

In This Issue

| | |
|--|----|
| Feature Article..... | 1 |
| <i>Global Liberal Arts Alliance</i> | 1 |
| <i>Celebrating 20 Years</i> ... | 3 |
| Lynne Thompson, <i>New Writer</i> | 4 |
| GLCA Member Schools | |
| Allegheny | 5 |
| Denison | 6 |
| Hope | 6 |
| Kalamazoo | 7 |
| Ohio Wesleyan | 8 |
| Wooster | 8 |
| Student News | 9 |
| Green News | 10 |
| Oberlin | 10 |
| Ohio Wesleyan | 10 |
| Announcements | 11 |
| SC Education Program Summer Workshop . | 11 |
| Faculty Recognitions ... | 12 |
| GLCA Calendar | 12 |

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

The Global Liberal Arts Alliance: An Initiative of the Great Lakes Colleges Association

At a time when people in the U.S. often question the value of a liberal arts education, there are many institutions abroad founded, through the initiative of local citizens, to provide higher education in the tradition of the liberal arts and sciences. The founders of these institutions believe that the success of the American approach to higher education lies in the liberal arts, and that this approach to education contributes to the development of a civil society as well as individual success. The presidents of eleven of these institutions, and eleven US-based liberal arts colleges, have convened in Washington, D.C. in support of the development of a Global Liberal Arts Alliance.

Collectively, smaller, American-style, liberal arts colleges abroad have a great deal in common with smaller independent colleges in the U.S. They all provide an education based on the values and methods of a distinctly American tradition in higher education: the liberal arts. These colleges are dedicated to the Jeffersonian notion that a vital and sustainable society requires men and women who have been educated in the tradition of the liberal arts – people who are engaged and critically thinking citizens. While their pedagogies and structures vary, each of these institutions seeks to educate graduates who have developed a strong ethical sensibility and who conceive their future not only in terms of fostering intellect and achieving personal success, but also in terms of their contribution to society. These colleges are remarkably

effective in educating graduates who understand the need to devise shared approaches to common problems, including the global challenge of creating a sustainable society in political, economic, and environmental terms.

While they share common values and purposes, there is an important difference between American-style colleges overseas and their counterparts in the U.S. Because these institutions abroad are for the most part young, they often resemble the circumstances of American liberal arts colleges in their earliest years. Many are institutions in formative states, working to fulfill their missions with limited financial and academic resources. These institutions abroad are typically small. Their faculty are truly international; many have been educated in countries outside of the U.S. and most have not had direct experience as students of an undergraduate liberal arts college. As institutions, they are “close to the ground”, having little excess capacity to provide services or facilities not essential to the liberal arts mission. In this respect, these international colleges provide an intriguing set of lenses into the earlier, often humbler, circumstances of American liberal arts colleges a century or two past.



*Participants
at the Library
of Congress*

Call for Submissions

The deadline for submissions for the next issue of *The Beacon* is September 1, 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.

The Global Liberal Arts Alliance *continued*

Participants meeting at the Library of Congress



Library of Congress, Washington, D.C.



Digitalization of Books at the Library of Congress

The impetus for establishing such an alliance resembles that which led to the establishment of consortial organizations such as GLCA in the 1960s through the present. GLCA was formed initially to enrich the academic environment for faculty and students of independent, often geographically remote liberal arts colleges in Ohio, Michigan, and Indiana. From the time of its founding, GLCA has contributed to the professional development of faculty and administrators while helping member colleges achieve efficiencies through such means as consortial agreements allowing students to enroll in study-abroad programs beyond the programs offered by one's home institution. Just as the moment was right in the 1960s for smaller liberal arts colleges to act consortially in achieving common purposes to greater effect, so too in 2009 – when ideas, production processes, and human and financial capital extend fluidly across the boundaries of nations and continents – there is compelling need for an alliance of smaller institutions, both in the U.S. and abroad, dedicated to the vitality and effectiveness of liberal arts education in preparing the rising generation for the century ahead.

This Alliance does not operate on the missionary model, in which a group of U.S. colleges provides a one-way infusion of experience and expertise to institutions abroad. Its premise is that every institution involved, regardless of the nation in which it is located or the prevailing culture of its students, can make unique and important contributions that help other institutions address their common challenges. An advantage of the Global Alliance is that it will engage institutions as a whole, rather than individual faculty or administrators, in a multi-lateral network that creates multiple opportunities and confers mutual benefits on substantial numbers of faculty and administrators within each institution.

The fundamental goals of the Alliance include the following:

1. To allow presidents, deans, and faculty members to address common issues confronting all liberal arts institutions, and thereby to support efforts to bring greater focus and strength to liberal arts education;

2. To address the specific challenges individual institutions face by drawing on the particular experience and expertise that exist within other Alliance institutions; and
3. To meaningfully increase the globalization of every liberal arts campus.

On April 1-3, 2009 the presidents of the twenty-two institutions met in Washington, D.C. to take the second step in laying the important ground work of the Alliance.

A key part of the presidents' discussion during the Global Alliance gathering focused on the activities that they conceived the faculty and administrative colleagues of their institutions would find it meaningful to pursue. Among the possibilities that many found compelling were:

- Short-term consultancies, in which a member of the faculty or administration travels to another Global Alliance institution to provide advice about academic or operational issues;
- Faculty fellowships that make it possible for a faculty member to spend a semester (possibly as part of a sabbatical leave) at a Global Alliance institution overseas pursuing a topic of professional interest, interacting with faculty and students, and gaining a rich experience of another cultural and linguistic environment;
- Summer institutes in which faculty members from several institutions convene on a Global Alliance member campus, focusing on such subjects as Middle East culture and Islamic tradition.

One of the notable observations to emerge from the Global Alliance institutions was how varied the meaning of "liberal arts" can be in different national, political and religious contexts. Some of the language used to describe the value of liberal arts education in the U.S. today carries troublesome connotations, for example, to members of Eastern European nations that experienced life in a communist state. Such terms as "civic engagement" or the cultivation of "leadership" were part of the discourse that totalitarian governments used to elicit non-thinking compliance to a communist state. "Much of the language used to express

The Global Liberal Arts Alliance *continued*

the value of the liberal arts today is dead to us," said Samuel Abrahám, Rector of Bratislava International School of Liberal Arts in the Slovak Republic. "In our setting we need other terms to describe what we do as an independent liberal arts institution."

Reflecting on the exchanges of the conference, Douglas Bennett, President of Earlham College, said: "I learned a lot about liberal arts education by hearing people of different settings and cultures in the Middle East and Europe. The liberal arts values we are promoting are not the exclusive domain of one

nation. We are part of a global world, and by coming to understand the circumstances of institutions like our own in other nations, we ourselves are better prepared to educate students for global citizenship."



Committee for Institutional Commitment to Educational Equity (CICEE) Celebrates 20th Anniversary Hosted at DePauw

For many April 3rd was a normal yet slightly overcast Friday. For a select few it was a day of celebration. Well into it's 20th year of existence, members of CICEE marked the evening with a grand celebration expressing to the founders of CICEE their gratitude and deepest appreciation. It was their vision in advancing educational equity, believing that education without diversity was incomplete, and their commitment to creating opportunities for educational, social and cultural advancement of GLCA member schools. Current CICEE members joined together to honor the founders for their outstanding accomplishments, spirit of community and their continuing legacy.

Founding members present included Dorothy Brown, DePauw; John Jackson, Denison; Horace Turner, Wabash; and Yvonne Williams, Wooster.

The Putnam County All Stars (a small band consisting of DePauw faculty) provided jazz entertainment preceded by a special welcome by Neal Abraham, VP of Academic Affairs. Throughout the evening poignant stories of struggle and triumph were shared. James Millette, Oberlin, a long-time CICEE member was present to share in the celebration.



Horace Turner, Yvonne Williams, John Jackson, and Dorothy Brown



James Millette

Founding Members

- Leonora Barnes
- Dorothy Brown
- Elaine Comegys
- Terri Gilliam
- Alfredo Gonzales
- Sandra Greene
- John Jackson
- Marilyn Kershaw
- Terry Kershaw
- Sharon Minor

- Kathryn Ogletree
- Peter Rutkoff
- Horace Turner
- Bonita Washington-Lacey
- Yvonne Williams
- Shelly Wilson

Current CICEE Members Present: Boubacar N'Diaye, Greg Dillon, Cheryl Hughes, Erick Estes, Susan Lee, Fred Johnson, Terree Stevenson, Chris Kennerly, Leslie James, Rodney Clark



Reaching Out Through Poetry: GLCA New Writers Award Winner Connects with High School Students

Since 1970, the GLCA New Writers Award has conferred distinction on a first published volume of poetry, fiction and more recently, creative non-fiction. Judges of the awards are faculty members of GLCA's member colleges, and each year the winning writers visit several member colleges, giving readings and meeting with students, both informally and in classroom settings. This program differs from other award or speakers series in that the winners meet with classes of writing students at GLCA campuses and more directly contribute to the development of GLCA students.



Lynne Thompson,
New Writer Winner



Lynne Thompson,
Greg Wegner, GLCA



Students from Huron and
Pioneer High Schools

Winners also visit the GLCA office in Ann Arbor in the course of their tours to meet with GLCA staff and give a reading of their works. The venue expanded considerably last month as this year's New Writers poetry winner, Lynne Thompson, was invited to creative writing classes of Ann Arbor's Pioneer and Huron High Schools.

Sarah Andrew-Vaughan teaches English and creative writing at Huron High School in Ann Arbor. She is married to Derek Vaughan, GLCA's Vice President for Administration and Finance. Sarah had attended past readings of GLCA winning writers; after one of these events, she began a series of conversations with GLCA staff and with Jeff Kass, who teaches English and creative writing at Ann Arbor's Pioneer High School.

"We began to see that there was an opportunity to expand the venue of these readings to high school students," Andrew-Vaughan says. She and Kass worked with GLCA to organize a poetry reading at the Neutral Zone last month in downtown Ann Arbor; at this event over 100 high school students heard the poet and then discussed poetry writings with, Lynne Thompson, who read from her winning volume, *Beg No Pardon*.

"I had already given readings to a few GLCA member colleges," says Thompson, "but I wasn't certain what to expect with the high school students." Would these students respond to the range of emotions and the ques-

tions of identity she explored in her poetry?

By all accounts the event was a success. Students snapped their fingers in approval of individual lines and passages, and Thompson's readings drew enthusiastic applause after each poem. "It was gratifying to see a younger generation respond in such positive ways to the experiences these poems try to convey," Thompson says.

During a question and answer session, Thompson made a particularly compelling impression on students when she observed that not every poem a writer creates is destined for publication. "Many of the poems I've set out to write are just bad," she told the students. "I put them away in desk drawers. Some of them may find their way out in a different form, but many of them never see the light of day."

Andrew-Vaughan and Kass next led their students in a poetry-writing workshop, at the end of which several students stood up and read the poems they had written.

In addition to giving students a rich experience in poetry, the event provided an opportunity for GLCA to give a presentation on its member colleges as active and engaged communities of learning where students could readily connect with other students and faculty members who share their interests – whether it be in writing, the natural or social sciences, performing arts, or athletics.

"Growing up in Ann Arbor, young people can easily form the impression that a big public university is the only option for pursuing their education," says Rick Detweiler, President of GLCA. "This event gave us an opportunity to introduce a group of promising, diverse, and college-bound high school students to our GLCA member colleges and provide materials for them to follow up with questions about our smaller residential learning communities."

Deanna Shackelford, who serves as GLCA's coordinator of the New Writers Award, also organizes a GLCA booth in the Ann Arbor Art

Reaching Out Through Poetry *continued*

Fair each summer as a means of reaching out and building awareness of GLCA's member colleges among prospective students and their parents as well as reconnecting with alumni. "What I liked about the high school poetry reading was that it gave us a way to connect with the generation of students who will be the future of GLCA's member colleges," she says.

"Pulling this off was a lot of work, but it was definitely worth it; I'm hoping it becomes a standard feature of our New Writers Award winning author tours in the coming seasons."

For more information about the GLCA New Writers Award Program, contact Gregory Wegner at GLCA: wegner@glca.org.

NEWS ABOUT GLCA SCHOOLS

Allegheny—Youth AmeriCorps VISTA Project of Northwestern Pennsylvania Expands

The American Recovery and Reinvestment Act of 2009, which includes \$201 million in funding for the Corporation for National and Community Service, agencies and organizations in Erie and Crawford counties will be able to host 28 AmeriCorps VISTA (Volunteers in Service to America) workers, a third more this year than hosted last year.

A collaborative project of Allegheny College, Edinboro University, Mercyhurst College and Gannon University, the Children and Youth AmeriCorps VISTA Project of Northwestern Pennsylvania, now in its fifth year, was also selected to represent Pennsylvania in VISTA's annual report this year.

"I was particularly honored that our project was selected to represent Pennsylvania because it's a testament to the hard work of our partnership schools over the past six years and especially of the initial work of Allegheny alumnae Rebecca Gebhart and Rebekah Gayley, the two VISTAs who were the architects of the entire project," said David Roncolato, project director and director of community service and service learning at Allegheny. Gebhart and Gayley graduated from Allegheny in 2003.

The project's focus areas address physical and mental health issues of children and youth in poverty and their families or households; offer assistance to parents, focus on intergenerational programs or foster communication and collaboration among different age groups; and enhance curricular and co-curricular education for children and youth in poverty.

"While the agencies involved in the project work in different locations and provide for vastly different needs—ranging from nutrition to education and recreational opportunities—each organization is finding ways to break the cycle of poverty that affects so many children in our region," said Abby Juhasz, Allegheny's AmeriCorps VISTA project coordinator. "But the families served are by no means the only ones to benefit. Many, I'd say most, actually, of our VISTA members tell us that they gain numerous personal benefits from their year of service."

Erin Anter served as a VISTA worker points to her own experience when she recommends the program to others. "Now three years later, working in human resources at a YWCA, I can testify personally and professionally that a year of service looks amazing on a resume," Anter said. "It shows selflessness, dedication and motivation to go above and beyond the 'call of duty.' I would encourage anyone interested in fighting poverty to do a year of service; it was the best career and individual choice I ever made."

VISTA members are not only recent college graduates. Some are retirees looking to continue making a positive impact on the lives of others while enriching their own lives, while others are looking for a change in career or for re-entry into the work force.

To learn more about AmeriCorps VISTA, visit www.americorps.org.

Denison—Students Partner with Housing Task Force

Denison students have committed their labor and \$2,500 to help the “Licking County Save Our Homes Task Force” present an information fair for area homeowners with mortgages. “The Borrowers Outreach Day,” which will be held 9 a.m. to 1 p.m. on Saturday, April 25, will enable homeowners to meet with lenders, financial counselors, loan servicing agencies and credit counselors.

The collaboration of Denison University students and the Licking County Save Our Homes Task Force came about after Denison alumnus David Kuhns, ’68, challenged current students to create a “Venture Philanthropy Club,” according to Laurel Kennedy, director of Denison’s Alford Center for Service-Learning and club adviser.

“The idea David advanced was that this club could fulfill several elements of our mission simultaneously,” says Kennedy. “It asks students to learn about issues facing the community, to evaluate how different organizations try to address those issues, and to advocate effectively on behalf of the organization the students find most promising.” The students have to commit their time and energy to help the beneficiary achieve success.

“We sought projects that addressed the housing and foreclosure crisis,” says Brian Cox, a junior, adding that 25 local organizations were invited to submit proposals, and the club received five proposals.

After careful evaluation the club chose the Borrowers Outreach Day project from the Licking County Save Our Homes Task Force which is a coalition representing local government, social service organizations, banks and attorneys.

“The information fair for education and outreach to residents of Licking County is the Task Force’s signature event. We knew early on that education at the local level was the best way to help homeowners who are nearing or already in foreclosure. It makes complicated housing issues more manageable and less scary and mystifying,” says Chris Savage, Licking County Housing Services and Fair Housing Officer.

“Having the involvement of Denison students, both in terms of providing funding and assisting in organizing the fair is exciting. They have added an extra degree of energy, and it’s important to have their input and objective eyes and their ideas to assist the Task Force. It’s this partnership that allows students to learn how to carry out community development initiatives and rally residents to help themselves. These students in the Venture Philanthropy Club are incredibly dedicated, smart, energetic and especially community-minded. The Task Force and Licking County are so fortunate to have them. We’re grateful for their help,” says Savage.

Hope—100 Books for Understanding Contemporary Japan

Hope College was one of a select group of institutions in the United States chosen by the Nippon Foundation of Tokyo, Japan, to receive a collection of books intended to serve as useful guides for those who want to understand present-day Japan.

Through the program, “100 Books for Understanding Contemporary Japan,” the Foundation is providing English-language books that consider Japan from the perspective of topics including foreign policy, business and management, society and culture, films and animation, classic and contemporary literature, and history. The Foundation is making the collections available to a total of 300 selected key

libraries, universities and other institutions in the U.S., planning to expand the initiative to other nations and regions in future years.

Kelly Jacobsma, who is director of libraries at Hope, praised the set as an important resource that will serve the college’s students well. “These books will be an important addition to the library’s collection on Japan, and we are extremely grateful to the Nippon Foundation for its support of our program,” she said. “Although we have a strong selection of materials about Japan, including a significant collection of books in Japanese, we had previously only owned 20 of the books that the foundation is presenting in its gift.”

Hope—100 Books for Understanding Contemporary Japan *continued*

Hope's ties to Japan extend to the 19th century. The six members of Hope's Class of 1879 included two students from Japan; Hope had been chartered only 13 years before, in 1866. Hope has had an exchange relationship with Meiji Gakuin University since the 1960s, and has had relationships with Ferris University and Technos College since 1989 and 1992 respectively. Hope offers a Japanese studies composite major as well as an academic minor in Japanese.

The Nippon Foundation was established in 1962 as a non-profit philanthropic organization, active in both Japan and abroad, and is the largest private foundation in Japan. In addition to focusing on the maritime and shipping fields to bolster Japan's economic devel-

opment, the foundation is active in fields including education, social welfare and public health, both within Japan and in more than 100 other nations.

The Nippon Foundation developed its list of 100 books through the work of a selection committee of 10 experts chosen for their extensive knowledge of the country and representing a variety of backgrounds and points of view, including business, academia, the media, government, culture and non-governmental organizations. Following the first phase of the project, the Foundation will be seeking to have additional significant books translated into English and others that are currently unavailable to be reprinted.

Kalamazoo—Curriculum Change

The result of a two-year process involving Kalamazoo faculty, staff and students enables new students to enter Kalamazoo College this fall under the [*Kalamazoo Curriculum*](#) that provides them more freedom to design their curricular pathways. After several shared requirements (far fewer than the previous curriculum's), students are free to choose liberal arts courses with the flexibility to explore and develop their intellectual passions. They will accomplish this in collaboration with their academic advisors.

The new curriculum requires a major, proficiency in a foreign language, a senior individualized project, and five physical education activity courses. The new curriculum also requires a set of "shared passage" seminars (one each taken as a freshman, sophomore, and senior) that provides students a common experience.

Continuing students may opt into the *Kalamazoo Curriculum* by completing a workshop and filing a plan at least two terms prior to graduation.

The *Kalamazoo Curriculum* is part of the *K-Plan*, which continues to provide opportunities in international and intercultural engagement, career and professional development, and learning by practice. Research on more flexi-

ble curricula strongly suggests that the freedom of the *Kalamazoo Curriculum* will help students and faculty more effectively achieve their educational objectives.

Students' common experiences (particularly the shared seminars) will help students integrate the breadth of their liberal arts choices. First-year "shared passage" seminars focus on college-level writing, critical thinking, intercultural understanding, and information literacy. Sophomore seminars consider particular topics or issues from multiple perspectives, foster effective communication (written and spoken) and cross-cultural inquiry, and prepare students for participating in study abroad and living in an interdependent world. Senior seminars are disciplinary or interdisciplinary. The former integrate students' experiences around a particular major. In interdisciplinary seminars, seniors from diverse majors apply their particular training and perspectives to a topic or problem.

Ohio Wesleyan—Unique Exchange ‘Student’

Astrophysics professor Satoshi Inaba of Japan’s Waseda University and its School of International Liberal Studies came half-way around the world to study how Ohio Wesleyan does liberal arts. After his month-long visit, he’s leaving with a wealth of information obtained by interacting with and observing OWU faculty and students. “This is really exciting for me,” Inaba says of his visit to Ohio Wesleyan. “Every professor and every student has been very kind to me. I have really enjoyed my visit.”

For more than 20 years, Ohio Wesleyan and Waseda students have participated in an exchange program, but a faculty visit is much less common. Arranged through the Great Lakes Colleges Association initiated with a proposal by Gary DeCoker of Earlham, Inaba’s visit was driven by his desire to learn more about a liberal arts university in the United States. Inaba teaches astrophysics and other science courses within Waseda’s liberal arts school, which has about 3,000 students. His observations at Ohio Wesleyan focused on how classes are taught and the interaction between students and faculty.

On several occasions, Inaba observed lectures in the classroom of OWU Professor of Physics and Astronomy Bob Harmon. Inaba said he was particularly impressed with an innovative teaching technique that Harmon practices in his classroom using “clickers.” These electronic devices allow students to answer questions posed during lectures. The immediate feedback helps the lecturer determine how well students are grasping the material presented. “I think it is really nice,” Inaba says of the clicker technique. “After I go back to my university, I will talk with the professors about including it in my lecture courses.”

Inaba notes that OWU’s classes are generally smaller than his classes in Japan. Lectures also are much shorter at Ohio Wesleyan, generally 50 minutes rather than the 90-minute to three-hour lectures he gives in Japan. Inaba also observes that the faculty at Ohio Wesleyan is much younger than the faculty at Waseda. At age 39, Inaba is the youngest among Waseda’s faculty. Finally, Inaba was impressed with the availability of OWU’s faculty to students and the level of interaction professors have with students outside the classroom.

During his visit, Inaba says he was grateful for opportunities to interact with Ohio Wesleyan’s science students, and was particularly fond of the physics department’s weekly lunch get-together called PH cubed (Physics, Phood, and Phun), during which faculty and students mingle each Friday in the science center atrium. Inaba says he intends to take this idea home with him, too.

“I’ve very much enjoyed having him here,” Harmon says. “I have talked to him about how he teaches his classes. I got some good ideas from him. It’s a two-way street. I certainly think that’s very valuable.”

Before his departure from campus, Inaba gave the keynote address at the physics department’s annual banquet for the Muller Prize for Promise in Physics, an award generally given to an outstanding sophomore majoring in astrophysics. Inaba gave an impressive speech about the formation of gas giant planets such as Jupiter and Saturn. “It was fascinating,” Harmon says of the speech. “I learned many interesting things from it.”

For Inaba, it was a nice end to his visit. “I wish I could stay longer, but my students are waiting for me,” he says. “I have very much enjoyed being here.”



Satoshi Inaba, Japan Waseda University teaches at Ohio Wesleyan

The College of Wooster—Student Authors Break Down Barriers

As increasing numbers of students with disabilities are placed in inclusive classrooms, teachers scramble to find resources that will facilitate cohesive learning environments. One such resource is coming from The College of Wooster, where Carol Bucher, adjunct professor of education, has unleashed the creative

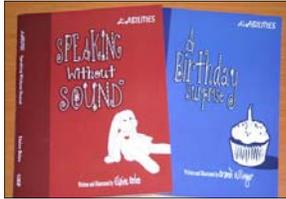
minds of her aspiring young educators.

Bucher’s “Teaching Students with Special Needs” class provides her education majors with an opportunity to write books that address the potential of children with disabilities. Instead of focusing on their shortcomings,

The College of Wooster—Student Authors *continued*

however, the student-authors are encouraged to reveal their strengths. "It's really been a productive exercise for the class," says Bucher, who has more than 30 years of experience as an educator. "Students must research the disability, but they must also move beyond it and identify the child's talents."

Previously, the books would be graded and set aside for future reference. Now they are being printed and distributed through a partnership with Greater Midwest Publishing, an independent enterprise established through The College of Wooster's Center for Entrepreneurship. The company, which was founded in 2007, is co-owned by Nancy Grace, English, and Wooster alumni Sarah Walsh and Peter James.



"Speaking Without Sound" by Elaine Boles and "A Birthday Surprise" by Brandi Killinger

To date two books have been published in a series appropriately titled disABILITIES. A Birthday Surprise, written and illustrated by recent graduate Brandi Killinger, features a young girl with degenerative blindness. Speaking without Sound, authored and illustrated by sophomore Elaine Boles, tells of a hearing-impaired boy learning American sign language. A third book, Just Like Julie, written by 2006 graduate Csilla Tabor, describes what life is like for a young girl in a wheel-

chair and is scheduled for a fall release.

"The books are intended to encourage parents, teachers, students, and administrators to consider new ways of looking at children with disabilities," says Bucher. "Each of the stories has a positive emphasis."

Early response to the project has been favorable. Bucher hopes to eventually address all types of disabilities (13 total) as the series evolves. "Reading to students is a natural way to initiate discussion about disabilities in the classroom," she says. "These books help teachers to foster a community of diverse learners that is comfortable and respectful for all."

Another class will create lesson plans to go with each book. The books are available at Amazon.com, The College of Wooster's Wilson Bookstore, and through [Greater Midwest Publishing](#).

"I am thrilled for our students and for the opportunity to offer these materials to a wider audience," says Bucher. "This has been a very rewarding project, and I think the books will generate an acceptance and tolerance in today's classrooms."

Student News—Denison, Hope, Kenyon, Oberlin and Wabash

Denison University student, Dana Meyer, was awarded the Davis Projects for Peace. She received a \$10,000 grant from the Davis Projects for Peace with her winning proposal titled, "Access to Healthcare." She will conduct the project this summer in Bolivia.

Hope College students, Mark Lunderberg, Blair Williams, Joel Blok and Paul Frybarger received national recognition from the Barry Goldwater Scholarship and Excellence in Education Foundation. Both Lunderberg and Williams received Goldwater Scholarships for the Academic year 2009-2010. Blok and Frybarger received honorable mentions.

Kenyon College students, James Beckett and Daniel Franz, were awarded Goldwater Scholarships for 2009-2010.

Seven **Oberlin College** students were awarded Fulbright Fellowships: Nicolle Ouellet, Helen Stuhr-Rommereim, Kevin Brondum, Karen Wilfrid, Julia Brown-Bernstein, Glen Stroh and Jennifer Torrence.

Oberlin College students Emily Olfson, Oliver Pechenick, and Jamie Wagner from the 2010 class received national recognition from the Barry Goldwater Scholarship and Excellence in Education Foundation. Jaie Woodard '11, was honorable mention.

Wabash College student Grayson Swaim, was selected to receive one of five scholarships from Cochlear America.

GREEN NEWS

Oberlin wins Second National Wildlife Federation's Chill Out! Award



For the second time in three years, Oberlin College has been honored by the National Wildlife Federation as a winner in the annual competition *Chill Out: Campus Solutions to Global Warming*. Oberlin won for spearheading a spring 2008 program in which Oberlin residents could exchange incandescent light bulbs for energy efficient compact fluorescent light bulbs (CFL). This award program honors U.S. schools that are advancing creative solutions to global warming on their campuses. The College received the award in 2007 for the development of [Oberlin's Campus Resource Monitoring System](#).

on April 15. The winners will also receive a monetary award from the National Wildlife Federation to continue exploring innovating global warming solutions. Visit www.campuschillout.org to register for and view the free webcast.

"This is a great honor," said Oberlin College President Marvin Krislov. "All credit belongs to Kristin Brazunias '08, her fellow students, and John Petersen '88, associate professor of biology and environmental studies, for having the vision and drive to expand the light bulb exchange to benefit the City of Oberlin's residents as well as the campus community."



Oberlin is one of eight winning schools that were chosen this year from a national pool of entries. They will be featured in the Chill Out: Campus Solutions to Global Warming webcast

The Light Bulb Exchange is another instance of Oberlin using its climate neutral mandate to forge novel alliances between students, college activists, and local citizens.

Ohio Wesleyan—"The Greening of Religion"

On April 16th Daniel T. Spencer, Ph.D., associate professor of environmental studies at The University of Montana, presented "The Greening of Religion: Religions' [Re]Encounter with the Earth and Its Distress."

Spencer specializes in the intersection between religion and ecology, with an emphasis on ecological ethics and religion. He discussed the rise of the religion and ecology movement over the past several decades, with a focus on how and why religious traditions and communities are responding to environmental issues and the global ecological crisis.

issues on campus and internationally through anti-sweat-shop and fair-trade practices.

Spencer earned his bachelor's degree in geology at Carleton College, and his master's and doctorate in theology and ethics at Union Theological Seminary in New York. He is the author of "Gay and Gaia: Ethics, Ecology, and the Erotic" (Pilgrim Press, 1996), which explores how to develop an ethic of sustainability that gives attention to socially constructed categories of nature and human nature as well as the role of social location in formulating ecological theory and ethics.



While at Drake University from 1993 to 2002, Spencer worked with students to create an urban garden on campus, to investigate alternative energy sources including a wind turbine for campus, and to collaborate with food services to buy more food from local producers. He has continued this work with students and colleagues in greening the campus at The University of Montana, where he has helped to link social justice and environmental justice

His presentation was Ohio Wesleyan's 2009 Merrick Lecture. This lecture series was founded by Frederick Merrick, a professor and former president of the university. Each year's lecture discusses an aspect of "experimental and practical religion" and, over the course of the past century, has reflected the dynamic growth and change of the academic study of religion.

ANNOUNCEMENTS

SC Education Program Summer Workshops

The SC Education Program provides week-long, hands-on workshops in computational thinking, parallel and cluster computing, computational biology, computational chemistry, and computational engineering.

These week-long workshops are free, excluding travel costs, and cover computational methods in broad range of disciplines at levels from introductory to advanced. They are designed for undergraduate faculty who would like to learn techniques and tools which can be used in their classes. One paragraph descriptions of each workshop are at the end of this message.

Who is the intended audience?

The SC Education Program is open to undergraduate and graduate educators in all fields of science, technology, engineering, mathematics, humanities, arts and social sciences, especially those from minority-serving institutions. The summer workshops are also open to high school teachers collaborating with college faculty.

Faculty are encouraged to mentor and support undergraduate and graduate students by including them as part of their team.

What is the cost involved with attending?

Participants are asked to provide a fully refundable deposit of \$150 (payable by check or money order) and will be required to cover their own travel expenses and incidental expenses. Room, board, all meals except Wednesday lunch and dinner, are covered by the SC Education Program.

Registration information can be found at: <http://sc-education.org/workshops/>

SC09 Education Program Summer Workshop Schedule

Introduction to Computational Thinking

May 25-30: Calvin College

July 5-11: Atlanta University Center

August 2- 8: University of Arkansas

Computational Chemistry for Chemistry Educators

May 17-23: Oklahoma State University

Computational Biology for Biology Educators

June 7-13: University of California Merced

Computational Physics for Physics Educators

June 14-20: Widener University

Parallel Programming and Cluster Computing

June 7-13: Kean University

July 5-11: Louisiana State University

August 9-15: U Oklahoma

Computational Sciences in the Grades 6-12 Classroom

July 12-18: University of Florida

Computational Engineering for Engineering Educators

July 12-18: Ohio Supercomputer Center

For more detailed information go to: <http://sc09.sc-education.org/workshops/>



"Life on the Farm"
by Abram Kaplan,
Denison

The Great Lakes Colleges Association

535 W. William, Suite 301
Ann Arbor, MI 48103
U.S.A.
TEL. 734.661.2350
FAX. 734.661.2349

Editor: Charla White

Contributors:

Jake Weber, Albion
Barb Steadman, Allegheny
Barbara Stambaugh & Ginny
Starkey, Denison
Ken Owen, DePauw
Mark Blackmon & Charles Peck,
Earlham
Karen Boss & Tom Renner, Hope
Jeffrey Palmer, Kalamazoo
Shawn Presley, Kenyon
Betty Gabrielli & Scott Wargo,
Oberlin
Andrea Misko Strle & Linda
O'Horo & Cole Hatcher, Ohio
Wesleyan
Jim Amidon, Wabash
John Finn, Wooster
Adeyayo Adekson & Carol
Detweiler, & Greg Wegner,
GLCA

Your feedback, suggestions, and
submissions are always appreci-
ated.

Charla White
white@glca.org
734.661.2340

GLCA Faculty News

Albion—David Abbott, Music, was asked to Chair the College Faculty Forum for the Michigan Music Teachers Association.

Danit Brown, English, author of *Ask for a Convertible* was selected as one of the "Best of 2008" by *The Washington Post*.

Guy Cox and Kyle Shanton, Education, and Andrew French, Chemistry, will present "The Development of a Multi-Media Dialogue" at the 2009 SOTL Academy in May at Eastern Michigan University.

Allegheny—Richard Bowden, Environmental Science, presented his paper titled "Using Vegetation to Capture & Reduce Carbon Emissions: Forest Carbon Sequestration, Biofuel Studies & Native Wildflower Gardens" at the National Wildlife Federation Campus Ecology Habitat Restoration and Protection on Campus Conference 2/19/2009

Denison—Abram Kaplan, Environmental Studies, selected winner of the Ohio Department of Agriculture 2008 photo contest "Life on the Farm".

DePauw—Matthew Balensuela, Music, received the Music Library Associations 2008 Vincent H. Duckles Award for his co-authored book *Music Theory from Boethius to Zarlino: A Bibliography and Guide*.

Ann Harris, Art, was elected to the board of directors of the International Center of Medieval Art.

Earlham—Welling Hall, Politics & International Studies, received two awards: an appointment to the Fulbright Specialist Roster and an American Political Science Association Congressional Fellowship.

Hope—Thomas Bultman, Biology, was named to the Board of Advisors to the Editors of "New Phytologist" an international scholarly journal focused on plant science.

Robin Klay, Economics, presented "In a Time of Trouble: Economic Insights and Christian Hope" at the *American Evangelicalism: Then and Now (1984-2009)* conference in Toccoa Falls College, Georgia.

Meg Frens, Kinesiology & Athletic Trainer, appointed chair of the Professional Education Committee for the Michigan Athletic Trainers Society.

Kalamazoo—Di Seuss, Writer-in-Residence, won the Lena-Miles Wever Todd Poetry Prize, a prestigious annual award from Pleiades Press.

Kenyon—Perry Lentz, English, authored *Perish from the Earth*, published by xoxox Press, 2009.

Oberlin—Maureen Peters, Biology, is the recipient of a National Science Foundation Research in Undergraduate Institutions grant to further research.

Barbara Sawhill, Languages, to take part in an expert meeting to study the feasibility of establishing a Cyber Network for Learning Languages organized by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) and the Chinese National Commission for UNESCO in March in Beijing China.

Ohio Wesleyan—Kristina Bogdanov, Fine Arts, was selected to submit pieces of her art work to compete in the World Competition in Ceramics Art, Biennial Exhibition in Cebiko Korea.

Jed Burt, Zoology, will co-chair a symposium at the 2010 International Ornithological Congress in Brazil.

Wooster—Jeff Roche, History, authored *The Political Culture of the West* published by University Press of Kansas.

John Lindner, Physics, and John Gamble, graduate, published research "Probe the Mysteries of Quantum Decoherence" published in *American Journal of Physics*.

In Memoriam ...

We say good-bye to some dear friends who were instrumental in the lives of students, faculty, friends, and their families.

Earlham—Evan Farber, 1922-2009

DePauw—Leslie Cornell, 1940-2009

GLCA Calendar of Events 2008-2009

5/11-12/2009 Planning For College
6/1/2009 Deans of Admissions Meeting

Chicago, IL
Wooster