

THE DEANERY

ALBION COLLEGE
ACADEMIC NEWSLETTER

VOLUME 47, NUMBER 4
DECEMBER 14, 2018

ANNOUNCEMENTS FOR THE NEXT DEANERY ARE DUE FEBRUARY 4, 2019.

I ANNOUNCEMENTS FROM COMMITTEES

Global Category Committee:

The Global Category Subcommittee approved GERM 189: German for the Professions (Spring 2019), equivalent GERM 101, and GERM 189: German for the Professions (Fall 2019), equivalent to German 102, are both certified as global category courses.

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Environmental Studies Category Committee:

The Environmental Studies Category Committee has approved HSP126H: Great Issues in Science (Biological Invasions), taught by Dan Skea for the Environmental Studies Category.

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Faculty Development Committee:

The Faculty Development Committee has approved a Large Grant to **Brad Chase** (Anthropology & Sociology) to support the identification of geologic provenance of steatite beads.

The Committee approved a combined Small and Large Grant to **Dan Jaqua** (Economics & Management) to take the CFA exam and to hire a student researcher for the spring semester who will gather data on the apple market and in the area of public finance.

Finally, FDC awarded a Small Grant to **Vanessa McCaffrey** (Chemistry) and **Vicki Baker** (Economics & Management) to undertake a 20 year study of FURSCA: Exploring the Benefits of Undergraduate Research in STEM, STEAM, Humanities and the Social Sciences.

II ANNOUNCEMENTS FROM THE PROVOST'S OFFICE

National Endowment for the Humanities announces its Summer Institutes for Faculty:

Privilege and Prejudice: Jewish History in the American South

Location: Charleston, SC

Deadline: March 1, 2019

Dates: May 26, 2019 - June 7, 2019 (2 weeks)

Summer Program Audience: College & University Teachers

Summer Program Type: Institute

Colonial Experiences and Their Legacies in Southeast Asia

Location: Honolulu, HI

Deadline: March 1, 2019

Dates: June 10, 2019 - July 5, 2019 (4 weeks)

Summer Program Audience: College & University Teachers

Summer Program Type: Institute

Material Maps in the Digital Age

Location: Chicago, IL

Deadline: March 1, 2019

Dates: June 10, 2019 - July 6, 2019 (4 weeks)

Summer Program Audience: College & University Teachers

Summer Program Type: Seminar

The Most Southern Place on Earth: Music, Culture, and History in the Mississippi Delta

Location: Cleveland, MS

Deadline: March 1, 2019

Dates: June 16-22, 2019 or July 7-13, 2019 (1 week)

Summer Program Audience: School Teachers

Summer Program Type: Landmarks

The Battle of the Little Bighorn and the Great Sioux War (1876)

Location: Billings, MT

Deadline: March 1, 2019

Dates: June 16-22, 2019 or July 7-13, 2019 (1 week)

Summer Program Audience: School Teachers

Summer Program Type: Landmarks

Manifest Destiny Reconsidered: The Utah Experience

Location: Salt Lake City, UT

Deadline: March 1, 2019

Dates: June 16-21, 2019 or July 7-12, 2019 (1 week)

Summer Program Audience: School Teachers

Summer Program Type: Landmarks

Writing and Democracy in Western New York: Situating Tocqueville, Stanton, Cooper, and Douglass

Location: Ithaca, NY

Deadline: March 1, 2019

Dates: June 16, 2019 - June 28, 2019 (2 weeks)

Summer Program Audience: College & University Teachers

Summer Program Type: Seminar

José Martí and the Immigrant Communities of Florida in Cuban Independence and the Dawn of the American Century

Location: Tampa, FL

Deadline: March 1, 2019

Dates: June 17, 2019 - July 13, 2019 (4 weeks)

Summer Program Audience: College & University Teachers

Summer Program Type: Institute

Philosophical Responses to Empiricism in Kant, Hegel, and Sellars

Location: Durham, NH

Deadline: March 1, 2019

Dates: June 19, 2019 - July 19, 2019 (4 weeks)

Summer Program Audience: College & University Teachers

Summer Program Type: Seminar

The 150th Anniversary of the Transcontinental Railroad: Transforming California and the Nation

Location: Sacramento, CA

Deadline: March 1, 2019

Dates: June 23- 28, 2019 or July 7-12, 2019 (1 week)

Summer Program Audience: School Teachers

Summer Program Type: Landmarks

FOR APPLICATION INFORMATION: www.neh.gov/divisions/education/summer-programs.

ASIANetwork announces the 27th Annual ASIANetwork Conference: Asia in Undergraduate Education: Integration, Enhancement and Engagement, April 12 – 14, 2019, at the University of San Diego. For additional information and registration, see: <http://www.asianetwork.org/2018/04/2019-conference/>.

Project Kaleidoscope will hold two **PKAL STEM Leadership Institutes** - July 9-14, 2019 and July 16-21, 2019 at The Claggett Center, Adamstown, Maryland. “This Institute – uniquely designed for early- and mid-career STEM faculty, principal investigators, and administrators – awakens and sensitizes its participants to the systems, structures, and influences of power and privilege within higher education, equipping them with the tools and skills needed to bring about social change in STEM. Nearly 60% of the Institute’s curriculum is grounded in the major tenets of experiential learning, including the state-of-the-art diversity simulation, My Tenure Trek™ (MTT), which guides participants through real world experiences that are representative of cultures, norms, and traditions that are distinctly different from their own. MTT™ creates deep awareness and clear perspective about the role of microaggressions and implicit biases in higher

education, which often undermine national attempts to diversify the STEM workforce.” Deadline 1 is January 15, 2019; deadline 2 is March 15, 2019. Questions may be directed to pkalstemleadership@aacu.org.

III SCHOLARLY AND PROFESSIONAL DEVELOPMENT

Buket Aydas's (Mathematics & Computer Science) article “Artificial Intelligence and amniotic fluid multiomics analysis: The prediction of perinatal outcome in asymptomatic short cervix” was published in the medical journal Ultrasound in Obstetrics & Gynecology (Impact factor 5.654), <https://obgyn.onlinelibrary.wiley.com/doi/abs/10.1002/uog.20168?af=R>.

Buket attended and presented her paper “A Discrete-event Simulation Approach for Modeling Human Body Glucose Metabolism” at the INFORMS Annual Meeting, November 4-7, 2018, in Phoenix, AZ.

Vicki Baker (Economics & Management) recently organized, chaired and presented a pre-conference workshop:

- Baker, V. L., Lester, J., Terosky, A. L., Reddick, R., & Ward, K. (November, 2018). “Supporting Mid-Career Faculty: A Hands-On Session for Assuming Agency.” Interactive symposium presented at the annual meeting of the Association for the Study of Higher Education, Tampa, Florida.

She also was a featured panelist for a webinar hosted by COACHE at Harvard University:

- Success After Tenure: Lessons in Engaging Mid-Career Faculty. Harvard University – COACHE (October, 2018).

Vicki's second book, Success after Tenure: Supporting Mid-Career Faculty, published by Stylus Publishing, LLC, is now in print. This is an edited volume (co-editors are Laura Lunsford, Gretchen Neisler, Meghan Pifer, and Aimee LaPointe Terosky).

Dianne Guenin-Lelle (Modern Languages & Cultures) chaired a session and presented a paper "Deconstructing the French Quarter" at the Biennial Meeting of the American Council of Quebec Studies in New Orleans in November. Also, her book The Story of French New Orleans: History of a Creole City recently was released as an audiobook, in addition to hardcover and paperback.

Megan Hill (Communication Studies) presented her paper, "Funny haha or funny because I'm black? Assessing viewers' reactions to Chappelle's Show" at the annual conference of the National Communication Association in Salt Lake City, Utah, on November 8th.

On January 6, 2019, **Joseph Ho** (History) will present a paper at the American Historical Association's annual conference in Chicago, entitled “Unlocking the Window: Material Engagement and Historical Technology in the Digital Age.” The paper will be part of a panel on pedagogical methods – “New Approaches to World History Pedagogy: Teaching Non-textual Literacy with Non-traditional Media” – that will also feature colleague **Laura Brade** (History).

Joseph's conference panel, "Outside the Box: Teaching East Asia with Digital Media, Historical Artifacts, and Performative Activities" was accepted for the 27th Annual ASIANetwork Conference, to be held April 12-14, 2019 at the University of San Diego.

Matthew Schoene's (Anthropology & Sociology) article, "Protest Wave or Protest Spike? An Examination of European Protest Activity 2008-12" has been published in the Winter 2018 issue of Contention: The Multidisciplinary Journal of Social Protest, 6(2): 19-43.

Carrie Booth Walling's (Political Science) article, "Syria and the Responsibility to Prosecute: Norm Promotion in the UN Security Council," in Kurt Mills and Melissa Labonte (eds.) Accessing and Implementing Justice (Routledge, 2019), 39-64, <https://www.routledge.com/Accessing-and-Implementing-Human-Rights-and-Justice/Mills-Labonte/p/book/9781138036697> will be released on December 20th.

Nicolle Zellner (Physics) was a co-author on several conference presentations in November and December, including one with **Vanessa McCaffrey** (Chemistry). They are:

Y.-H. Huang, D. A. Minton, N. E. B. Zellner, M. Hirabayashi, J. R. Elliott, and C. I. Fassett (2018) What do Apollo Impact Glass Spherules Tell Us About Post-Copernican Impact Flux?, Geological Society of America meeting, Indianapolis, IN, November, ID# 324645. Oral presentation.

N. E. B. Zellner (2018) 50 Years of Apollo, Billions of Years of Lunar Impact Glasses, American Geophysical Union meeting, Washington, D.C., December, #P13B-07, Oral presentation.

N. E. B. Zellner, V. P. McCaffrey, J. H.-E. Butler, J. Robbins (2018) Production and Survival of Sugar Molecules During Experimental Impacts, American Geophysical Union meeting, Washington, D.C., December, #P53G-3057, Poster presentation.

Nicolle was also invited by the Physics and Astronomy Department at Louisiana State University to give a colloquium talk about her research, which she did in early November, before traveling to Australia for a week of research at Curtin University in Perth.

Nicolle also published a summary of her Phys 105 Astronomy video project in The Physics Teacher:

Zellner N. E. B. (2018) Video Killed the Writing Assignment, AstroNotes column, The Physics Teacher, 56(9), 646-647, DOI: 10.1119/1.5080591.