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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

Antioch College Lives!

In 2007 the Antioch University Board of Trustees announced that it would be suspending the operations of Antioch College, and in June of 2008 Antioch College closed its doors. In spite of multiple attempts by alumni to keep the college open or make it independent from the University, faculty and staff were terminated, the campus shuttered, and the remaining students transferred elsewhere.

With the goal of overcoming the anger and distrust that had developed, and creating an agreement to reopen the College, in July of 2008 a new taskforce was jointly announced by the Antioch College Alumni Association and the Antioch University Trustees. Membership included two representatives from the Antioch College Alumni Association and two from the Antioch University Trustees. GLCA president Richard Detweiler was asked to convene and mediate this taskforce.

More than a year later – at the beginning of September, 2009 -- a full agreement was reached. Detweiler reported that the successful outcome was the product of 14 months, 66 lengthy Taskforce conference calls, a dozen face-to-face meetings in either Boston or New York City, thousands of emails (more than 200 megabytes of messages), 43 conference calls with attorneys and finance people, and hundreds of individual phone conversations. The result was a rebirth: the reestablishment of Antioch College as an independ-

ent liberal arts college.

On September 4, a sunny and pleasantly warm late summer day, the final documents establishing a fully independent Antioch College were signed and a public ceremony was held on the College campus in Yellow Springs, Ohio. Hundreds were in attendance as the signing ceremony creating a high level of energy and excitement. Presenting at the event were President of the GLCA, Richard



Detweiler; Antioch College Professor Emeritus, Al Denman; Yellow Springs Village Council President, Judith Hempfling; College Chief Transition Officer, Matthew Derr '89; Antioch College Board Chair, Lee Morgan '66; Antioch University Chancellor, Tullisse (Toni) Murdock; and Antioch University Board Chair, Arthur Zucker '55.

Detweiler opened the ceremony stating, "It has been my privilege to be involved in the 14 month long process which has led to us gathering here today... Antioch College, for

Call for Submissions

The deadline for submissions for the next issue of *The Beacon* is October 5, 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.

Antioch Lives! *continued*

higher education, has always pushed the edge and brought new insight into how we think about what should be happening with higher education. Antioch has closed and reopened more than once in its history and has had its share of financial crisis. But each time Antioch College refocused, looked at itself in new ways, and asked how it might better contribute to the needs, challenges, and opportunities facing society and education. Antioch has always emerged renewed, making more im-

portant contributions, and I expect no less this time."

Over 900 people witnessed the ceremony either in person or via the live streaming video provided by WYSO in Yellow Springs, Oh.

A streaming video of the signing ceremony may be seen at <http://www.glca.org>.



*Richard Detweiler,
President, GLCA*



*Matthew Derr, '89
Chief Transition Officer,
Antioch College*

*Crowd at the Antioch
Signing Ceremony*



*Matthew Derr &
Lee Morgan, '66
receive keys to
Antioch College*



*Matthew Derr & Lee
Morgan open the
doors to Antioch
College*



NEWS ABOUT GLCA SCHOOLS

ALBION—Up Close & Personal with Wolves

Wayne Bond, '10, was frequently on the move during his formative years. Born in Germany, his family moved to Arkansas when he was nine years old and he attended three high schools before graduating from Portage Central High School, and making the transition to Albion College. While Bond credits the near-constant shuffling for helping him to develop his good-natured and flexible personality, the movement also shaped his love for wolves.

of the seven acre enclosure to visitors, Bond was permitted hands-on access to the 14 adult wolves, three red foxes, two coyotes and a small herd of bison. He developed a special bond with 4-year old wolves Wotan, who tries to charm humans with his smile, and Wolfgang, who is developing his skills as an instigator of the pack.



*Wayne Bond and Wotan
at Wolf Park*

Bond identified with the traits of loyalty, dependability and strength that wolves displayed so much that the biology major, who is preparing for a career in ethology (the study of animal behavior), completed a summer internship at Wolf Park. Dr. Erich Klinghammer, established the education and research facility in Battleground, Indiana in 1972.

Bond's favorite memory was allowing the wolves an opportunity to run by racing them in his Honda Accord while delivering meatballs laced with medicine.

In addition to giving 45-minute walking tours

"We fed them dead animals and they don't have anything to chase," Bond explained. "The opportunity to race is a really big thing for them. I would take my car out and you could see the excitement on their faces. "I beat them the first three or four races, but they beat me the last time," he added. "They are so fast."

Albion—Up Close & Personal with Wolves *continued*

Now back at Albion for the start of his senior year, Bond plans to take a job with his mother's construction company before starting graduate school with a hopeful outlook for a lifetime of learning.

data for his experiments," Bond said. "The goal of life is the pursuit of knowledge. As long as you are alive you can never stop learning, and that's why I'm at Albion, the school for thinkers."

"Dr. Klinghammer wants me to come back, and he said he might support me while I compile

DENISON—Student Makes History in China



*Nate Hammond,
Denison*

Nate Hammond became part of the history of U.S.-Chinese relations on July 14, when he boarded a plane bound for China. The Denison University History and East Asian studies major was chosen to represent the United States as part of the 30/30 Program, a collaboration between the United States and Chinese governments that celebrates 30 years of formal diplomatic relations through the exchange of 30 college and university students for three weeks.

and spend a weekend with a Chinese host family during their stay.

In order to choose the best American representatives for this journey, the U.S. State Department asked teachers in the Fulbright Foreign Language Program to each nominate one student to apply. Xidong Niu, who taught Mandarin at Denison last year, nominated Hammond, and his application was accepted.

The two groups of Chinese and American students will have a brief overlap in China so that they can get to know each other. Then each group undertake three weeks of intense academic and cultural explorations, with the Chinese students flying to the United States, while Hammond and the 29 other American students delve into Chinese culture, traditions, politics, governance and finance at institutions such as Peking University in Beijing, Sichuan University and Tongji University in Shanghai. The group also will visit places like Tiananmen Square, the Great Wall, Huanglongxi Ancient Village, and the City God Temple of Shanghai

Hammond is comfortable conversing in Mandarin—but he hopes the trip will help him to become fluent so that he can become more active in Chinese-American relations.

Exploring other countries helps Hammond to understand his own, he wrote in his application to the program. "Though seemingly contradictory, my fascination with foreign culture and language is a result of a deep rooted passion for America and what it means to be American, especially in an era where the world is becoming more and more globalized and interconnected."

DEPAUW—Building Campus-Community Bonds



*First Year Students,
Downtown Greencastle,
2008.*

DePauw has a new program which allows DePauw University students to use a portion of their meal money in Greencastle restaurants with a swipe card. This initiative was undertaken by Sue Murray, Greencastle Mayor, and DePauw President, Brian Casey.

Purchases are for food, beverages and tips only; alcohol and tobacco are not covered. Ten nearby restaurants which are participating in the program, could earn up to \$150,000.

Dr. Casey and Mayor Murray began working on this initiative last year. They discussed what kinds of things could make a difference for both communities. It was agreed that swipe cards could make a difference.

Keeping the program in the downtown area will help with sustainability issues. Students do not have to drive but can walk to many of the restaurants because of their proximity to campus. Hopefully, students will be more aware and engaged in the community as a result.

EARLHAM—Student Nationally Ranked Speedcuber



*First year student,
Tristan Wright
"speedcubing"*

Tristan Wright's determination is stronger than his frustration. That is why a puzzle with more than 43 quintillion possible configurations but only one solution piqued his interest so much so that he earned two firsts, two seconds and a third during his most recent speedcubing competition in Colorado in July.

A third generation Earlham student, Tristan Wright practices solving the 3x3x3 cube. When he first began manipulating the six brightly colored sides, 21 pieces and 54 outer surfaces of the Rubik's cube, he had no idea how far he would take this new hobby.

Now four years later, Wright, a first-year from Albuquerque, N.M., is ranked 20th nationally in the 5 x 5 x 5, and is in the top 100 in at least four other categories of twisty puzzles. In the Aurora competition he earned a second place in solving the standard 3 x 3 x 3 while using only one hand.

With two hands, it took him four hours to accomplish that first solve four years ago, and now solves take him less than 20 seconds.

Wright maintains that you have to pay attention to patterns and the orientation of the layers. Focus and concentration is important but it can become sub-conscious. "It improves

hand-eye coordination, and it improves spatial and pattern recognition," says Wright.

The puzzle also opened up whole new areas of learning which made him somewhat of a celebrity at speedcubing competitions.

Wright created YouTube's first-ever instructional video about solving the 3 x 3. Because of the initial video's popularity, he expanded his Internet presence. Wright hosts a YouTube channel with more than 8,000 subscribers informally called Cubage, and he has a Web site called "The Six Sides."

"I have developed better video skills, learned social marketing, networking and collaboration," he says. "My speech habits have improved because the videos cause me to be more specific and use fewer ambiguous terms.

He is excited by newer puzzles, new technology that is becoming available; and the possibility of combing the two. He is working on a new memorization method involving the cube's stickers and how they correspond to the pieces, and he has just started collaborating with four other cubers on the YouTube channel, entitled "The Five Awesome Cubers."

HOPE—NSF Funds for Genetic Research

Hope College received a \$1.2 million grant from the National Science Foundation (NSF) for a project that will link three Hope departments and three institutions in developing computer models for genetic research.

The support will enable faculty members and students in the departments of biology, computer science and mathematics to expand an ongoing research effort at Hope to develop software to model microbial metabolism based on information encoded in microbial genomes. The resulting package will ultimately become part of the RAST (Rapid Annotation using Subsystems Technology) genome analysis service available to researchers internationally through Argonne National Laboratory in Illinois.

The goal of the Hope project is to provide integrated, and, automated tools that can assist researchers internationally to analyze the genomes, model the way the metabolism works and provide tools for analyzing regulatory data.

"The pace of genetic sequencing is increasingly exponentially, and there's more data than can be analyzed manually," said Dr. Matt DeJongh, who is an associate professor of computer science and leading the project with Dr. Aaron Best of the biology department and Dr. Nathan Tintle of the mathematics department. "By putting all three pieces together, we're hoping to be able to make predictions about metabolism and regulation in bacteria,

HOPE—NSF Funds for Genetic Research *continued*

and to do so more efficiently than would be possible using disparate tools in different locations with different interfaces.”

The work is in the field of bioinformatics, which blends biology and computer science in managing and analyzing genetic data compiled through projects such as the Human Genome Project.

The RAST server is a major component of the SEED project, a nationwide, open-source effort to develop and share genomic data. Its services are available at no charge and are used by more than 200 external institutions to annotate 150 to 200 genomes per month. It is accessible through a Web interface, with researchers uploading genome sequences and receiving functional annotations and other data in response.

The Hope researchers have most recently been working through a three-year NSF grant that they received last fall. The new NSF grant will provide support for two years beginning in September, and will further expand the project by enabling Hope to partner with the Burr Ridge, Illinois-based Fellowship for Interpreta-

tion of Genomes (FIG) and the La Jolla, California based Burnham Institute for Medical Research.

Best, DeJongh and Tintle also are supported in their research individually with Towsley awards from Hope, and a grant that Hope received in 2004 from the Howard Hughes Medical Institute for several initiatives in the sciences, including collaborative research with students in computational modeling.

Hope’s emphasis through the new NSF grant, as through the previous one, will be on developing the modeling software, with additional focus on some of the analysis tools. The Burnham Institute also will be working on analysis tools, and FIG will work at integrating the software into the RAST system.

Students in all three Hope departments will be working on the project in collaboration with Best, DeJongh and Tintle. A total of seven students will conduct research full-time each summer through the two NSF grants, with two working part-time during the school year.

OBERLIN—Senator Kennedy’s Funeral

On August 29th hundreds of mourners raised their voices in a touching rendition of “America, the Beautiful” as the casket of Senator Edward Kennedy was carried out of the Basilica of Our Lady of Perpetual Help in Boston. Among the many gathered to honor the senator’s incredible life and work was Oberlin College Professor of Organ James David Christie, who provided accompaniment during that hymn and throughout the ceremony on the basilica’s sonorous, 3,200-pipe organ.

“The funeral was very moving and beautiful,” recalls Christie. “I was honored to have been asked to be the organist.”

Guests at the funeral came from many walks of life, a testament to the senator’s incredible legacy and influence beyond the political sphere. “I admired Senator Kennedy greatly, as

did the entire country,” Christie says. “Who else in politics today would ever have three past presidents, the secretary of state, hundreds of Republican and Democratic senators and representatives, governors, mayors, a host of movie and entertainment stars, and the current president of the United States at their funeral?”

Christie was particularly touched by the singing of mezzo-soprano Susan Graham, with whom he performed “Ave Maria” by Schubert. “The organ was literally a football field away from the altar, way up in the organ loft at the other end of the church, and our ensemble could not have been better,” says Christie. “Susie is an extraordinary, intelligent musician and it was a great delight to work with her. She is one of the very few world-class artists who could do this.”



*James David Christie
Professor of Organ*

OBERLIN—Senator Kennedy’s Funeral *continued*

Cellist Yo-Yo Ma and tenor Placido Domingo also performed at the ceremony. The Boston Symphony Orchestra, where Christie has served as organist since 1978, organized the musical performances.

In addition to playing hymns, Christie was also called on to perform at the beginning and end

of the ceremony. “I was never more grateful in all of my life for the improvisation lessons I had with Jean Langlais back in 1974, the year I took off from Oberlin to study in Paris, than I was the day of this funeral,” he recalls. “The service started almost 15 minutes late and I had to improvise for more than 20 minutes for the entrance of the coffin, and then again for 40 minutes for the postlude!”

OHIO WESLEYAN—Voices In Chemistry “Podcasts”

Ohio Wesleyan University student Bennett Thompson ’12 spent much of his summer transforming more than 30 hours of audio interviews into “Voices in Chemistry,” a new podcast series designed to share the “authentic stories, struggles, and advice” of OWU chemistry majors.

And what did the Highland, Indiana resident learn from his hours of intense listening and editing? “Almost every student mentioned the difficulty of organic chemistry, which I’m taking now,” Thompson says. “I was forewarned.”

The material for “Voices in Chemistry” dates back to 2007, when associate professor Dale Brugh, Ph.D., began recording end-of-year interviews with graduating chemistry majors.

“I had a lot of seniors in my physical chemistry class,” Brugh recalls, “and everyone had a unique story to tell. They shared stories that had me rolling on the floor laughing, but they shared their struggles, too, which is important. I think current and future students will benefit from their insights.”

Launched in August, “Voices in Chemistry” will be updated with fresh content throughout the academic year. Thompson and Brugh anticipate posting four to six additional podcasts each week, with new material being added Tuesdays and Thursdays.

To date, they have created 246 individual podcasts, including short subject-oriented pieces and longer “advice reels” featuring OWU graduates from 2007, 2008, and 2009. The

advice reels are intended to aid current and prospective students who are considering majoring in chemistry.

Reducing the 20 to 60-minute interviews into two to three-minute interviews was challenging for Thompson. Settling on a concept, he structured the podcasts to tell stories. After Thompson completed his initial editing, he shared the files electronically with Brugh for feedback. “Bennett did a tremendous job,” Brugh says. “He took out the pauses and really polished the pieces. The final podcasts sound really professional.”

Thompson is a self-taught “audio engineer,” a hobby he began in high school. “I was in a garage band,” says the former ska band trumpeter. “And a lot of my friends were in bands. I wanted to find another outlet to share our music.”

A few pieces of audio equipment and how-to books later, Thompson had created a project studio in his basement. “I learned by doing,” he says. “I think working with music helped me to develop an intuition with sound and workflow.”

Although he hasn’t declared a major yet, Thompson says he appreciated hearing the OWU alumni’s voices in chemistry. “I now have a clearer perspective about what the next few years might entail, given the choice of chemistry as a potential major,” he says.

To hear OWU’s “Voices in Chemistry” visit voices.owu.edu.

WABASH—Myth Busting Physics 105

Imagine a physics class without a three-inch thick textbook. Go one step further and imagine a college-level physics course that includes no textbook. It is happening at Wabash right now. About 40 guys are taking an entry-level physics course for non-majors and they did not have to buy a textbook. The course is the brainchild of Assistant Professor Martin Madsen, who with guidance from his department chair, Dennis Krause, has designed a physics class modeled after the hit television show, *Mythbusters*.



Zack Lanning shoots an intro by Josh Howard, white team's video.

After spending three years on campus, Madsen started thinking about the Wabash environment and the ways Wabash guys learn. He knew that for non-majors, physics could be a challenge. He set out to design an exciting course that would include freshmen through seniors applying their best critical thinking skills to solve problems using a *Mythbusters* format.

“Behind the goofy stuff they do on *Mythbusters* is real science, and it’s engaging, it’s fun, and it’s exciting,” Madsen says. “What if we were to do science like they do science, where we present to the students a big picture myth and just let them loose?”



Cole Tribble, white team, drops rubber ball from top of lab table.

Instead of a text-book, students will purchase an inexpensive video camera. “We want a visual communication of the science,” the professor says. “The students have to have a good grasp of what’s happening in order to turn around and teach it to others. The video cameras become the tools for taking data in the labs and then communicating that data back out.”

Professor Madsen divides the students into groups of four per team. He then throws a problem or myth at the teams, and off they go to do research into the physics, math, and common sense that will help them conduct experiments to “test” the myths and solve the problems. Their textbook is the Internet; their lab notebooks are video cameras; their homework assignments are well-edited videos that show how each team attempted to test the myth.

The myths the students must tackle involve serious science — acceleration, force, gravity, mass, math — and all things physics. The experiments also look like a lot of fun. “The 19th century model of someone lecturing to a room full of students just doesn’t fit the 21st century, it doesn’t fit the technology, it doesn’t fit the information age, it doesn’t fit the students now or our culture,” said Madsen.

After the first week, Professor Madsen had students coming in with big smiles saying how much fun they had, that they had thought about the problem all week, and how excited they were to get started on the next myth.

Madsen acknowledges the support he has had in developing the course, and knows he wouldn’t have the opportunity at any other school. “Being Wabash College where the attitude of the administration and the department is “let’s try it, let’s see what happens. It just makes this kind of class possible.”

The students are learning and enjoying the class. “It is a lot of hard work,” Ryan Kerney, a senior, said. “It’s a fun, interesting way to learn physics. And it sure beats sitting through a three-hour lecture or lab.” Marcus Manges said, “These are concepts we can use throughout our lives.”

Students have to do substantial background research, assemble the materials they will use, run the experiments, crunch the data, and then effectively communicate what they have discovered. It is the last element — effective communication of the science.

These students are not memorizing material simply to get through the next quiz or exam. Instead they are putting the concepts into action to solve problems. Producing a video throughout the process forces the students to teach the science to the viewers — to really think about what they are learning and how the various concepts fit together. And they are doing it in amazingly funny and creative ways.

To view video clips go to: <http://www.youtube.com/user/WabashCollege#play/user/8BA92EC3B24957A0> (Physics 105).

WOOSTER—Scientists Zero in on Crop Threatening Microbe

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 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."



*William Morgan,
Professor of Biology*

GREEN NEWS

ALLEGHENY—Sustainability Efforts



Allegheny encourages a variety of sustainability efforts occurring on the campus. Each day, on-campus composting facility processes 800-900 pounds of food and compostable paper and plastic, collected from on-campus food service facilities and augmented with landscaping materials to create a soil-like and, nutrient-rich material that helps to replenish the campus's lawns, gardens and flowerbeds without using chemical fertilizers.

Additionally, in 2008, Allegheny participated in [RecycleMania](#) for the first time. This offered an excellent opportunity to involve students in the process, raise awareness, collect data regarding waste stream, compare Allegheny results to similar campuses, and identify opportunities to reduce our overall waste.



Allegheny has made a strong commitment to building efficiency and conservation, as well.

- North Village Phase I, a residential project, has garnered LEED® Certified recognition with its incorporation of recycled materials, high indoor air quality, efficient water fixtures and lighting, and a geo-exchange heating and cooling system.

- The [Vukovich Center for Communication Arts](#) features passive solar heating, Forest Stewardship Council certified wood, recycled materials, occupancy sensors and a green roof.
- The Admissions House renovation, slated for completion in 2009, will include geo-exchange heating and cooling, a rain garden for storm-water runoff, waterless urinals and recycled-content building materials.
- North Village Phase II is currently in the planning phase. This residence hall will include geothermal heating and cooling and is being designed with the goal of achieving LEED Silver certification.

Finally, an acre of Allegheny's campus is planted in native species wildflowers through a unique collaboration with Ernst Conservation Seeds. Not only will this planting eliminate a significant portion of grounds maintenance, but will also provide a unique research laboratory and parking lot runoff filtration. The plantings have been so well received that a considerable expansion is in the works.

KALAMAZOO—Student Projects

Seasonal greening means sustainability greening at Kalamazoo College. This summer seven students and recent graduates were involved in research and development work that could directly or indirectly lead to reductions in greenhouse gas (GHG) emissions at the College.

Projects include

- Researching the possibility of Kalamazoo employing the Anderson Arboretum biomass to sequester some of the GHG emissions that the College must report as part of the Presidents Climate Commitment
- Testing, both in the lab and in the field, the potential for LED lighting on campus for a significant energy savings (and GHG reduction)
- Using infrared camera technology to calculate heat loss in the College's steam distribution system
- Exploring with Residential Life to concentrate student occupancy during the December break
- Encouraging more bicycle use at "K"
- Writing code for software that will automatically retrieve data from College energy meters and publicly display current and historical energy use. This code is an 'energy dashboard' concept featured on several U.S. college websites
- Research into strategies to reduce emissions for the purposes of the Presidents Climate Commitment by producing a document that lists board member travel options that will offset GHG emissions

KENYON—A Greener Operation

The Kenyon campus will owe much of its beauty this growing season to rotting eggs, wilting lettuce, and other dining-hall scraps collected and decomposed by a mechanized composting system installed as part of the \$28 million Peirce Hall renovation opened in September.

More than half of all cafeteria waste—about 6,000 pounds per week—is being hauled from the servery to an Environmental Protection Agency-licensed composting site on a southeast corner of the campus. There, piles of the organic matter sit on storage bays waiting to be "cured" long enough—about seven months—for delivery as fertilizer to gardens, fields, and greens.

Testing so far indicates that the end product "has a high nitrogen content and is very rich in nutrients," said Everett E. Neal, superintendent of buildings and grounds. "You can grow anything with this stuff."

A donation from Joseph E. Lipscomb '87 and his wife, Laura E. Will, made the composting system possible. "My wife and I are home composters so we know first-hand the value of recycling food waste," said Lipscomb, co-founder and partner of Arborview Capital, a private investment firm in Chevy Chase, Maryland, dedicated to growth equity investment in clean energy. "It has a lot of financial benefits."

Composting complements the College's Food for Thought program to build a sustainable

local market for foods produced in and around Knox County. "A reduction in food waste allows the College to spend its dollars on higher quality local food, instead of on mass quantities that are too often thrown away," said Professor of Sociology Howard Sacks, director of Kenyon's Rural Life Center.

The sophisticated system shreds, dehydrates, layers, turns, and mixes the waste to create the best possible compost in the shortest period of time. Samples from the piles, which reach an internal temperature of 140 degrees, are lab-tested for readiness.

A computer-controlled network of garbage disposal-like devices feeds the waste—including recyclable paper—through pipes into a pulper/extractor that decreases bulk and removes 80 percent of the water, which returns through the pipes to be reused. The refuse "looks like confetti when it leaves Peirce," said Damon Remillard, resident director of AVI Foodsystems, Kenyon's dining service. "Biodegradation begins when we cut it up."

Composting provides Kenyon with free fertilizer while reducing transportation, landfill and supply expenses. "You wouldn't believe what we had to go through to make this happen, but it was worth it," said Neal, revealing a thick folder of project paperwork. "The EPA guided us through the whole process. There were a few glitches in the beginning, but we are really happy with it. We couldn't ask for a better product coming out of it."

OBERLIN—Tractor to Run on Vegetable Oil



*Sam Merrit
of Full Circle Fuels*

The next time you see an Oberlin College grounds-person mowing the lawn you may pick up the whiff of fried foods emanating from the tractor instead of diesel exhaust. That is because veggie-oil powered lawn mowing has come to campus.

The brainchild of Oberlin Grounds Services Manager Dennis Greive and his crew, the changeover was implemented by Sam Merrit

of Full Circle Fuels, who converted the vehicle to run on 100% waste vegetable oil from campus dining halls. Greive believes it is one of the first such conversions by institutions of higher learning in the country.

NOTEWORTHY NEWS

Federal Research Public Access Act Endorsed by 57 College Presidents

Fifty-seven liberal arts college presidents have proclaimed in an open letter their support for the Federal Research Public Access Act of 2009 (S.1373). This letter notes the importance of liberal arts colleges for the nation's scientific and scholarly productivity, the colleges' record of producing Ph.D.s who become active researchers, and the lack of access to research literature at these colleges and other higher education institutions due to economic factors.

Introduced into the U.S. Senate by Senators Joseph Lieberman (I-CT) and John Cornyn (R-TX) in June, S.1373 would require the eleven federal agencies with extramural research budgets exceeding \$100 million to develop policies that ensure online public access to peer-reviewed journal articles resulting from their funded research. The National Institutes of Health, which accounts for approximately one-third of all federally funded research in the U.S., has already implemented a similar policy in accordance with federal law.

The open letter further asserts that the Federal Research Public Access Act would "democratize access to research information funded by tax dollars" to the benefit of "education, research, and the general public," and that the bill has been crafted in a way that protects the system of peer review.

Marvin Krislov, President of Oberlin College

and the original endorser of the letter, noted that "The bipartisan Federal Research Public Access Act embodies the important principle that taxpayers should have access to the research they fund. I strongly encourage the higher education community to support its passage into law."

Douglas Bennett, President of Earlham College and also an early signatory, stated, "Most research information simply can't be afforded by liberal art colleges, even though access to such information is critical to our mission. If signed into law, this bill would resolve that problem for government-funded research."

The letter was organized through the library directors of the Oberlin Group, a consortium of eighty liberal arts college libraries nationwide. According to Ray English, Director of Libraries at Oberlin, "this letter is a clear indication of strong support for the principle of public access to federally funded research among both colleges and universities nationwide."

Signatories of the letter are presidents representing highly selective liberal arts colleges throughout the United States, including member schools of the GLCA.

The full text of the letter is available online at: <http://www.oberlingroup.org/>

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GLCA Faculty News



The Great Lakes Colleges Association

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Your feedback, suggestions, and
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Albion—Deborah Kanter authored *Hijos del Pueblo: Gender, Family, and Community in Rural Mexico, 1730-1850*. University of Texas Press, 2009.

Allegheny—Daniel Shea, Political Science, received the McGraw-Hill Award for Scholarship and Teaching on Civic Engagement in Political Science.

Judson Herrman, Classical Studies, authored *Hyperides: Funeral Oration*. Published by Oxford University-Press.

Denison—Nancy Gibson, Admissions, received the M. Jeanne Talley Human Relations Award from the Ohio Association for College Admission Counseling for enhancing goodwill among people of diverse cultures and ethnic groups, and with special needs.

Laura Romano, Biology, one of only four—grants from the National Institutes for Health awarded to faculty members nationally as part of a special competition, Enhancing Developmental Biology Research at Undergraduate Institutions.

DePauw—Gloria Townsend, Computer Science, David Harvey, Chemistry, received research grants from the National Science Foundation.

Janet Vaglia, Biology, received a research grant from the National Institutes of Health.

Earlham—Nate Eastman, English, *Economies of Famine*. Saarbrücken, German: Verlag, 2009.

Jonathan Graham, Public Affairs, *The Snow Queen*, New York: Playscripts, 2009.

Hope—Bruce McCombs, Art, was recently added to three permanent collections of the Kalamazoo Institute of Art in Kalamazoo and The Cleveland Clinic and Cleveland State University in Ohio.

Darin Stephenson, Mathematics, elected chair of the Michigan Section of the Mathematical Association of America.

Kalamazoo—Laura Furge, Chemistry, received a federal economic stimulus grant to supplement existing research on cytochrome P450 enzymes & their role in drug metabolism.

Ohio Wesleyan—Kristina Bogdanov, Fine Arts, received honorable mention in the 5th World Ceramic Biennale 2009 Korea International Competition (CEBIKO) earning her work a place in the permanent collection of (CEBIKO).

GLCA Calendar of Events 2009-2010

10/2-3/2009	Academic Council	Ann Arbor
10/16-18/2009	GLCA Academic Leadership and Innovation Institute (GALI)	Ann Arbor
10/30-31/2009	Border Studies	Tucson, AZ
11/6-7/2009	Off Campus Study Conference	Beloit
11/12-13/2009	Deans' Meeting	Allegheny
11/13/2009	CICEE	Oberlin
11/13-14/2009	SOCLC	Oberlin
12/3-4/2010	Career Services	Pokagon, IN