjunction with a Teacher-Scholar Conference sponsored by Washington and Lee to which ACS representatives and others were invited. Key items discussed were as follows:

- Efforts to promote undergraduate research in the humanities – a proposal is being prepared
- Further efforts in Learning-Based Pedagogy (with a pilot workshop scheduled at Davidson in the spring of 2010)
- Expanded Chinese Studies, including exploration of a Center in China
- Possible student exchange activities in Africa, including a focus on Rwanda
- Positive feedback on the new program of post-docs in environmental studies
- Preliminary thoughts on a new five-year consortial plan
- Follow up on the ACS Inquiry-Based Learning project for mathematicians – possibly to be extended to other academic disciplines
- Promotion of diversity on the campus – with special discussion with Washington and Lee minority students
- The third round of the faculty renewal grants sponsored by the Mellon Foundation – with highest priority placed on collaboration across the ACS campuses
- Numerous campus-related issues such as responses to the economic challenges

### Upcoming ACS Events

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Environmental Programs

ACS and Furman hold Conference on Sustainability and the Environment

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has been very active in moving Furman towards sustainability, and his efforts have inspired many faculty and staff at other ACS institutions as well. Other speakers included Furman’s Provost and Executive Vice President for Academic Affairs Tom Kazee, Dean of the Faculty John Beckford, and Center for Sustainability Director Angela Halfacre. Two panels of key players provided information about Furman University’s response to the Presidents Climate Commitment, its Climate Action Planning activities, and the like, so that sustainability work at other institutions could be informed and assisted by that process. In addition, two tours of Furman’s many green campus features, including Furman Farm, Cliffs Cottage, Place of Peace, Lake Restoration Project, Thoreau Cabin, Townes Science Center, Solar aquatic and Solar concentrator, were conducted.

In order to offset the carbon footprint of so many folks traveling to and from South Carolina, as well as extra electricity usage for the conference, ACS partnered with Duke Energy, which donated $200 towards the purchase of 5000 kWh of renewable energy. Furman Sustainability Liaison and faculty member Frank Powell led this effort. Website for the conference is http://www.colleges.org/enviro/workshops/index.html. While visiting the site, be sure to view the conference agenda, list of participants, and a summary of conference evaluations.
ACS-Postdoctoral Program

New Courses Taught by Environmental Postdoc Fellows

ACS Environmental Postdoctoral Fellows will each be offering two to three new environmental studies courses on their campuses each year. The Fellows bring added breadth and diversity to existing environmental studies curricula, and this expanded course offering serves the growing number of students interested in environmental studies and sustainable development. Because the Fellows’ teaching is interdisciplinary, it has the potential to strengthen existing faculty’s interdisciplinary teaching in environmental fields, and to stimulate new research. Additionally, some Fellows have created courses that involve community-based learning, which allows research and teaching to respond to current and pressing environmental concerns. During the 2009-2010 academic year, Fellows taught or will be teaching a total of more than 30 environmental studies courses, many of them new to their institutions. These include such titles as Bees and Other Pollinators; Environment, Health, and Development; Food and Campus Sustainability; Sustainability and Low Carbon Societies; and other fascinating topics.

Connecting Fellows with Peers and Inter-institutional Mentors

Communications is an extremely important aspect of the ACS Environmental Postdoctoral Fellows Program. This is especially true because one of the stipulations to being awarded a Fellow position was that institutions must hire postdocs with expertise in areas where the campus was more or less deficient. The idea was to help round out resources for students and to stimulate new thinking and research among existing faculty. However, because of this requirement, some postdocs arrived at campuses where there is virtually no one with whom to discuss their research. Because Fellows are trained in interdisciplinary scholarship, they need interaction with scholars of many disciplines to do their best work. Communications, for these scholars, have therefore been an absolute necessity. The beauty of consor- tial collaboration is that a wide network of scholars in fields similar to the Fellows’ exists at other ACS campuses. After ACS put out the call, 20 faculty volunteered to mentor Fellows at campuses other than their own.

In addition, since August, ACS has been working to connect Fellows with their peers and with faculty at other campuses, via listserves, conferences, and videoconferences. For example, an inter-institutional dialogue between the Fellows and faculty at various campuses was begun with a listserv that includes 29 members—12 Fellows and 17 established faculty. The dialogue was further strengthened at the ACS-Furman Conference on Sustainability and the Environment in Greenville, South Carolina. Attended by 10 of the 12 Fellows, the conference gave these scholars an opportunity to converse informally about their research with the five official mentors and seven inter-institutional mentors who attended. A second conference in early June, 2010, is being expressly designed to give Fellows and mentors time to network and learn from each other.

Finally, two multipoint interactive videoconferences (MIV) were held in fall 2009 (November and December), with excellent attendance by the Fellows. Using a medium called Elluminate (http://elluminate.com) and hosted through NITLE (the National Institute for Technology in Liberal Education), an MIV uses a virtual “auditorium” or meeting place. Up to six people at a time can be seen on live video, and up to 50 can be heard in real time. During these MIV sessions, Fellows discussed their current and future syllabi, the ideal environmental studies intro course, campus sustainability as it pertains to teaching, the various structures of enviro studies programs across the consortium, and the role of the ACS Fellowship in career development. Such conversations provide Fellows with feedback and support from their peers. Plans are being made by Fellows to meet regularly using this medium in the spring, and ACS will continue striving to create other ways for them to connect.

Call for Presenters: June, 2010 Conference for Postdoctoral Environmental Fellows and Mentors

ACS seeks your help in making the upcoming Environmental conference a success. We need presenters for sessions on the following: best teaching practices, the ideal introductory ES course, careers/job search, and interdisciplinarity/multidisciplinarity. Designed for all Environmental Postdoctoral Fellows and their Mentors, the June 1-3 conference will be hosted by Trinity University in San Antonio, Texas. We welcome all environmental faculty, and are particularly interested in participation by faculty who are acting as inter-institutional mentors who are in dialogue with Fellows about their research.

The conference goal is to bring Fellows together with peers and mentors and give them opportunities to learn more about interdisciplinary pedagogy, to make connections between research and teaching, and to share research. The conference is still in the planning stages, and ACS solicits suggestions from all environmental faculty. We are also interested in hearing suggestions for a keynote speaker. Please contact Elizabeth MacNabb at emacnabb@centre.edu.
The ACS held its second faculty conference on Chinese Studies, attracting 38 individuals to the gathering at Spelman College in October. Faculty representing 15 ACS institutions engaged in intense and lively conversation about ways to build and strengthen the curriculum, fully integrate study abroad into the program, and open new opportunities for faculty development.

The conference was keynoted by professor Hong Gang Jin from Hamilton College. He described the remarkable and comprehensive China program at Hamilton College, which could serve as a model for ACS.

In her talk, professor Jin provided a context for Chinese Studies, identified changes and trends in the field and then described in detail the program at Hamilton. In terms of the context, she observed that considerable attention was being paid to China and the U.S., with China identified as a partner, a market and a competitor. She noted that the interest in China had quickened considerably in the U.S., with new programs being created and secondary school and college enrollments in Chinese courses increasing. In describing the program at Hamilton, Professor Jin emphasized the significance of language-intensive programs that will enable students to function well in China. She underscored the important role of study abroad, adding that follow-up programs to the study abroad experience were especially important.

A major presentation was also offered by professor Tianwei Xie of California State University of Long Beach. In his second appearance at an ACS faculty conference, he suggested a wide range of potential uses of technology in providing instruction related to Chinese language and culture. Moreover, he identified various ways in which the colleges can work together, mentioning his own experience in putting together a China-related consortium in California. His presentation elicited many questions and considerable discussion about the possibilities that the consortium ought to explore in the future.

As before, the participants identified and shared best practices from the member institutions and discussed ways to collaborate. For instance, in the field of technology, the participants exchanged ideas on the tools that they use for virtual teaching, such as MSN, Yahoo messenger, Skype + Mikogo, Elluminate, ConnectNow, Wizlq, SecondLife, Hipihi, and move.com. They expressed a desire to create virtual classrooms in Chinese language and culture, enabling students to communicate with native speakers in China via Skype at least once or twice a week to keep up their language proficiency in speaking, reading, and composing.

Professor Zhengbin Lu at Spelman College described his project on enhancing Chinese language learning through virtual tutoring in the summer of 2009, in partnership with Shanghai Normal University in China. The project provided beginning Chinese language learners a weekly opportunity to practice their Chinese language through authentic communications with native Chinese speakers in China. Professor Lu stressed that such an Internet-based virtual classroom not only provides real-situation language practice but also tremendously increases motivation to learn the Chinese language.

An important presentation was made by Guowen (Steve) Wang of Heilongjiang University in Harbin, China. He described the collaborative efforts between his university and ACS to create an ACS Confucius Institute. If approved by the Chinese government, funds would be provided to stimulate China-related activities on the various member campuses. The institutes provide various benefits, including language instructors, teaching assistants and support of a wide range of program activities such as Chinese guest lecturers, artistic performers and visits to China for faculty and staff.

The participants thought the conference was very helpful in providing them with very constructive information about how to develop a program with existing resources and how to take advantage of computer-mediated communication to aid teaching. The participants responded that the conference met both their individual goals as well as goals for their institutions. The participants stressed the importance of a sustainable ACS-based Chinese Studies Program. One faculty member gave this response “It was a great conference. Thanks for all the work you are doing. I look forward to a long period of interaction with ACS. It makes my job seem actually possible!” Referring to specific campus plans, participants expressed keen interest in creating courses related to China or expanding the content of already existing courses. For example, one of the participants wrote that “We have an Interactive Business Program and wish to make it a real Global Business Program by expanding our offering to China. We need support to get this effort off the ground. Support in terms of contacts and opportunity to gain on-the-ground experience in China.”
International Programs

Exploring Teaching Opportunities in China

ACS continues to explore teaching opportunities for ACS graduates and faculty in China. The Hubei Provincial Foreign Experts Bureau is open to ACS graduates and teachers to teach English in Hubei Province, which is situated in the middle reaches of the Yangtze River and to the north of Dongting Lake. It is rich in agriculture, forestry and hydro-power resources. Agriculture and fishery are well developed in Hubei. Renowned as the Province of a Thousand Lakes, Hubei abounds in natural, historic and cultural resources. The main places of historic interest and scenic beauty include the Three Gorges of the Yangtze River, the East Lake and the Yellow Crane Tower in Wuhan, and the Temple of Emperor Yan in Suzhou.

Selected teachers will be dispatched to Chinese schools (elementary schools, middle schools, high school, training schools, and universities), all of which have official permits to employ foreign teachers. Working Permit and Visa notification letters will be issued to teachers to assist them with their application of Z (working) visas and Resident Permits.

Requirements for teachers include:

1. Hold a college diploma or TESOL/ESL/TEFL certificate and high school diploma
2. Be a native English speaker
3. Be a responsible person, enthusiastic about teaching and have good communication skills

For more information, please contact the project manager, Ms. Fen Huang at hbfeb@yahoo.com.cn or Jinping Zhu at jzhu@colleges.org.

Second ACS Student Research Conference on Chinese Studies

The second ACS Student Research Conference on Chinese Studies will be held on April 16-17, 2010 in Atlanta. The agenda is in the planning stages. The conference will showcase original research by undergraduate students, covering such issues as Chinese history, culture, language, environment, economics, society, science, government, literature and religion. The conference will consist of plenary sections for presentation of papers by students and panel discussions as well. Poster presentations are also being considered. Grant funds are available for two students from each ACS institution. For more information about the conference, please contact Jinping Zhu at jzhu@colleges.org.

18th Latin American Studies Symposium at Birmingham-Southern College

Barbara Domeckova, Latin American Studies Symposium Director at BSC, invites proposals for the 18th Annual LAS Symposium hosted by Birmingham-Southern College on April 16-17, 2010.

This interdisciplinary conference aims to promote undergraduate research focused on Latin America. All topics pertaining to Latin America are welcome. The presentations should be 15 minutes in length. We encourage proposals of panels and invite faculty members to serve as panel chairs and discussants. Papers in English, Spanish and Portuguese will be considered.

Registration: All participants have to register for the conference. The registration fee is $35.00.

Submissions: Please send panel/paper proposals to the address below or submit online.

Deadline: January 31, 2010

By Mail:
Dr. Barbara Domeckova
Latin American Studies Symposium Director
Birmingham-Southern College
900 Arkadelphia Road, Birmingham, AL 35254
Phone: (205) 226-4975
Fax: (205) 226-3089
Online:
http://www.bsc.edu/academics/las/symposium.htm

British Studies Symposium at Rhodes College

The British Studies Symposium will be held on February 26-27, 2010 at Rhodes College. The deadline for receipt of submissions of paper proposals is February 8, 2010. For more information, please contact Michael Leslie, Office of the Dean, British Studies At Oxford at leslie@rhodes.edu or (901) 843-3715.
### International Programs

#### Accademia dell’Arte

The consortium continues its affiliation with the Accademia dell’Arte in Arezzo, Italy, with Hendrix College being the lead institution for the consortium. Accademia dell’Arte is a community of performing artists, musicians, scholars and students working in an environment dedicated to realizing individual goals and collaborative projects. The Accademia provides a unique experience for students currently studying and training in theatre, dance, music, filmmaking and studio art that wish to extend their horizons with an intensive period of work in Italy during the academic semesters or the summer.

The spring dance program draws inspiration from both contemporary dance and traditional dance with an intensive semester of studio dance training. The fall music program is offered in collaboration with the Furman University School of Music and includes applied music instruction, music history, conducting and performance opportunities. Faculty interested in these programs are asked to contact Scott McGehee at mcgehee@dellarte.it or Jinping Zhu at jzhu@colleges.org.

The Accademia is also planning to expand programs into the humanities in the future, a new initiative in which professor Richard Leterrie of Furman is particularly interested. He may be contacted at richard.letonerie@furman.edu.

#### Middle East Program

The consortium is exploring cooperation with the U.S. Arabic Distance Learning Network. The Network, a consortium of universities led by Montana State University serves to expand opportunities for students to study Arabic language and Islamic culture. The Network offers innovative online instruction to member institutions. The program offers two years of instruction in Modern Standard Arabic. In the first year, students at Network institutions receive instruction from a qualified Arabic professor through interactive video technology supplemented by teaching assistants located at each site. The second year of instruction is offered through an articulated study abroad option. The consortium would like to test the program on a few institutions that are interested in offering online instruction to students.

Faculty who would like to learn more about this initiative are invited to contact Jinping Zhu at jzhu@colleges.org.

#### Trinity University Summer Programs

Trinity University has developed three summer programs that are open to students from all ACS schools. There is an interdisciplinary study of Sustainability in Mexico, an Internship program in Madrid, and a look at the European Union from an economics and business perspective.

The Trinity Summer in Mexico program offers an interdisciplinary study abroad option. The consortium is exploring cooperation with the U.S. Arabic Distance Learning Network. The Network, a consortium of universities led by Montana State University serves to expand opportunities for students to study Arabic language and Islamic culture. The Network offers innovative online instruction to member institutions. The program offers two years of instruction in Modern Standard Arabic. In the first year, students at Network institutions receive instruction from a qualified Arabic professor through interactive video technology supplemented by teaching assistants located at each site. The second year of instruction is offered through an articulated study abroad option. The consortium would like to test the program on a few institutions that are interested in offering online instruction to students.

Faculty who would like to learn more about this initiative are invited to contact Jinping Zhu at jzhu@colleges.org.

The Trinity Summer in Mexico program offers an interdisciplinary study of Sustainability in Mexico, an Internship program in Madrid, and a look at the European Union from an economics and business perspective.

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#### European Union Program: July 13 – July 27

Students earn three credits on the European Union from a business and economics perspective. Included will be visits to the European Central Bank in Frankfurt, the BASF’s headquarters in Germany, the Mercedes Smart Car assembly plant in France, and the SKYPE facility in Luxembourg. Students will also visit the European Court of Justice, the European Parliament, the European Commission, and the Organization for Economic Cooperation and Development (OECD) among other corporations and organizations in ten different cities. Interested students must have at least sophomore standing at the end of the spring semester and have earned at least six semester credit hours in business and economics. However, this program is open to students of all majors. Cost of the program is $4,200 (airfare not included). Applications must be received by January 29th, 2010. For more information and application materials, contact Jorge G. Gonzalez, Department of Economics, jorge.gonzalez@trinity.edu, 210-999-7224 or Richard M. Burr, Department of Business Administration, rburr@trinity.edu or 210-999-7290.

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Multicultural Directors Annual Meeting

The ACS Multicultural Directors met for their second annual meeting at Centenary College on September 17 and 18, 2009. There were nine ACS institutions represented at the meeting. The group welcomed two new directors as members this year. As the meeting began over dinner, everyone agreed on topics for discussion the next day and discussed their greatest achievement and their greatest challenge from the previous academic year. The roundtable conversation continued as each director identified a pressing issue for the current year and solicited input on meeting and overcoming it. The group shared diversity training programs, like Safe Zone and NCBI-National Coalition Building Institute program models, numbers of multicultural students and faculty and program brochures.

Following up on last year’s suggestion to share yearly and five-year multicultural plans, each participant shared his or her plans in print or via Website links. The group agreed to share campus climate surveys via the list serve. A lively discussion took place around diversity committees, their make-up, how they are chosen, their effectiveness and their by-laws.

Two institutions, Sewanee and Centre, are entering their second and fourth years of the POSSE program. POSSE is an organization that prepares promising small groups of public high school students for enrollment at top-tier colleges nationwide. The partnerships bring student leaders from major metropolitan areas to some of America’s best institutions. “The POSSE program is a unique and successful way to foster broadened access to education while enriching the cultural and academic life of small liberal arts colleges like Centre,” says Rick Axtell, faculty mentor for POSSE at Centre College. Each representative discussed how beneficial it is to their overall campus as well as to the POSSE students.

Participants came away excited, reinvigorated and looking forward to meeting next year. All vowed to stay in touch and utilize the list serve to discuss issues and solicit feedback throughout the year. Next year’s meeting will be at Centre College.

Senior Student Affairs Officers Annual Meeting

The ACS Senior Student Affairs Officers (Deans of Students) gathered at Hendrix College from December 6-8, 2009 for their annual meeting. Karla Carney-Hall, Vice President of Student Affairs, graciously served as the meeting host. A parallel meeting of Student Affairs colleagues (from student activities) took place at the same time and location.

The meeting was spent discussing pressing issues from the campuses. Topics ranged from student emergencies, student conduct procedures, parent communication and assessment to campus services, budgets, and facilities. The group plans to include members of campus security and safety areas to discuss crisis management at next year’s meeting. The Deans of Students have a page on the ACS site where they post their activities and information. For the minutes of the meeting, the formal 2010 Goldberg Citation and upcoming information, go to the ACS SSAO Web page.

While at the meeting, Brit Katz, Vice President for Student Life and Dean of Students at Millsaps College – and Goldberg Citation Selection Chairperson – presented the 2009 “Goldberg Citation” to Dean Harold Holmes, Associate Vice President for Student Life and Dean of Student Services at Wake Forest University. The citation was presented over a conference call that took place on the second day of the meeting.
The first round of Mellon Faculty Renewal Projects has been completed. There were many interesting and varied projects. Some involved one faculty member but many involved cooperation across departments and across institutions. All produced indirect benefits for students. Here are two examples from the first round:

From the Leadership Development category - Washington and Lee University and the University of Richmond collaborated on a cross-institutional program that involved a joint planning process to develop and deliver training workshops to faculty members in positions of academic leadership. Entitled “Department and Program Head Training,” the project leaders were Academic Deans Hank Dobin from Washington and Lee University and Andrew Newcomb from the University of Richmond.

The two deans recognized the need to prepare faculty members to assume the responsibilities of academic leadership and develop the skill set for conflict management, effective handling of sensitive personnel or legal matters, running effective meetings, mentoring younger faculty, supervising staff, and managing budgets. The goal for this project was to produce a mutually-developed, ongoing program on each campus that sustains development and support of faculty leaders.

A year-long collaboration ensued that developed faculty leadership training through the cross-fertilization of two different institutional cultures. Independent sessions were held as part of department and program head meetings on both campuses. One joint session was conducted in Charloettesville, Virginia for the heads and a small group of invited staff leaders in the Human Resources and the Registrar’s offices.

Respondents indicated that the workshop helped them the most in the areas of leadership, time management and managing conflict. It was a launching point for each individual institution’s programs and a very fruitful joint collaboration. The development of each institution’s faculty leaders will continue to be a priority in the coming year.

From the Personal Growth category - Centre College faculty member Sarah Goodrum developed a “Writing Workshop for Faculty.” Faculty at small liberal arts colleges often find it challenging to balance the time-sensitive demands of teaching with their research and writing interests, making it difficult to start and finish writing projects in the course of a semester. Yet few colleges provide faculty with the opportunity to address this challenge. Professor Goodman organized a three-day workshop on writing for publication for 15 faculty at Centre College. The workshop assisted faculty from a variety of disciplines to improve the efficiency of their writing, increase their success with publishing, and organize one or more on-campus writing peer groups. In addition, the workshop served as a model for future writing workshops at Centre College and other ACS institutions.

The activities for the two-day workshop included writing exercises, peer group writing critiques and writing group sessions. Through these exercises and activities, participants were exposed to time management skills to increase writing productivity, warm-up writing exercises to facilitate new ideas and overcome writer’s block (e.g., cluster writing, free-writing), ways to clarify and develop an argument and how to respond to comments from journal reviewers and editors. When faculty view their writing as something to do only during breaks, they miss the opportunity to make progress on their projects throughout the year and neglect the possibility that their writing can advance their teaching. The Writing Workshop at Centre College helped faculty and staff write more efficiently and with greater success.

Update on Mellon Faculty Renewal Program

October 1, 2009 was the due date for the third round of Mellon Faculty Renewal grant pre-proposals. The review committee received 40 pre-proposals and approved 28 to submit full proposals by January 15, 2010. Decisions for grant awards will be made by March 1, 2010. The last round of pre-proposals is planned for the fall with pre-proposals due by October 1, 2010. The writers of the approved pre-proposals will be asked to submit full proposals by January 15, 2011. We are looking forward to many more exciting projects that renew faculty and give them an opportunity to work on new initiatives alone and collaboratively to advance and benefit faculty and students at one or more ACS institutions. For information, contact mwhite@colleges.org.
Three ACS business faculty led a pre-conference workshop on blending liberal arts and business education at the Association of American Colleges and Universities’ national conference on “Integrative Learning: Addressing the Complexities” held October 22, 2009, in Atlanta.

Cecilia McInnis-Bowers, Professor of International Business at Rollins College, and E. Byron Chew, Mongahan Professor of Management at Birmingham-Southern College, designed and facilitated a pre-conference workshop on “Ensuring Liberally Educated Business Graduates,” and Morehouse College’s Interim Dean of Business, Cheryl Allen, was one of the panelists.

Attendees discussed issues related to the complexity of academic structure, curriculum, pedagogy, and perceived cultural divides between faculty in liberal arts and business. The participants, from liberal arts colleges across the country, shared experiences, challenges, philosophies and examples in a round table discussion. The workshop brought administrators and faculty from the liberal arts and business together to respond to panelists’ positions on three big questions:

“Why should administrators and faculty care about blending liberal arts and business?” presented by Peter Brown, Senior Vice Provost, Mercer University

“Are business faculty strangers in a strange land on liberal arts campuses?” led by Cal Boardman, Kendall D. Garff Professor of Finance, University of Utah

“Do accrediting bodies create barriers or ease the way for blending liberal arts and business?” presented by Cheryl Allen, Interim Dean of Business, Morehouse College

Following the discussion, professor Boardman led a pedagogical demonstration using excerpts from Cicero’s “De Officiis” to illustrate competitive advantage, pricing, and business ethics.

Program participants shared two key interests: structural possibilities and pedagogical approaches for blending liberal arts and business. Participants commented about the timely nature of the program and expressed appreciation for having a forum to discuss the dynamics of business enrollments increasing on liberal arts campuses. They hope for more opportunities such as this program provided. The session provided food for thought and insight for future curriculum design and academic structure.

Business faculty interested in working together in ACS on this issue and other business education initiatives should contact mwhite@colleges.org.

Resident Life Directors Annual Meeting

The annual fall meeting of the ACS Residence Life Directors was held at Trinity University in San Antonio, Texas, on October 11-13. A productive group of Residence Life Directors from six institutions attended. The size of the group allowed for a great deal of interaction, participation by all, and lively discussion of successful initiatives and common challenges occurring on participant’s campuses.

Each participant was able to share his or her successes as well as challenges with initiatives such as diversity training, response to H1N1, emergency procedures, building renovation and new construction. In order to discuss as many items as possible, topics were broken into two categories: major topics and quick polls. Through the free exchange of ideas and information, attendees were able to gather additional ideas and insight to be applied to their particular situation. In addition to a tour of Trinity’s campus and newly renovated residence hall, non-business activities included sampling the local Hispanic cuisine and enjoying the culture of San Antonio through a visit to the historic San Antonio Riverwalk. The 2010 meeting will be held at Rollins College in Winter Park, Florida.
A Special Request

The consortium wants to know of faculty who would be interested in re-establishing some of the following technology-related programs that existed earlier under the auspices of the ACS Technology Center. They are:

* Software engineering
* An on-line art gallery
* Collaboration in music, with a focus on composition
* Transformations Magazine (focusing on information fluency)

Faculty who would like to pursue collaborative efforts in these or any other areas are asked to contact Marcia White at mwhite@colleges.org.

The National Institute for Technology in Liberal Education (NITLE)

NITLE Offers Professional Development Workshops

NITLE will offer the following upcoming professional development workshops for faculty and staff:

- Emerging Technologies and the Liberal Arts Campus, January 5, 2010, Albion College, Albion, Michigan
- Grassroots Video, January 6, 2010, Albion College, Albion, Michigan
- Web 2.0 Storytelling, January 7, 2010, Kenyon College, Gambier, Ohio
- Spatial Statistics, Part 2: Exploratory Data Analysis, February 9, 2010, Delivered online in the virtual auditorium
- Spatial Statistics, Part 3: Description & Prediction, February 16, 2010, Delivered online in the virtual auditorium
- Technologies for Teaching Writing, February 20, 2010, Mars Hill College, Mars Hill, North Carolina
- Spatial Statistics, Part 5: Sampling, March 2, 2010, Delivered online in the virtual auditorium
- NITLE Camp, June 21, 2010, DePauw University, Greencastle, Indiana

Please visit http://www.nitle.org/events/calendar.php for more information on these offerings, including details on how to participate.
Pioneering work of Birmingham-Southern College Professor of Music Charles Norman Mason is showcased at the Cranbrook Institute of Science in Bloomfield, Michigan. The project, titled “Folded Murmur,” is a collaboration of Mason, photographer Richard Barnes, and video artist Alex Schweder, and marks the start of a project between the Cranbrook Art Museum and the Institute of Science called Artology. The trio integrated photographs, projected-video and sound installation based on their study of starling migration in Rome. The Artology collaborative, which opened October 4, focuses on creating visual and experiential examples of the ways in which art and science frequently parallel or complement each other. The “Folded Murmur” project allows visitors to enter a space that surrounds them with the sounds and experiences of a starling migration.

Duane H. Pontius Jr., the T. Morris Hackney Professor of Physics at Birmingham-Southern College, has been named the 2009 Alabama Professor of the Year by the Carnegie Foundation for the Advancement of Teaching and the Council for Advancement and Support of Education (CASE). He received the award at a luncheon in Washington, D.C. “Dr. Pontius’ commitment to effective teaching and to meaningful engagement with students extends beyond those in his classes, and he participates in a broader discussion of undergraduate physics pedagogy” stated Wayne Shew, Ada Rittenhouse Snavely Professor of Biology and associate provost at BSC. Pontius initiated peer instruction at BSC, based on his version of a model developed at Harvard. His method is completely interactive and includes an electronic response system known for its clicker devices used by students to respond.

The Centenary College Diversity Committee hosted a number of events celebrating Hispanic Heritage Month last October. Each year, Americans observe National Hispanic Heritage Month from September 15 to October 15, by celebrating the histories, cultures and contributions of American citizens whose ancestors came from Spain, Mexico, the Caribbean and Central and South America. Part of the month-long observation at Centenary included a Dia de los Muertos altar-making workshop as well as a traditional El Dia de los Muertos celebration in which Spanish students shared poems, songs and readings with the Shreveport community. “Voces Castellanas,” a group of local Hispanic women who share the different aspects of Spanish heritage with the community, led the events.

Thanks to the hard work and dedication of several Centre College students, Best Buddies, an international nonprofit organization founded in 1989 by Anthony Kennedy Shriver, became an official campus organization last October. Its mission is to establish one-to-one friendships, integrated employment and leadership development for people with intellectual and developmental disabilities. “Our goal is to foster friendships,” said Ben Cocanougher ’11, Centre’s buddy director. “We believe this will allow our buddies to become more comfortable in social environments, allowing them to attain jobs, and eventually leading to inclusion and acceptance by society.” To form these invaluable friendships, Centre students are matched with a member of the local community (who is 18 or older) with intellectual and developmental disabilities. Centre buddies will be in touch with their new friends at least once a week, either by phone call or e-mail. At least twice a month, they will visit with their buddies in person.

Carole and Marcus Weinstein, of Richmond, Virginia, have made a $2.2-million gift to Davidson College. “This gift is an acknowledgement of the outstanding education that Davidson has provided for generations of students, and it is also an investment in the college’s future,” said Marcus Weinstein. “In particular, I hope that this gift will support Davidson’s ongoing efforts to bring to the college the most talented students from all backgrounds, so that bright young people can engage with and learn from a broad spectrum of their peers.”

Davidson College Associate Professor of Psychology Mark Smith has received a grant of nearly $1 million from the

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National Institute of Drug Abuse to continue his research in demonstrating that exercise can reduce the desire for cocaine. In a series of critically acclaimed experiments over the past three years, Smith tested the motivation of rats to push a lever to receive a dose of cocaine. Rats who regularly exercised gave up when they did not receive a dose after an average of 70 pushes. Those who were denied exercise kept pushing the lever an average of 250 times. The funds will support five years of animal studies to more precisely determine the benefits of exercise at various stages in the addictive process. Can it help people avoid beginning drug use? Will it lessen the amount of drugs new users employ? Can it help people kick an existing habit? Can it help reformed users avoid a relapse into addiction? And does exercise cause any physiological changes in the brain that “immunize” a person against drug abuse? “We’ll be looking at exercise as both a preventative and treatment intervention,” Smith said.

Furman University is one of four institutions nationwide to receive a Campus Sustainability Leadership Award from the Association for the Advancement of Sustainability in Higher Education (AASHE). The awards are presented annually to institutions that have made the greatest overall commitment to sustainability as demonstrated in their education and research, campus operations, and administration and finance. Furman received the AASHE award designated for four-year and graduate institutions with an enrollment under 5,000. In selecting the winners, AASHE looked at the overall impact of an institution’s efforts, relative to the institution’s size and wealth; the breadth of sustainability initiatives, especially the integration of social aspects of sustainability; the extent of student involvement in sustainability activities; the level of support from campus administration; and the extent to which the institution serves as a model for others. Having adopted sustainability as a primary strategic goal for the entire university, Furman is among the leaders in higher education for its wide-ranging efforts to promote environmental awareness. The university was a charter signatory to the American College and University Presidents Climate Commitment, and has been named one of the country’s most environmentally conscious colleges and universities by KIWI Magazine and the Sierra Club.

Hendrix College’s sustainability efforts received high grades in several categories in a report by the Sustainable Endowments Institute. More than 300 colleges and universities throughout the U.S. were surveyed and graded, with the results released as the “2010 College Sustainability Report Card.” Specifically, Hendrix received an “A” grade for its commitment to sustainable transportation, an increase from a “C” grade last year. The higher grade came after the college replaced two gas-powered campus vehicles with electric cars, enhanced its student-initiated bicycle sharing program, and opened The Village at Hendrix, a New Urbanist development that involves walkable neighborhoods. Hendrix also received an “A” grade for its investment priorities, which includes investing in community development loan funds.

“Our campus has always been vibrant and progressive, and it has been exciting to see the Green-friendly improvements that continue to take place at Hendrix,” said Joyce Hardin, a Biology professor at Hendrix and the co-chair of the college’s Sustainability Committee. “Through the Sustainability Committee, we are continuing to identify, discuss and implement new ideas.”

Millsaps College

The Archaeological Institute of America has awarded Millsaps Anthropology professor Michael Galaty its 2010 Excellence in Undergraduate Teaching Award. He will be presented with the award at the AIA annual meeting in January. “Michael is a true teacher-scholar, his scholarship strengthens his teaching and his teaching strengths his scholarship,” said George Bey, Anthropology professor and Associate Dean of International education at Millsaps College. Galaty joined the faculty at Millsaps College in 1999 and has since taught 23 different courses. He is known for his creative, dynamic teaching style seen especially in his “Anthropological Films and Filmmaking” class where students studied and then produced ethnographic films as a way to record and understand human behavior. “Michael takes young scholars and does not simply work with them in a class, or even in a major. He works with them to create mature, competitive scholars,” Bey said. “He helps them take advantage of every opportunity available and works with them so they fully realize their intellectual potential.”

Millsaps College received a three-year $384,535 grant from the National Science Foundation to support student research in the College’s W.M. Keck Center for Instrumental and Biochemical Comparative Archaeology. The College will use the grant to purchase additional sophisticated research equipment for the Keck laboratory, which supports pioneering interdisciplinary research teams of faculty and students to address complex archeological questions using modern analytical instrumentation. New equipment includes laser ablation for the lab’s ICP-mass spectrometer, which will allow researchers to “zap” artifacts, with almost no damage, to gather data on their chemical make-up. A portable X-Ray Fluorescence spectrometer will also be purchased to allow researchers to analyze artifacts in the field.
The Coca-Cola Company presented $6 million in scholarship funds to Morehouse and three other Atlanta University Center institutions to help students continue working towards earning their diplomas. The gift, announced during a September 9 press conference at the Robert W. Woodruff Library, will be split among Morehouse, Spelman College, the Morehouse School of Medicine and Clark Atlanta University. The scholarship money targets students who are experiencing economic hardships that often force them to leave school. Each year at Morehouse, approximately 150 upperclassmen face that decision as they lack a few thousand dollars that could keep them in school. “This gift from Coca-Cola really represents a fulfillment of the college dreams of so many men of Morehouse,” said President Robert M. Franklin, Jr. “Its size is humbling and inspiring.” Spelman President Beverly Tatum added: “The students and the faculty of these institutions are grateful and thankful to The Coca-Cola Company. This support will be of immense help to a number of students wanting to realize their dreams through education. Given the current difficult times, initiatives like these assume an even greater significance.” Coca-Cola gave an additional $1.2 million to the Robert W. Woodruff Library to upgrade the facility’s information technology infrastructure and enhance the ability to manage and provide access to critical archival documents, such as the Morehouse College Martin Luther King Jr. Collection.

Rhodes College’s NASA Stars program, which began in 2006, has been expanded, thanks to a $200,000 grant from the National Aeronautics and Space Administration. The project is designed to enhance teaching and learning of STEM (science, technology, engineering and mathematics) subjects. Funding from the grant will be used to send 10 teachers and 270 students from Cypress Middle, Springdale Elementary and Snowden School (K-8) to Space Camp. This is a follow-up to the NASA Stars program in 2006-2007, when a generous grant from NASA allowed Rhodes to partner with these schools for this purpose. Selected Rhodes students will help science teachers at the schools implement a six-week science curriculum and prepare students for camp. Then in January, participants will travel to the three-day camp located at the U.S. Space and Rocket Center in Huntsville, Alabama. After the trip, Rhodes students will help administer surveys and opportunities for reflection to assess the educational impact of the Space Camp experience. The goals of the NASA Stars program are to improve teachers’ ability to prepare students for STEM careers; improve educational opportunities for the participants; and enrich the undergraduate experience of Rhodes students through community-based learning.

Three members of the Physics Department faculty have received grants to support their work. Professors Brent Hoffmeister and Ann Viano are recipients of a $200,000 subcontract that is part of a larger grant collaboration funded by the National Institute of Health. The grant is titled “Enhancing Bone Quality Assessment Using Quantitative Ultrasound.”

Professor Deseree Meyer is the recipient of a $95,000 subcontract as part of a larger grant collaboration funded by the Department of Energy’s Stewardship Science Academic Alliances Program. Her work will focus on carrying out measurements relevant to the maintenance of the nation’s nuclear stockpile.

In fall 2009, Rollins began its new general education curriculum. The pilot program, called the Rollins Plan (RP), is comprised of a series of seven courses balanced across divisions and focused on a “big idea” or theme. The program is designed to actively engage students both in and outside of the classroom, and deepen the connection between theory and practice, as well as the relationship between the College and the larger community. RP courses also integrate methodologies from different divisions, developmentally build academic skills, and foster curricular innovation and flexibility. Earlier this year, five teams comprised of faculty from across divisions and disciplines submitted RP proposals for selection. Two themes, Global Challenges: Florida and Beyond, and Revolution, were chosen to become pilots.

“The Rollins Plans brings cohesion and strength to the general education at Rollins by examining a single big idea from a variety of viewpoints, culminating in a capstone course in which teams of students integrate these various ways of approaching the big idea in a cooperative project,” said Mark Anderson, professor of mathematics, who is assisting with the implementation of the two RP pilots. “The RP pilot program is bringing together faculty from disparate fields to design these new programs creating an atmosphere of excitement among faculty, staff and students.”

According to Dean of Faculty Laurie Joyner, this curricular initiative is exciting because it is built on the historical commitment of Rollins to provide a pragmatic, liberal arts education with the goal of producing graduates with the knowledge, skills, and wisdom to effectively address the most pressing problems facing our world today. “The adoption of a common set of student learning outcomes as part of our curricular renewal effort is allowing us to further integrate academic and student affairs initiatives as we strive to

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provide a seamless educational experience for our students that recognize learning opportunities both within and outside the classroom,” she said.

Sherry Hamby, Research Associate Professor of Psychology at Sewanee, is one of the authors of a new study that finds that U.S. children are routinely exposed to even more violence and abuse than has been previously recognized, with nearly half experiencing a physical assault in the study year. The study was conducted by researchers at the Crimes against Children Research Center (CCRC) at the University of New Hampshire and the Department of Psychology at The University of the South. The research was sponsored by the U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention and supported by the Centers for Disease Control and Prevention. The research results are presented in the journal *Pediatrics* and an Office of Justice Programs/OJJDP bulletin titled “Children’s Exposure to Violence: A Comprehensive National Survey.” The study was conducted in 2008 and involved interviews with caregivers and youth about the experiences of a nationally representative sample of 4,549 children ages 0-17. According to the research, three out of five children were exposed to violence, abuse or a criminal victimization in the last year, including 46 percent who had been physically assaulted, 10 percent who had been maltreated by a caregiver, 6 percent who had been sexually victimized, and 10 percent who had witnessed an assault within their family. “Researchers, and even providers, tend to focus on one particular form of victimization, such as parental neglect or school bullying, but our work shows that researchers have missed the fact that in many cases, we are studying the same kids and we should be doing more to identify the full burden of victimization faced by many youth,” Hamby said.

**Southwestern**

Southwestern’s environmental studies program has received a major boost thanks to $1.3 million in funding from recent grants, the largest of which is a $750,000 grant from The Andrew W. Mellon Foundation to expand the global emphasis of Southwestern’s Environmental Studies Program. A portion of the funds will be used to develop a new course titled “Introduction to Cultural Studies” in collaboration with the Modern Languages and Literatures Department. It will also enable Southwestern to hire its first full-time tenure-track faculty member dedicated to environmental geography. To go along with the grant, Southwestern will create a new Mellon Environmental Fellows program, in which five students a year will be offered a $5,000 fellowship to participate in a study abroad program that has an emphasis on environmental issues. The Mellon Environmental Fellows will provide key student leadership to the new Center for Social and Environmental Justice, which will facilitate environmental research projects on campus and in the community.

Southwestern University has also received a $100,000 grant from The Andrew W. Mellon Foundation to continue an “Engaged Diversity” program it started four years ago to promote student exchanges between two predominantly white universities and three historically black colleges and universities (HBCUs). Other universities involved with the project are Dillard University in New Orleans, Huston-Tillotson University in Austin, Morehouse College in Atlanta and Rhodes College in Memphis.

Spelman College and KeyLogic Systems have been awarded a prime contract from the U.S. Department of Energy’s National Energy Technology Laboratory (NETL) for Project Execution and Integration. Valued at $95 million, the five-year NETL contract teams several subcontractors and institutions of higher education together. NETL is one of the DOE’s national laboratories and implements a broad spectrum of energy and environmental research and development programs through its own research staff and through funded research at other laboratories, universities, and industry. The team consists of prime contractor KeyLogic Systems, along with several subcontractors. They are supported by a consortium of universities, including Spelman, West Virginia University, University of Pittsburgh, Carnegie Mellon University, Virginia Polytechnic Institute and State University, and Pennsylvania State University. Specifically, this team will provide support to NETL throughout the energy technology research and development lifecycle.

Spelman students will soon have more options for study abroad in China, Brazil and Turkey thanks to a grant from the Bureau of Educational and Cultural Affairs of the U.S. Department of State. The Study Abroad and International Exchange program at Spelman College has been awarded more than $151,000 to create new summer programs to increase the capacity of international institutions to host American students while also increasing the number of Spelman students who study abroad.

Spelman is one of four Atlanta University Center institutions that will benefit from $6 million in scholarship funds donated by The Coca-Cola Company. The gift will be split among Spelman, Morehouse College, the Morehouse School of Medicine and Clark Atlanta University.
One way to reduce the United States’ dependence on foreign oil is to extract oil embedded in domestic sand and rock, or shale. However, oil prospectors and scientists need to know more about the energy potential of that type of oil, which differs from the more accessible oil reserves that are pumped out as light sweet crude. Carol Parish, professor of chemistry at the University of Richmond, hopes to add to that body of knowledge by conducting theoretical studies of the structure and reactivity of molecules in sand and shale oil. She has received a $90,280 Department of Energy grant to begin her work. The grant is for the first year of what is expected to be a total grant of $273,000 over three and a half years.

Trinity University has received a $1 million gift that will support its Environmental Studies program. The gift was made anonymously, and is intended to provide scholarships and research stipends for students who want to protect and improve the local, regional and global environment. Environmental Studies at Trinity is currently offered as a minor, and it is an interdisciplinary study of the earth’s environment and human interaction with it. Interested students take courses that address environmental issues from natural science, economic and socio-cultural perspectives. The program also includes required courses in anthropology, biology, economics and geosciences, along with several electives. “This is an exciting moment for environmental studies at Trinity University,” Richard K. Reed, chair of sociology and anthropology and director of Trinity’s Environmental Studies program, said. “It will help us attract students who have a passion for the environment and allow them to do research about the serious environmental problems we confront.”

In addition, a new program titled Environment/Sustainability Across the Curriculum (ESAC) will offer students a total of five courses, bundled together as “green leaf” courses, in the categories of arts/humanities, sciences/engineering and the social sciences/business. In addition to taking one course in each of the three main categories, students may choose from several “green leaf” options in first year seminars and writing workshops that would count toward the five required. Modeled after the existing Languages Across the Curriculum, the new program will enable participating students to receive ESAC certification on their diplomas. It also presents new educational opportunities without restricting students to requirements of a major or a minor.

Cornelius Beausang, associate professor and chair of the University of Richmond physics department, has received a $110,000 grant from the U.S. Department of Energy to conduct research that could help explain atomic nuclei and the nuclear processes of the interiors of stars as well as assist with the design of future nuclear reactors. The grant, Beausang’s third from the Energy Department’s Stewardship Science Academic Alliances (SSAA) program, covers the first year of an expected three-year, $510,000 grant. His previous grants have totaled $1 million. Beausang’s project will build on his research during the last six years, including measuring the probability of certain reactions happening when energetic neutrons hit the nuclei of short-lived uranium isotopes and other radioactive elements.

Washington and Lee University professor Domnica Radulescu was awarded the Library of Virginia’s 2009 fiction prize for her novel Train to Trieste, last October. This is the second consecutive year that a member of the Washington and Lee faculty has been honored. R.T. Smith, Writer in Residence and editor of Shenandoah, won a 2008 award for poetry for Outlaw Style: Poems. The Library of Virginia’s annual awards honor Virginia authors or, in the case of nonfiction, works on a Virginia subject. Awards categories were fiction, nonfiction, poetry, and literary lifetime achievement. In selecting Radulescu’s Train to Trieste, the independent panel of judges characterized the winning book as a “stunning debut novel written in lyrically beautiful prose that transcends the pitfalls of first novels.”

Professor Radulescu was born in Romania and came to the United States in 1983. She joined the Washington and Lee faculty in 1992 and is currently a professor of Romance languages and head of the women’s gender studies program.