



The Beacon

Great Lakes Colleges Association

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Albion • Allegheny • Antioch • Denison • DePauw • Earlham • Hope • Kalamazoo • Kenyon • Oberlin
Ohio Wesleyan • Wabash • Wooster

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Our Mission

The mission of the Great Lakes Colleges Association is to take actions that will help strengthen and preserve our colleges; and be a leading force on behalf of education in the tradition of the liberal arts and sciences. Rich in tradition, GLCA will continue to enhance our colleges by leading as new areas of opportunity and challenge emerge.

FEATURE STORIES

GLCA Programs Support Faculty Professional Development

GLCA currently has three externally-funded programs to support the professional development of faculty at its member colleges. Collectively, these programs offer significant opportunities to pursue a range of scholarly and teaching interests – independently or in conjunction with others who share similar interests on ones campus or other GLCA member colleges.

GLCA Academic Innovation Fund

Now in its third year, this program, funded by the Andrew W. Mellon Foundation, supports faculty innovation in two ways: First, GLCA sends \$1,000 once a year to the chief academic officer of each member college to support campus-based projects on a modest scale (e.g. a campus reading or lunch discussion group on a topic of shared interest). Second, the program provides more substantial funding for academic initiatives that involve collaboration between faculty from two or more GLCA member colleges. Two multi-college grants in the \$10,000 range were awarded this fall from the GLCA Academic Innovation Fund:

One is for a project to build a community of GLCA faculty and education abroad professionals to explore more effective ways of integrating learning from study abroad into the liberal arts curriculum. As part of this effort, the grant will support GLCA faculty participation in a November 6-7, 2009 conference on *Integrating Study Abroad into the Undergraduate Curriculum: Transforming*

On-Campus Teaching and Learning, which is a joint venture between Beloit and Kalamazoo Colleges, and will be held at the former institution.

The core planning group for this project include: Joseph Brockington, Associate Provost for International Programs and Professor of German, and Kiran Cunningham, Professor of Anthropology at Kalamazoo College; Patty Lamson, Director, International Programs Office, and Jay Roberts, Assistant Professor of Education at Earlham College; and Jenny Kawata, Director, International Programs and Services, and Eric Pallant, Professor of Environmental Studies at Allegheny College.

A second project to receive funding this year from the Academic Innovation Fund is a collaboration between faculty members at Denison University, Kenyon College and the College of Wooster to *combine curricular and non-curricular actions to enhance effective education about sustainability issues at liberal arts colleges*. A particular emphasis of the project is to consider how faculty members' expertise in sustainability-related areas can be leveraged to achieve institutional impact. One component of this project is to convene a conference involving all three colleges entitled, "Sustainability in the Great Lakes Colleges Association: What works? What's next?" Interested Faculty and students from other GLCA member colleges are also invited to participate in this conference,

Call for Submissions

The deadline for submissions for the next issue of *The Beacon* is November 9, 2009. Please send submissions electronically as e-mail text or attachments to Charla White, Editor at white@glca.org. Submissions may be edited for length. Feedback and comments are always welcome.

GLCA Programs Support Faculty Professional Development *continued*

slated for January 23, 2010 at Denison University.

The leadership group for the project consists of Susan Clayton, Professor of Psychology at The College of Wooster; Abram Kaplan, Associate Professor of Environmental Studies at Denison University; and Jesse Matz, Associate

Professor of English at Kenyon College.

For more information about the Academic Innovation Fund, consult the GLCA Web site at http://www.glca.org/Programs,%20Groups%20&%20Services/Programs/?p_id=217, or contact Gregory Wegner at the GLCA via wegner@glca.org.

Pathways to Learning Collegium

With funding from the Teagle Foundation, the GLCA Pathways to Learning Collegium supports faculty members with grants in the range of \$1,500 to \$6,000 seeking to explore alternative pedagogies based on insights and findings from recent research on learning. In Pathways to Learning projects, faculty members apply a deliberate variation, derived from the literature of learning, to a standard pedagogical method for a given class or unit. They then assess student learning results in comparison to results from a more traditional pedagogy. This program has supported projects by faculty members in a range of academic disciplines across several GLCA member colleges. They include:

- Jean Blacker, Modern Languages and Literatures, at Kenyon College, for a project to explore the impact of a learner-centered, problem-solving approach to teaching a seventeenth-century French course.
- Andrew French, Chemistry; Aaron Miller, Physics; Kyle Shanton, Education; and, Guy Cox of the Ferguson Center for Technology-Aided Teaching and Learning at Albion College, for a proposal to examine the implementation and use of mobile technology for teaching and learning in the physical sciences.
- Gary Gillund, Psychology, at the College of Wooster, for a project to examine the role of deliberate practice as a means of advancing statistical expertise in a psychological statistics course.
- Karen Gunther, Psychology, at Wabash College, for a project to compare the use of biographies and autobiographies to a traditional textbook approach to teaching a Sensation and Perception class.
- Lynda K. Hall, Psychology, at Ohio Wesleyan University, for a project to ex-

plore the use of quiz assignments to enhance long-term retention of course material from introductory psychology.

- Elizabeth Hamilton, German Language and Literatures, at Oberlin College, for a project to explore a Universal Design for Learning approach to teaching an introduction to literature course.
 - Jennifer Hayward and Leslie Wingard, English, at the College of Wooster, for a project to employ digital assignments as a means to provide wider opportunities for student writing while increasing student engagement.
 - Shelley Judge, Geology, at the College of Wooster, for a project to introduce peer instruction with Classroom Response Systems in an Oceanography Course.
 - Aimee Knupsky, Psychology, at Allegheny College, for a project to examine the testing effect with student-generated questions.
 - Jeffrey S. Lantis, Political Science, at the College of Wooster, for the development of a new “International Relations: War and Peace on Film” course, and to compare learning results to results from his class on International Security class, which employs print-based instructional methods.
 - Tom Ludwig, Psychology, at Hope College, for a project to test the principle of constructivism, which holds that students learn by constructing internal representations of concepts and principles, and learning by teaching, which affirms that student motivation and understanding are enhanced when students teach concepts and principles to other students.
 - Stephanie Martin, Economics, at Allegheny College, for a project on the impacts of economic experiments in the classroom on student interest in economics.
 - Jay Roberts, Environmental Studies, at Earlham College, for a project to introduce an
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GLCA Programs Support Faculty Professional Development *continued*

experiential, place-based learning component within an environmental theory and philosophy course to facilitate increased student engagement, knowledge retention and transfer, and attitudinal change.

- Marcy Sacks, History; Jess Roberts, English; Dean McCurdy, Biology; Andrew Dunham, Registrar; and Connie Smith, Assistant Dean of Students, for a project to establish a Learning Community approach to teaching and learning at Albion College.
- Bruce Serlin, Biology, at DePauw University, for a project to explore the impact of concept mapping to stimulate student reflection and cognitive growth in a botany class.
- Claudia Thompson, Psychology, at College

of Wooster, for projects to apply the principle of metacognition to enhance learning in college students enrolled in Introduction to Psychology classes.

- Nathan Tintle, Todd Swanson, and Jill VanderStoep, Mathematics, at Hope College, for a project to implement pedagogical innovation in introductory statistics classes.

For more information about the Pathways to Learning Collegium, consult the GLCA Web site:

http://www.glca.org/Programs,%20Groups%20&%20Services/Programs/?p_id=310, or contact Greg Wegner via wegner@glca.org.



GLCA New Directions Initiative

GLCA’s newest professional development program results from a major new grant received from the Andrew W. Mellon Foundation in January 2009. Called the New Directions Initiative, this program seeks to support faculty members in mid-career (broadly conceived as the period extending from tenure to retirement) who wish to pursue a new scholarly or pedagogical interest, alone or in conjunction with others.

oversee this program yielded the appointment of Dr. Simon Gray of the Mathematics and Computer Science Department at The College of Wooster. In addition, each GLCA member college has appointed a New Directions Initiative Campus Facilitator. The Campus Facilitator’s role is to generate awareness of the program on campus, and to serve as a resource to faculty members in the proposal development process. GLCA encourages all faculty members to consider their campus facilitators as a point of first engagement with this funding program. The campus facilitators are:

A national search for a program officer to

Institution	Campus Facilitator	E-mail
Albion	Beth Lincoln	blincoln@albion.edu
Allegheny	Beth Watkins	beth.watkins@allegheny.edu
Denison	Susan Garcia	garcia@denison.edu
DePauw	Dave Guinee	dguinee@depauw.edu
Earlham	Corinne Deibel	deibeco@earlham.edu
Hope	Deirdre Johnston	johnston@hope.edu
Kalamazoo	Michael Sosulski	sosulski@kzoo.edu
Kenyon	Jean Blacker	blacker@kenyon.edu
Oberlin	Lynne Bianchi	lynne.bianchi@oberlin.edu
Ohio Wesleyan	Joan McLean	jemclean@owu.edu
Wabash	Cheryl Hughes	hughesc@wabash.edu
Wooster	Heather Fitz Gibbon	hfitzgibbon@wooster.edu

GLCA Programs Support Faculty Professional Development *continued*

GLCA New Directions Initiative continued

There are six proposal deadlines for the New Directions Initiative this year, and in coming weeks, the GLCA will announce the first grants to be awarded from this program.

For more information about the New Directions Initiative, consult the GLCA Web site:

<http://www.glca.org/Programs,%20Groups%20&%20Services/New%20Directions%20Initiative/>

This site includes a Call for Proposals and a list of Frequently Asked Questions about this program. For additional questions or information about the New Directions Initiative, contact Simon Gray via gray@glca.org.



Simon Gray, GLCA Program Officer,
New Directions Initiative

NEWS ABOUT GLCA SCHOOLS

ALBION—A Career in the Stars

As a physics major with an interest in astronomy, Lesley Simanton, '09, reached for the stars at Albion College, but her view got even better shortly after walking across the commencement stage in front of Kresge Gymnasium last May.



Lesley Simanton, '09

Simanton, who is currently in the first year of the doctoral program in physics and astronomy at the University of Toledo, traveled to Cerro Pachon, Chile, last summer where some of the best telescopes in the world – like the Gemini South – have been placed in the Andes Mountains. At an altitude of more than 9,000 feet, celestial observers get a better view of distant galaxies by climbing above the clouds and getting away from city lights.



“I can remember being at Niles High school and learning that the best telescopes in the world have mirrors eight and 10 meters across,” Simanton recalled. “The Gemini South has an eight meter-diameter mirror. You get close to it and it is enormous.”

“You get (in the mountains) and it is a pretty

sobering experience,” she added. “You can look down on some clouds. You can see the Pacific Ocean if it is clear. At night, the Milky Way just glows. It is so bright.”

Simanton worked with Toledo professor Rupal Chandar, who is investigating the life cycle of star clusters and the role they play in forming galaxies, during a summer research project before her senior year. Chandar asked if Simanton would be interested in traveling to South America once she was accepted into the graduate program.

“I could work at an observatory, a university, or a national lab (upon completing the doctoral degree),” Simanton said. “This was a really good opportunity to see how things work at an observatory because it is a place I might work at someday. I want to go into research.”

During her time in Chile, Simanton learned how to process raw data from the telescopes and about the computer software the scientists’ use. She reports that she is beginning to work on analyzing the data in Toledo and she



Photos by
Lesley Simanton,

ALBION—A Career in the Stars *continued*

has until the end of the year to select a research advisor to assist her in developing a thesis subject.

“I like the project I’m working on with Dr. Chandar,” Simanton said. “The spectra of clusters have been processed. The next step is to analyze and then compare to clusters from other galaxies.”

While her research has led her to the mountains of South America, Simanton remembers how Albion laid a solid foundation on which she will build her academic career. Her phys-

ics classes were rigorous and as president of the college’s astronomy club she would demonstrate Albion’s Meades, Alvan Clark, and Celestron telescopes.

“I got to dive into detailed astronomical problems, and I got a great background in the basic science of studying stars,” Simanton said. “I got to show others how to use telescopes and by sharing my knowledge I was able to relearn the information being presented in class.” “I discovered the potential for doing research on the Celestron,” she added. “You can still do work with small telescopes.”

ALLEGHENY—Hosts Political Engagement & Advocacy Workshop

Allegheny College’s Civic Engagement Council invites participation in “D4D on the Road,” a day-long political engagement and advocacy training workshop, on Friday, Nov. 6 from 10 a.m. to 4:30 p.m. in the Tippie Alumni Center on the Allegheny campus.

The D4D – or Debating for Democracy – workshop is designed to help both novice and seasoned organizers develop effective strategies for advocacy on current public policy issues. The workshop will focus on tools and tactics that activists can use to share their messages effectively with elected officials and the media.

The workshop is free and open to the public, although space is limited. For more information or to register, please visit alleghenyd4d.eventbrite.com or contact the Civic Engagement Council at (814) 332-2713 or cec@allegheny.edu.

“As our country grapples with complex issues such as health care reform, climate change and the ongoing economic crisis, it is vital that we know how to advocate effectively on the public policy issues that affect our lives,” said Amara Geffen, professor of art and director of the Center for Economic and Environmental Development at Allegheny College. “Providing the future leaders of our county with these skills is part of the mission of the Civic Engagement Council, and we are de-

lighted that we can present this workshop to our community in conjunction with the Year of Social Change.”

The workshop will be led by Midwest Academy, a national training institute focused on advancing social, economic and racial justice. Since 1973, Midwest Academy has trained more than 25,000 activists for national organizations such as the American Cancer Society and the Sierra Club.

“D4D on the Road” is supported by Project Pericles and the Spencer Foundation. Allegheny is one of 22 educational institutions participating in Project Pericles, a not-for-profit organization that encourages and facilitates commitments by colleges and universities to include education for social responsibility and participatory citizenship as an essential part of their programs.

Allegheny’s Civic Engagement Council engages students, faculty and community partners in collaborations that develop responsible citizenship, improve community conditions and build the capacity of our communities, while also enhancing learning, scholarship and civic responses across a wide variety of disciplines at the college. For more information on Allegheny’s Civic Engagement Council visit civicengagement.allegheny.edu.

DEPAUW—Fulbright Winners

For the fourth consecutive year, DePauw University is listed among the "Top Producers of Fulbright Awards for U.S. Students" in the **Chronicle of Higher Education**. The chart for 2009-10, published in this week's edition of the **Chronicle**, notes that four 2009 DePauw graduates received Fulbright Awards to study and live abroad for a year, and that 29 students at the University applied for the prestigious grants.

DePauw is the only baccalaureate institution in the state of Indiana to appear on this year's list. The University was also cited as one of the USA's top producers of Fulbright Fellows in the publication's 2008, 2007 and 2006 listings.

The four May 2009 graduates of DePauw who were named Fulbright Fellows are: Jessica V. Strong, who is performing research in Germany on "The Effects of Music on Individuals with Dementia and Depression"; Ross A. Robinson is in Germany teaching English to young people; Lauren A. Wendling is in South Korea through an English Teaching Assistantship; and Todd J. Schmid is spending a year conducting research in Paraguay as a result of receiving an international graduate study and research grant.

Under the Fulbright program, 1,559 American students in more than 100 different fields of study have been offered grants to study, teach English, and conduct research in over 125 countries throughout the world beginning this fall.

Of the 1,557 Fulbright recipients, 19% are at the Ph.D. degree level, 17% are at the masters level, and 65% are at the bachelors degree level. Students receiving awards for this academic year applied through 570 colleges or universities.

The Fulbright U.S. Student Program equips future American leaders with the skills that they need to thrive in an increasingly global environment by providing funding for one academic year of study, research or assistant teaching abroad. Fellows undertake self-

designed programs in disciplines ranging from the social sciences, business, communication and performing arts to physical sciences, engineering and education.

Since its inception in 1946, the Fulbright Program has provided approximately 294,000 participants worldwide with the opportunity to observe each others' political, economic and cultural institutions, exchange ideas and embark on joint ventures of importance to the general welfare of the world's inhabitants. In the past 63 years, more than 42,000 students from the United States have benefited from the Fulbright experience.

The Fulbright Program is sponsored by the United States Department of State, Bureau of Educational and Cultural Affairs. Financial support is provided by an annual appropriation from Congress to the Department of State, with significant contributions from participating governments and host institutions in the United States and abroad. The Presidentially-appointed J. William Fulbright Foreign Scholarship Board formulates policy guidelines and makes the final selection of all grantees.

The Fulbright Program also awards grants to American teachers and faculty to do research, lecture and teach overseas. In addition, some 3,850 new foreign Fulbright students and scholars come to the United States annually to study, undertake research, and lecture at U.S. universities, colleges and secondary schools. Rebecca L. Upton, associate professor of sociology and anthropology and director of conflict studies at DePauw, is currently conducting research at the HIV/AIDS Centre at the University of Botswana in Gaborone, Botswana, through a Fulbright Award.

The following two DePauw alumni also were 2009-10 Fulbright recipients: Leighann R. Daihl, a 2004 graduate of the University, is spending this academic year studying in the Netherlands. Anne M. Schaufele, a 2007 graduate of the University, is conducting research in El Salvador.

EARLHAM—To Join The Heartland Collegiate Athletic Conference

The Heartland Collegiate Athletic Conference (HCAC) announced that it has approved the application of Earlham College to join the Conference. Currently a member of the North Coast Athletic Conference (NCAC), Earlham will join HCAC at the beginning of the 2010-11 academic year.

“We are very pleased to have Earlham College join the Heartland Collegiate Athletic Conference,” says Heartland Conference Commissioner Christopher Ragsdale. “Earlham College shares a similar vision with current HCAC members who value the intercollegiate experience as an integral part of the overall educational experience for their student-athletes.”

“Earlham’s relationship with NCAC is more than 20 years old,” says Frank Carr, athletic director, “so this change was not one that was entered into nonchalantly. However, we are ecstatic that we have been invited to join the Heartland Conference. This change is one that I believe will be exceptionally good for Earlham athletics.”

President Douglas C. Bennett is equally enthusiastic. “By joining HCAC, we are renewing formal relationships with schools that we deeply respect and which have been friends and competitors for nearly as long as Earlham has had organized athletics.”

The College is not expecting a significant change in athletic competition. Over the years, Earlham has played many members of the Heartland Conference, both as a part of the Hoosier Conference, the Hoosier-Buckeye Conference and the College Athletic Conference, as well as in non-conference play. HCAC schools field teams in all of Earlham’s current sports, except field hockey. Carr says that field hockey will remain a varsity sport at Earlham and is exploring non-conference options for the program. Earlham expects to be competitive in its new conference, and may have slightly improved prospects for winning in some sports.

Carr also points out that by joining HCAC, Earlham is aligning itself with institutions

which are more like it in both size of athletic programs and overall enrollment.

“Earlham is the second smallest school in NCAC. It’s been tough to keep up with them,” says Carr. “However, in terms of enrollment, we will be the third largest school in HCAC, most of which also have coaching staffs of a size comparable to ours and which devote similar institutional resources to athletics.”

Additionally, says Carr, by joining HCAC, Earlham will be playing against teams that are geographically closer than many in the North Coast conference, saving the College a significant amount of money in travel and time away from campus.

“Earlham is truly located at the heart of the Heartland conference. Next year our longest trip will be less than three hours,” he says. “Currently, only three NCAC schools are within that distance. We expect costs for fuel, lodging, vehicle maintenance and meals to be dramatically reduced. Also, with shorter amounts of time devoted to away games, our student-athletes can use this extra time to devote to academics.”

The geographic proximity of conference competitors in the Heartland conference also means that more faculty, students, alumni and parents of student-athletes, many of whom come from Indiana and western Ohio, may be able to attend more away games.

Members of the Heartland Collegiate Athletic Conference are as follows: Anderson University, Bluffton University, Defiance College, Franklin College, Hanover College, Manchester College, College of Mount St. Joseph, Rose-Hulman Institute of Technology and Transylvania University. The conference will expand to 10 members when Earlham joins in 2010.

HOPE—Chronicles History of Science Programs

Hope College has published a book chronicling the history of its science programs in conjunction with the centennial of two of them.

The book, entitled “A Century of Science: Excellence at Hope College”, was released at a banquet hosted by the natural and applied sciences division on Friday, Oct. 9, as part of the college’s year-long commemoration of the creation of the college’s departments of chemistry and physics as independent programs in 1909.

The book, however, tells the story of the college’s programs in the natural and applied sciences, including not only chemistry and physics, but also biology, computer science, engineering, the geological and environmental sciences, mathematics and nursing. It also begins with the college’s origins in the 1800s and the creation of Hope’s first formal laboratory space in 1867.

In addition, the volume is appearing in tandem with a series of invited addresses taking place across the entire school year and designed to feature alumni of all of the programs.

“We’re using the 100-year anniversary as an impetus to look at the entire program in the sciences,” said Dr. Graham Peaslee, who is helping to coordinate the celebration and is a professor of chemistry and chairperson of the department, as well as a professor of geology/environmental science. “We want to make sure it’s not just a celebration of chemistry or a celebration of physics.”

The book has been edited and designed by award-winning local author Valerie Van Heest. Lavishly illustrated, the volume traces the eras of Hope science by facility—from that 1867 laboratory, to the basement of Van Vleck Hall, to Van Raalte Hall, Lubbers Hall, VanderWerf Hall, the Peale Science Center and the A. Paul Schaap Science Center.

The text draws heavily on the work of Dr. Irwin Brink, who taught chemistry from 1957 until retiring in 1996 and had previously written a history of science at the college. Additional sources include a history of the department of mathematics by Dr. Jay Folkert, who taught at Hope from 1946 until retiring in 1982, and a history of geology by department founder Dr. J. Cotter Tharin, who taught from 1967 until retiring in 1996. An article about the founding and early years of Holland by local historian Paul Trap, reprinted from “Michigan History Magazine,” serves as an introduction, putting the college and program into context.

In addition, current faculty have written about their programs and the future of the natural and applied sciences at Hope, with a foreword by Dr. Moses Lee, the division’s dean. An appendix lists all who have taught in the sciences.

While the buildings frame the story, the book is really about the difference made by the dedicated professors whose work Hope’s facilities support. The first science instruction was by a theologian, the Rev. Cornelius Crispell, who was one of the college’s original five professors and was appointed to teach mathematics, natural philosophy and astronomy, but Hope soon began hiring specialists. The first faculty research space, in Van Raalte Hall (1903), was developed by biologist Samuel Mast—whose lasting impact on the campus also included designing Voorhees Hall. Today’s signature practice of involving students in research as a teaching tool, and obtaining outside funding to support it, was developed by chemist Dr. Gerrit Van Zyl, who taught at Hope from 1923 to 1964.

To order a copy of “A Century of Science: Excellence at Hope College” go either to the dean’s Web site, www.hope.edu/academic/natsci, call (616) 395-7190 or e-mail michner@hope.edu.

Schools that Change Lives—How Many Can You Identify?

http://www.sporcle.com/games/nearlyextinct/Colleges_That_Change_Lives

KALAMAZOO—Volleyball Team in China

The Kalamazoo College “Hornet” volleyball team spent three weeks in China this past summer practicing, playing, absorbing Chinese culture, and learning a great deal about themselves. It was a trip several years in the planning and one that players and coaches will remember for years to come. Not only did players sharpen their court skills, said coach Jeanne Hess, but the trip also opened up their minds and the hearts. “I think the girls gained an appreciation of the freedom to choose to play,” stated Hess. “Although collegiate volleyball is growing in China, many young women are not given that choice. The trip was also a great opportunity to help the Chinese teams experience new things.” Hess added. The Hornets learned a great deal about a new culture. “I didn’t realize how different it would

be,” said senior Kim Marble. “The Chinese have a very tight-knit culture.” Tight knit also describes the connections the trip made between players, despite distance and different cultures. “With e-mail and social networks, maintaining those connections will be easier,” said Hess. “Some players from each of the Chinese and Kalamazoo teams found each other on Facebook.” The Hornets also kept a [blog](#) of their trip, during which they cultivated a few “K” connections as well! Mary Helen Diegel ’97 traveled with the team as an assistant coach; Bobby Ireland ’96 hosted the team for dinner at the South Beauty restaurant at the Grand Mall in Pudong, a district of Shanghai; and Kim Juwong ’07 visited the team in Beijing.

KENYON—Celebrates Geeks

The term “geek” has become a badge of honor. If you have doubts, check out the response to Geek Week, October 19 to 23, when Kenyon students—dressed in argyle and the occasional pair of taped eyeglasses—are letting their geek flags fly.

In its third year, Geek Week is emerging as a campus tradition. “That would be cool,” said founder Judy Holdener, associate professor of mathematics. “I would like to make some lasting mark on the geekiness of this campus.”

Holdener launched Geek Week for math students, but students from the sciences, as well as drama and other departments, quickly complained about being excluded. “We’re geeks, too,” they insisted. So Holdener—who often is introduced to prospective students as “the professor who started Geek Week”—began inviting the entire student body to take part in the oddball festivities.

Participants held a “puzzle party” Monday in Dempsey Hall and paraded Tuesday in patterned

sweaters, socks, tights and vests for Argyle Day. The week concludes Wednesday through Friday, when students and faculty adorn T-shirts with expressions such as “I’m statistically significant,” “No, I will not start your computer” and “Look at me still talking when there’s science to do.”

Still, it will be hard to top last year’s “human pi” on the science quad. Like a highbrow game of Twister, dozens of Kenyonites—including President S. Georgia Nugent—contorted their bodies into numerals, forming the famous number 3.1415926535.

Holdener scheduled Geek Week to coincide with Greek Week, but it is not intended to slam fraternities or sororities. “We love our geeky Greeks, too,” she said. “I just thought if

we are going to have a Greek Week, why not have a Geek Week at the same time, because students here are intellectually curious and proud of it.”



OBERLIN—Receives One Million Plus From NSF

The National Science Foundation has awarded Oberlin College two grants totaling more than one million dollars for innovative interdisciplinary projects in the sciences.

One of the projects, entitled “CPATH- 2: Teaching Computational Thinking through Integration of Dynamic Systems Modeling,” will receive \$798,514 over the course of three years to assist Oberlin College in integrating computational modeling throughout the natural sciences and social sciences curricula. A multidisciplinary group of faculty, from computer science, psychology, economics, neuroscience and astronomy, will work together to develop innovative curricular modules aimed at enhancing student exposure to “computational thinking” across campus.

“With the widespread availability of powerful personal computers and software systems, many scientific problems that are theoretically intractable and/or experimentally unfeasible can be addressed, even by undergraduates, through models and simulations,” said Richard Salter, Chair of Computer Science. The goals of the project, according to Salter, are to integrate computational modeling into the introductory courses and advanced research of eleven departments in the natural and social sciences, while developing a cohort of faculty trained in both discipline-specific and broader modeling skills. In these efforts, Oberlin may serve as a model for other institutions. The project will be implemented by Salter; Nancy Darling, Psychology; Michael Loose, Neuroscience; Federighi Professor of Natural Science and Chair of Physics and Astronomy Dan Stinebring; Danforth-Lewis Pro-

fessor of Economics Ellis Tallman; and Albert Borroni, Director of the Oberlin Center for Technologically Enhanced Teaching.

The NSF also has funded a second project entitled “MRI: Acquisition of a Powder X-ray Diffractometer for Research and Undergraduate Research Training,” with a \$280,390 grant through the Major Research Instrumentation program. X-ray diffraction is an important method for determining the structures of materials at the atomic level. The grant will enable Oberlin to purchase a new powder X-ray diffractometer for increased research into the structural characterization of various materials, including metals, polymers, and minerals, as well as use in courses and by students in chemistry, physics, and geology.

“The X-ray diffractometer will enhance ongoing efforts to integrate teaching and research at Oberlin,” said Catherine Oertel, Assistant Professor of Chemistry & Biochemistry. “The instrument will be used in laboratory coursework by all chemistry, physics, and geology majors, a diverse group including many students who go on to graduate school in the physical sciences.” The grant will be implemented by Professor Oertel, Associate Professor of Chemistry & Biochemistry Manish Mehta, Associate Professors of Physics & Astronomy Yumi Ijiri and Stephen FitzGerald, and Assistant Professor of Geology Zeb Page.

“These awards are well-deserved recognition of the creativity, innovation and accomplishment of our science faculty,” said Sean Decatur, Dean of the College of Arts and Sciences.

Ohio Wesleyan—Revival of United Methodist Student Movement

The United Methodist Student Movement (UMSM) is back on campus and is being led by President Christina Yost '10, whom Chaplain Jon Powers approached last fall with the proposition to reinstate the group, which had dwindled and finally disappeared several years ago. As a part of a national organization, UMSM provides opportunities for young adults to participate in church decision-making through gatherings such as Exploration 2009, an upcoming event emphasizing spiritual growth and leadership. UMSM also provides a

relaxed environment for students to talk about the role of the church in everyday life.

“The two core components of the group are service and discussion,” Yost explains. Discussion so far has focused on the Methodist roots of Ohio Wesleyan, but possible topics are endless. The vast field of options does not intimidate Yost, who says, “I think the exciting part is that it’s so open!” While UMSM is part of a larger network of groups, Yost says

OHIO WESLEYAN—Revival of United Methodist Student Movement

continued

that it has flexibility in its role on campus. “Big things are service and engagement in the community,” she says, adding that there is a lot of potential to be involved with local congregations like Asbury and William Street Methodist churches. Although it’s natural for members of UMSM to take a Methodist worldview, the group is open to different voices and new students. A parallel group on campus is the Newman Club, a Roman Catholic group that also welcomes students of other faiths.

One of the goals for UMSM is to raise awareness about Ohio Wesleyan’s Methodist roots. Yost attends William Street Methodist Church, which played an active role in the founding of the University. In 1842, the Rev. Adam Poe, then the pastor of the church, recognized the need for an institution of higher education in the area and, with the help of community members, raised the \$10,000 necessary to purchase what is now Elliott Hall—Ohio Wesleyan’s first building. Today, Ohio Wesleyan is a spiritually-diverse campus that offers resources and support for students representing a variety of faith traditions.

WABASH—Baseball Players Conquer Chicago’s Urbanathlon

Wabash sophomore Sam Starbuck was flipping through the pages of *Men’s Health* magazine when he saw a promo for the *Men’s Health* Urbanathlon in Chicago. This event is a rigorous race and obstacle course that incorporates challenging urban obstacles at iconic Chicago landmarks like Navy Pier, Shedd Aquarium and Soldier Field.



Sam Starbuck and Keegan Leckrone

Since the fall baseball season was over — and his teammate Keegan Leckrone said he’d run with him — Starbuck signed up for the nearly 12-mile, obstacle-riddled event through downtown Chicago.

Starbuck, a Logansport native, is an infielder on the baseball team, while Leckrone is a pitcher from Park Forest, Illinois. Starbuck knew almost nothing about the event — only what he read on the Internet, so naturally he never imagined he’d finish among the leaders with more than 5,000 competitors.

And finish he did — first in his age group of 18 and 19 year-old competitors, and 282nd overall. “In the end I had no idea I won,” Starbuck said. “In fact, I thought it was a pretty poor time. But after looking at the results again and realizing that I had in fact won, I was pretty shocked.”

Imagine walking to all of Chicago’s great, iconic locations — Lake Shore Drive, over the Chicago River, up and down Navy Pier, back down Lake Shore Drive to Shedd Aquarium

and then on to Soldier Field. Now imagine running that route — in about 90 minutes. And throw in six body-jarring obstacles just to keep things interesting. That’s what Starbuck and Leckrone did.

“I only read about the obstacles on the Internet, so I did not really know what to expect and went into the race with an open mind,” Starbuck says. “It turned out there were obstacles located approximately every three miles of the 12-mile course.”

The obstacles are straight out of a reality TV show.

One “Tire Obstacle” had competitors stutter-stepping through every opening like you might see at a football practice — but with a lot more tires. A similar obstacle involved monster truck tires and competitors could not touch the ground between them.

There was a set of 12 “Monkey Bars” spread far apart, and another set of five “Marine Hurdles” that required competitors to go up and over each bar. The race ended with the innovative “Taxi Hurdle” that forced competitors to hurdle over the hoods of two parked taxi cars, followed by a “Wall Obstacle” to climb over with a rope in order to reach the finish line.

The killer obstacle was at Soldier Field. “The worst of the obstacles was the one-mile stair climb of Soldier Field,” said Starbuck. “It

WABASH—Baseball Players Conquer Chicago’s Urbanathlon *continued*

One Obstacle at the Urbanathlon

came at about mile 10 of the race and was a shock to the legs at that point.” The Soldier Field Stair Climb involved running up — and down — 563 steps, then down the long exit ramp.

While Starbuck was honored for winning his age group in 92 minutes, the best part was running with his teammate. “The whole race was a great experience, especially running it with Keegan,” he said.

Leckrone was no slouch, either. Running in the super competitive 20-24 year-old age group, Leckrone finished 520th overall and

99th (out of more than 350 runners) in his age group with a time of 96 minutes.

“It was for a good cause as all the proceeds went to CAF (Challenged Athletes Foundation), to help pay for prosthetics for athletes who have lost limbs due to paralysis,” said Starbuck, who is also president of Lambda Chi Alpha fraternity.

“In the future I hope to run the Urbanathlon in New York and perhaps next time, raise a bit more money from organizations here on campus to provide more money to the foundation in the name of the College.”

WOOSTER—Scientists Work to Save Crops

A menacing microbe, the same one responsible for the Great Irish Potato Famine, has been spreading throughout the northeastern United States since the early 1990s, threatening both tomato and potato crops in the region - but its days may be numbered. The genome of this disease-transmitting microscopic organism (*Phytophthora infestans* or plant destroyer) has been sequenced by a large group of scientists, which includes William Morgan, professor of biology, biochemistry and molecular biology at The College of Wooster, and Sophien Kamoun, formerly of the Ohio Agricultural Research and Development Center (OARDC). The two worked collaboratively with nearly 50 other scientists over a 10-year period. Their findings were published in the Sept. 13 issue of *Nature*.

The objective was to determine the entire genome sequence of the organism, which is unique from an evolutionary perspective, according to Morgan. “Several other related microbes, such as those that attacked soybean crops and oak trees, were sequenced previously,” he said. “These three microbes have a common origin that is distinct from fungi. Consequently, chemical treatments that control fungal pathogens often don’t work on *Phytophthora*.”

The significance of sequencing the complete genome, or genetic instructions, is that it

opens the door for more detailed investigations into how the pathogen infects these plants. Ultimately, this information could be used to develop methods for controlling the pathogen, according to Morgan, who noted the value of the relationship between the College and the OARDC. “The arrangement (between the two entities) allows faculty and students to take part in cutting-edge research on a wide range of projects,” he said. “We are very fortunate to have a facility like (OARDC) so close to our campus.”

Morgan’s role in this project was to understand the genetic messages produced by the organism. “The genome is sort of like a magazine,” he explained. “There are a lot of images and advertisements that really don’t mean much, but what’s important is the text. The objective is to identify which portions of the text in the articles are copied into messages so that other researchers can find where they exist in the genome.”

Morgan, who devoted his last research leave to supervising a co-worker on this study, took samples of the pathogen and dissolved them using standard biochemistry techniques. This process releases the chemical components of the organism and allows scientists to identify the RNA (Ribonucleic acid), which contains the genetic messages that are decoded to produce proteins, the molecular machines within

WOOSTER—Scientists Work to Save Crops *continued*

a cell. "Our ultimate goal is to find the protein machinery that is unique to this pathogen," said Morgan. "Then we can try to figure out which enzyme is capable of breaking down the wall of a plant, and find a way to block it from continuing that function."

Despite the excitement of figuring out the genome sequence of this fungus, Morgan and his

associates acknowledge that the triumph may be short-lived. "Pathogens change quickly," he said. "Before long, a new strain may emerge that is resistant to the latest treatment, but our hope is that this additional information will allow the development of plants with 'durable resistance' that cannot be easily overcome by the pathogen."

GREEN NEWS

DENISON—Silver LEEDS Commitment

The historic Barney-Davis Hall was just the first building on Denison's campus to be renovated "green." The new Bryant Arts Center elevates the standards in green renovation on Denison's campus. Denison is one of 290 colleges and universities that have made a commitment that all new campus construction will be built to a LEED Silver standard as designated by the U.S. Green Building Council's Leadership in Energy and Environmental Design rating system.

Not only is the Bryant Arts Center unique in its green design, but it is home to the studio art and art history programs within the Department of Art. The 45,000-square-foot facility houses studios for ceramics, painting, print-making, sculpture, photography and digital media. It also features fully electronic classrooms, open gallery spaces, an art history resource room, outdoor performance spaces, a common area for studio art seniors and independent studios for faculty members.

The Bryant Arts Center was originally opened in 1904 as Cleveland Hall, a men's gymnasium, and it has experienced several incarnations throughout the last 105 years. In August 2009, Cleveland Hall re-opened as the new Bryant Arts Center after extensive and thoughtful renovation.

Green Highlights about Bryant Arts

- By renovating an existing building—

the old Cleveland Hall—rather than constructing a new one from scratch, Denison was able to preserve natural land formations and ecosystems on and around the Hill. (It's not only the vultures and deer that will appreciate that—but, as tends to be the case 'round these parts, they'll be the most visible benefactors.)

- Showers (low-flow, of course) and a changing room encourage employees at the Bryant Arts Center to leave the car in the driveway and bike, walk, or jog to work.
- Seventy-five percent of the building's original structure has been reused in the new center, and 50 percent of the demolition and construction waste was either reused or recycled.
- The building's HVAC system is 21 percent more efficient than standards put forth by the American Society of Heating, Refrigerating, and Air-Conditioning Engineers. That's right, it's 21 percent better than the best.
- The building uses a heat-recovery loop to pull warm and cool air from the exhaust to temper the fresh air that's brought in. And the cooling system is CFC-free, which means if that hole in the ozone layer gets any bigger, it won't be the fault of the Bryant Arts Center.



DENISON—Silver LEEDS Commitment *continued*

- Almost one third of the building's two-year electrical energy consumption has already been purchased with green energy credits. The lighting is high-efficiency, and it has occupancy sensors to turn the lights off when people forget.
- Dual flush toilets, low-flow faucets, and waterless urinals (yes, you read that right) make the building's plumbing 30 percent more efficient
- than the fixture performance requirements of the Energy Policy Act of 1992.
- The insulation in the Bryant Arts Center is made of recycled denim and cotton fibers. It's blue jeans. Could this be any more appropriate for a college campus?
- Green cleaning methods are used to keep the sparkle in Bryant Arts without dulling the environment.



Natural light floods the atrium at the Bryant Arts Center, reducing energy consumption. The art on the wall is a "recovered" element: it once was the building's basketball court and then it became the floor of painting studios, where, over time, hundreds of Denison art students contributed to the colors



GLCA Faculty News



Allegheny—TJ Eatmon, Environmental Science, with several students presented a paper, entitled “A Review of Paper Purchasing Policy Options for Allegheny College” at the annual conference of the Association for the Advancement of Sustainability in Higher Education in Indianapolis.

Lee Coates, Biology/Neuroscience, presented research with several students at the Midwest-Great Lakes Undergraduate Neuroscience Research Symposium held at Ohio Wesleyan University.

Kerry Bakken’s short story “indignity” was named one of the 100 Notable Stories of 2008 by the Best American Short Stories 2008; and her essay “Not Waving But Drowning” was named one of the 100 Notable Essays of 2008 by The Best American Essays 2008.

Darren Lee Miller, Art, was invited to show his work at the Durbin Gallery of Birmingham-Southern College. His work “Under the Surface and Everywhere: Performative Strategies for Unearthing the Queer in the Vernacular.”

Sharon Wesoky, Political Science, presented a paper, entitled “Engendering the Local: Development Projects and the Empowerment of Chinese Rural Women” at a symposium on China’s Rural Development hosted at the Australian National University in Canberra, Australia.

DePauw— Kevin Howley, Communication, edited “Understanding Community Media” published in September 2009.

Greg Schwipps, English, was a finalist for the Marilyn Glick Indiana Awards for his book “What This River Keeps.”

Earlham— Welling Hall, Politics and International Studies, co-edited “Peace, Justice, and Security Studies: A Curriculum Guide.” Boulder, CT: L Rienner Publishers, 2009.

Jennifer Seely, Politics, authored “The Legacies of Transition Governments in Africa: The Cases of Benin and Togo.” New York: Palgrave Macmillan, 2009.

Hope—Steven Hoogerwerf, Religion, received the 14th “Faculty Appreciation Award” presented by the student body.

James Boelkins, Provost/Biology, received special recognition for his service to the college as Hope’s chief academic officer.

Kalamazoo—Chris Latiolais, Philosophy, was awarded the 2010 Florence J. Lucasse Lectureship for Excellence in Teaching. This award is for making a deep and lasting impact on his students.

Binney Girdler, Biology, was awarded a grant of \$135,000 from the National Science Foundation to study Great Lakes shoreline plant communities in the Beaver Island archipelago in northern Michigan.

Wooster—Mark Wilson, Natural Science/Geology and Greg Wiles, Geology presented research at the Geological Society of American Meeting in October along with several students.

If you have recently been published, presented or received special recognition, please contact Charla White at white@glca.org for inclusion in the *Beacon*.

We wish to celebrate your successes!

GLCA Calendar of Events 2009-2010

10/30-31/2009	Border Studies	Tucson, AZ
11/6-7/2009	Off-Campus Study Conference	Beloit
11/12-13/2009	Deans' Council Meeting	Allegheny
11/13/2009	Committee for Institutional Commitment to Educational Equity (CICEE)	Oberlin
11/13-14/2009	Students of Color Leadership Conference (SOCLC)	Oberlin
12/3-4/2009	Career Services	Pokagon, IN
12/17-18/2009	Board of Directors Meeting	Ann Arbor, MI
2/5-8/2010	Japan Study Meeting	Ann Arbor, MI

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Your feedback, suggestions, and submissions are always appreciated.

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