

**Preparing Good Men and Great Leaders for a Culturally Diverse World**  
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**By**

**Hampden-Sydney College's Quality Enhancement Plan Committee  
(Dr. Paul Baker, Dean Earl Fleck, Associate Dean Robert Herdegen, Associate Dean  
Randy Williams, Professors Elizabeth Deis, Michael Dougherty, Kevin Dunn,  
Pamela Fox, Walter McDermott, David Pelland, Kenneth Townsend)**

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**Part I. Introductory Materials: Background; Rationale and Discussion; Involvement of the Community; Review of Literature and Best Practices**

**BACKGROUND**

On September 1, 1775, Samuel Stanhope Smith, the founding president of Hampden-Sydney College, published an advertisement in the *Virginia Gazette* noting that the primary goal of this new academic institution was to “form good men and good citizens.” This charge to “form good men and good citizens” has been at the heart of the College’s mission ever since that time. Over its 231 years of continuous service, the College has maintained high standards of academic excellence and a devotion to the traditional liberal arts. Although the historical record is difficult to verify in every case, the College estimates that it has produced one president, twelve senators, thirty-five members of the House of Representatives, eight ambassadors, twelve governors, one hundred fifty elected state representatives, and innumerable local officials among its graduates. For example, one early graduating class was notable for the “good men and good citizens” that it produced and the impact these men had on the United States. Members of the class of 1791 are listed below:

**William Henry Harrison**, Major General in the United States Army, Governor of the Indiana Territory, Minister to Columbia, United States Representative and Senator, and ninth President of the United States;  
**George M. Bibb**, Chief Justice of Kentucky, United States Senator, and Secretary of the Treasury under President John Tyler;  
**James A. Jones**, physician, Virginia State Delegate, United States Representative, and Surgeon General of the United States Army during the War of 1812;  
**Moses Waddell**, minister, principal of Willington Academy in South Carolina—where he taught John C. Calhoun—and founding president of the University of Georgia;  
**William M. Watkins**, lawyer, Virginia State Senator;  
**John A. Morton**, Captain in the War of 1812, went into business in Bordeaux, France, and served as American Counsel in Bordeaux;  
**John M. Wilson**, minister and principal of a boys’ academy in North Carolina.

The College continues to graduate leaders in every field of human endeavor, including business, government, medicine, law, education, and the arts.

The curriculum and the co-curriculum at Hampden-Sydney College have evolved slowly and deliberately over the history of the institution. In the College’s early years, the curriculum focused on a classical liberal arts education with ancient languages and literature, mathematics, and philosophy forming the core of the students’ education. As

American society changed through the 19<sup>th</sup> and 20<sup>th</sup> centuries, faculty and administrators worked together to adjust the curriculum and co-curriculum in an effort to sustain the College's mission. The institution-wide vision of what is important for Hampden-Sydney students has not changed dramatically over the years: students must acquire the basic education, communication skills, and behavior patterns that will allow them to succeed in and contribute to an ever-changing world. However, the scope of that vision has broadened.

In the 19<sup>th</sup> or 20<sup>th</sup> century, most Hampden-Sydney College graduates had a worldview that extended little beyond their immediate surroundings or, at most, beyond the borders of the United States. Today, at the beginning of the 21<sup>st</sup> century, being a good man and good citizen requires a broad understanding not just of one's own community but of the world at large. Thus, in recognition of changes in American society and in the world as a whole, the College's mission statement was eventually expanded and clarified: the goal of "promot[ing] an understanding of the world and our place in it" became part of the educational mission (*Hampden-Sydney College Academic Catalogue*). The expanded mission statement also reflects the increasing need for Hampden-Sydney graduates to be able to function in a multiethnic and multicultural workplace. Their work will require them to interact and communicate with other people on an international stage and with people very different from themselves. They will live in a culture in which the traditional majority is eclipsed in numbers by the "superminority," the collective minority population in the United States. They will need to understand that the differences among the people with whom they will be working and living are likely to be broadly cultural, as well as ethnic, racial, economic, and social. Thus, to be good men and good citizens in the 21<sup>st</sup> century, Hampden-Sydney graduates will need to have an evolving understanding of the world and its people.

Hampden-Sydney College faces challenges in preparing its students for this changing world. In the College today, there are signs of progress as well as challenges to developing the good man and good citizen. The sections that follow discuss who Hampden-Sydney students are—where they come from and what ideas typically shape their attitudes and beliefs; the cultural environment in which students study, learn, and play; and the experiences that shape students' academic life. Through the course of this discussion, the need for a plan to develop students' awareness and understanding of diverse people and cultures becomes clear.

### ***Who are the students at Hampden-Sydney College?***

The College's all-male student body is largely homogeneous in a variety of ways, and some indicators suggest that over the past 15-20 years it has become even more so. As reported in the College's 2005-2006 *Fact Book*, the large majority of the student body, accounting for 66% of the students in the 2005-06 academic year (up from about 54% in 1986), is from Virginia. Another 10% are from North Carolina, and 11% hail from another five southeastern states. These statistics demonstrate that three-quarters of Hampden-Sydney College students come from just two states, and very close to 90% are

from the southeast. In other words, the student population at Hampden-Sydney College is highly regionalized. In addition, the proportion of black students at the College remains relatively small, between 3.7% and 4.3% of the student body in the last few years, though it has grown from between 1.5% and 2.9% since the beginning of the 1990's. Other ethnic and minority students (excluding for the moment international students) represent about 3% of the student body, a number that has grown from around 1.5% at the beginning of the 1990's. Very recently, the number of international students, many of whom come from emerging nations, has increased dramatically. Though still a small percentage of the total student body, the proportion of international students has grown from less than 1% in the early 1990's to close to 3% in the current academic year (the Spring 2006 student body included a total of 26 students from 17 different countries). Thus, representation of students with non-Caucasian or ethnic backgrounds has risen since 1990 from about 5% to more than 8%. Still, the College's student body is marked by less diversity than is the case at many other institutions.

***What are the students' attitudes and beliefs regarding people different from themselves?***

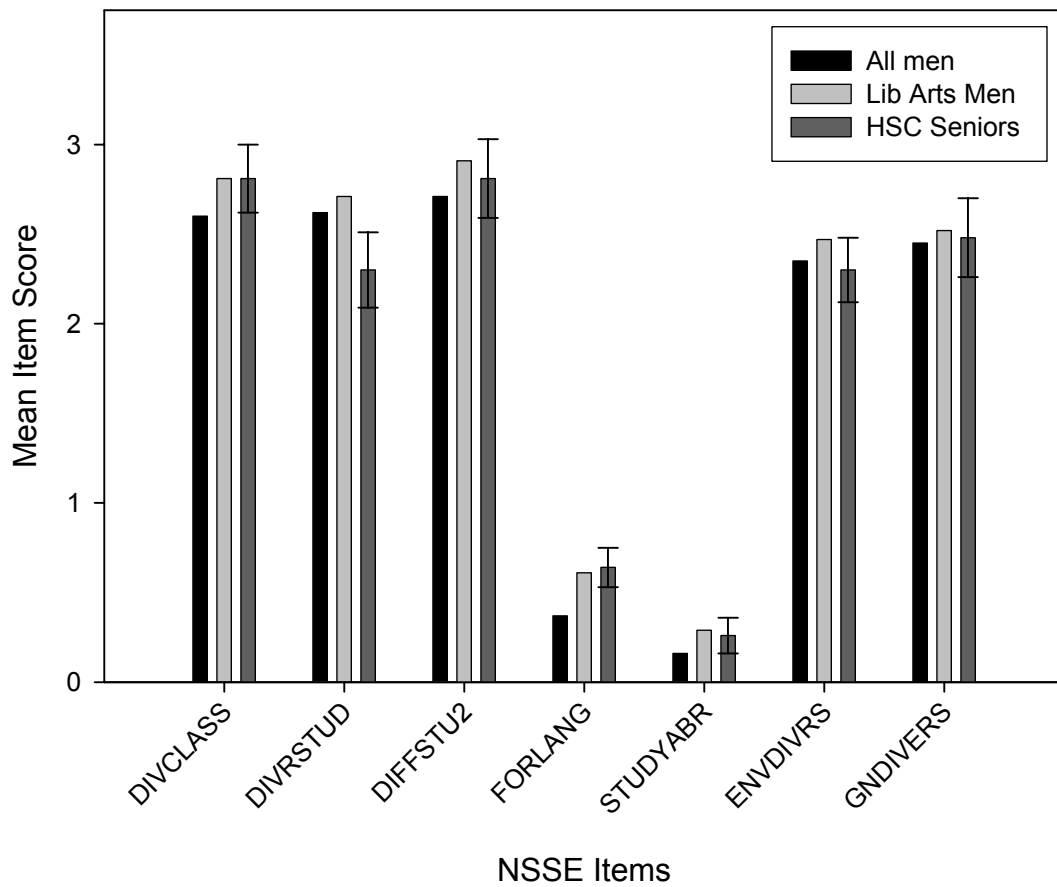
In 2003, the College participated in the National Survey of Student Engagement (NSSE), a national survey of college students that explores a variety of aspects of their college experiences. The survey was completed by a large sample (about 50%) of freshmen and seniors. Hampden-Sydney students' answers to the survey questions can be compared to those of a national sample of male students from other liberal arts baccalaureate-granting institutions, and from all other students at all other colleges and universities who participated. There are several NSSE questions that focus on the extent, frequency, and quality of students' exposure to other people with diverse racial, ethnic, and economic backgrounds and ideas; students' exposure to people who speak languages other than English and whose cultural background is different from their own; and students' perceptions of the College's emphasis on and contribution to their experience of diverse perspectives. The NSSE questions (with the abbreviated code for the individual items) are as follows:

- DIVCLASS: frequency of inclusion of diverse perspectives—racial, ethnic, gender, political beliefs—in class discussion and written assignments;
- DIVRSTUD: frequency of having serious conversations with students of different race or ethnicity;
- DIFFSTU2: frequency of having serious conversations with students who are very different in religious beliefs, political opinions, personal values;
- FORLANG: proportion having had foreign language coursework;
- STUDYABR: proportion having done or planning to do study abroad;
- ENVDIVRS: perceived institutional emphasis in encouraging contact among students from different economic, social, racial or ethnic backgrounds;
- GNDIVERS: extent to which experience at the institution contributed to knowledge, skills, or personal development in understanding people of other racial or ethnic backgrounds.

The student responses to these questions are shown in figure 1, which represents the mean scores for each of the items for Hampden-Sydney seniors and for senior men at other liberal arts schools as well as for senior men at all other colleges and universities. (Confidence intervals for the Hampden-Sydney sample are also shown, permitting statistical comparisons between the groups.)

Figure 1.

NSSE 2003: Comparison of H-SC Seniors,  
All Men, and Liberal Arts Men



Error bars represent 95% confidence intervals.

These results identify one possible deficiency in Hampden-Sydney students' academic experience, but at the same time, they reveal several positive points. On the question concerning the frequency with which students have serious conversations with students of different racial or ethnic backgrounds (DIRRSTUD), Hampden-Sydney students score significantly lower than do other college and university men and liberal arts men.

However, Hampden-Sydney seniors' answers do not differ from the answers of other senior liberal arts men on any of the other measures, and they rate higher than the seniors from all other colleges and universities in the inclusion of diverse perspectives in class discussion and written assignments (DIVCLASS), in having had foreign language coursework (FORLANG), and in having studied abroad (STUDYABR).<sup>1</sup> That Hampden-Sydney students, compared to students at other schools, have fewer conversations with students of different backgrounds is a problem that should be addressed. On the other hand, even in the areas in which Hampden-Sydney College is no different from other schools, changes are still necessary if this institution is to succeed at preparing its students to serve as world leaders. If it is the College's mission to train students to be good men, good citizens, and strong leaders in the world both today and in the future, the curriculum and the co-curriculum need to be enhanced so that students have ample opportunities to learn about and interact with other people unlike themselves.

Also significant in these NSSE results is the frequency with which Hampden-Sydney College seniors report having studied abroad (which in this survey was 26%). In fact, data from the Office of International Studies suggest that an average of approximately 39% of graduating seniors over the last four years have participated in some College-sponsored program of foreign travel or study, either through year- or semester-long study abroad programs, May Term abroad courses, other programs of summer study (e.g., the Virginia Program at Oxford), or service trips to other countries over winter break or spring break. These data are encouraging (even more so than the NSSE results). However, the vast majority of these experiences involve working or studying in a foreign country for a relatively short time (one to three weeks) rather than semester or year-long experiences abroad. Moreover, these short duration programs—offered as May Term courses with foreign travel and study, or service-learning programs during Christmas break or spring break—tend to involve travel with a group of other Hampden-Sydney students. Compared to students who study abroad for a semester or a year, these students spend far less time interacting with local people in other countries. Therefore, they are exposed only minimally to ideas, values, and experiences of an ethnically, racially, economically, and socially varied group of people.

***How much interaction do diverse groups of Hampden-Sydney College students have with each other?***

There are a number of organizations on campus that encourage interaction among diverse groups of students. This examination necessarily begins with a discussion of the fraternities and other social clubs on campus. The fraternity system at Hampden-Sydney College has been a prominent—indeed, a central—element of the social fabric of the

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<sup>1</sup> The findings for the proportion of Hampden-Sydney students having studied a foreign language—64%—is perplexing, given that studying a foreign language, modern or classical, is a requirement for graduating from the College. Moreover, though there are some students who qualify for a substitution of the foreign language coursework because of specific learning disabilities, they do not come close to accounting for 36% of the student body. It well may be that some students interpret this item on the NSSE to mean coursework beyond the level of the basic requirement.

College for many years. Traditionally, the College depended upon the social fraternities to provide a significant portion of the social life on campus. In the early 1980's, over 60% of students at the College joined the social fraternities, and those fraternities were virtually entirely white. One fraternity—Alpha Phi Alpha—that accepted (but was not limited to) black students—was active for several years, but closed in 1984. Thus, it is not surprising that opportunities for social interactions between students of diverse backgrounds were limited through this period.

Today, membership in the social fraternities continues to be predominantly white, but since the 1980's, fraternity membership has declined to about 30% of the student body. Instead, other student organizations—professional, academic, and social—fill the role of a traditional social fraternity for many students, and a number of these organizations encourage and embrace diversity. Alpha Chi Sigma (the science professional fraternity), the Minority Student Union, and the Tiger Athletic Club are all noteworthy in this regard. Over the past ten years the Tiger Athletic Club (TAC) grew dramatically in membership (though currently, in Spring 2006, this organization is struggling). The TAC is structured and functions in a manner similar to that of the traditional Greek organizations but is not officially a fraternity nor does it belong to the Inter-Fraternity Council. Yet it has served (and may survive and come once again to serve) as a source of social and cultural interaction for its large group of student members. Moreover, the TAC has been very well integrated racially, with black students being active members and serving in leadership roles. While a majority of the TAC members are white and few if any are international students, the history of the TAC offers encouraging signs that regular interactions between white and black students can and do take place on this campus. In contrast, the majority of the students in the Minority Student Union (MSU) are black, though membership is not limited to black students. Formed in 2001 as an extension of a group known as “The Brothers,” the MSU has steadily grown in size, with a current membership of about thirty-five.

Despite the positive developments in campus culture over the last two decades, social interaction among students of differing racial and ethnic backgrounds is still limited, and there is still a strong tendency for students who are similar in race, ethnicity, and nationality to congregate and socialize with one another. While opportunities for social interaction among students of differing racial and ethnic backgrounds exist, though outside of the traditional fraternity system, the historical center of student social life, many students do not fully avail themselves of those opportunities.

### ***How has Hampden-Sydney College responded to these issues to date?***

During the most recent curriculum review, in 1998-2000, the faculty recognized the need for additional curricular offerings to broaden and deepen the world view of Hampden-Sydney students. A new three-semester Western Culture program was designed to focus on developing in students a sound basis of knowledge about and appreciation of their own culture. Furthermore, the requirement for students to learn a foreign language was reaffirmed, with an additional requirement that students learn about



other cultures by taking a course at Hampden-Sydney focusing on another culture or by spending an extended period of time studying abroad. All of these curricular features aim at developing a good man and good citizen who can not only participate in but also lead in the modern world.

Hampden-Sydney's faculty itself is a relatively homogeneous group, reflecting (at least in terms of race and ethnicity) the profile of the student body. Two percent of the faculty members are black, and another 4% are Hispanic. There is some diversity in terms of gender. Male faculty members outnumber female faculty by about 75% to 25%, though the representation of females in the faculty has increased dramatically from the early 1980's (at which time there was only one female tenure-track member of the faculty), and the majority of the tenure-track hires in the last two years have been women.

The College's co-curricular multicultural program has been enhanced by distinguished visiting speakers and by the administrative nurturing of a strong multicultural student group. However, the Hampden-Sydney 2004-05 Intercultural "White" Focus Group Report found that many of students at the College fail to take advantage of campus programs that would enhance their understanding of other cultures and that many fail to see why such an understanding would be important in the world of the 21<sup>st</sup> century.

The College has worked to increase the diversity of its student body and its faculty; to promote through changes in the curriculum and in co-curricular programming an understanding of cultures other than that of the United States and of this country's place on the world stage; and to provide opportunities for students to interact and communicate with others different from themselves. It has enjoyed at least some degree of success in many of these efforts. There is more that the College can do, however, to enhance students' intercultural competence—that is, their understanding of the changing world, their appreciation of differences among diverse peoples, and their skills in communicating and interacting with people very different from themselves.

### ***What else will the College do to respond to these issues?***

The proposed plan, "Preparing Good Men and Great Leaders for a Culturally Diverse World," is a multifaceted response to these issues. Broadly stated, the plan establishes venues through which students can increase their opportunities for contact with people different from themselves. It addresses key problems such as students' failing to take advantage of programs already offered on campus that would enhance their understanding of other cultures and not perceiving why such interactions are important in the 21<sup>st</sup>-century world. The plan also addresses questions such as how to integrate such programs into a community where some members may be uncomfortable with cultural differences and who may have come to the College seeking a homogeneous environment. This plan defines both intercultural competence and cultural diversity in broad terms and recognizes that even within the dominant culture of the College, there is already much diversity. In short, it aims at enhancing students' knowledge and understanding of people

whose backgrounds are different from their own, and works to develop their ability to communicate and to interact productively with people different from themselves so that graduates of Hampden-Sydney will leave the College well prepared for citizenship and leadership in the modern world.

## RATIONALE AND DISCUSSION

Intercultural competence results from a complex educational process that unfolds over time; in addition, it is experienced differently by each individual. Reaching the goal of enhancing students' intercultural competency must be an on-going process that involves finding a wide variety of ways (large and small, formal and informal, curricular and co-curricular) to enhance their awareness of other cultures and to alter their behavior in interacting with individuals whose backgrounds are different from their own. Inevitably then, this plan must be multi-dimensional. It must also establish various programs (or enhance existing programs) in ways that require students to engage actively with diverse individuals in various contexts and on multiple occasions. Students may gain insight into others' culture simply by being exposed to various other individuals and groups, but exposure is not in itself a sufficient goal or means of achieving the College's goal. In order to involve as many students in this effort as possible and to give the students some sense of the wide range of possible behaviors, beliefs, and practices in societies worldwide, the College must provide multiple and various opportunities for students to meet, communicate with, and interact with people from various countries and from various American cultures, and from classes, races, religions—and, of course, gender—different from those of the “mainstream” HSC student. Ultimately, the campus climate as a whole must be adjusted in order to make diversity an aspect of the campus culture that students expect to encounter, and faculty and administrators must provide ways to help students understand why developing the skills necessary to interact with people whose perspectives on the world vary from their own is important in the world of the 21<sup>st</sup> century.

Despite the breadth and complexity of this plan, focusing on just three overall outcomes goals, all of which enhance student learning on different levels, provides a framework of organization: 1) through expanding material taught in HSC classes and by providing opportunities for intercultural experiences both inside and outside the classroom, students' ***knowledge and understanding*** of cultures and individuals foreign to most of Hampden-Sydney's student body can be increased; 2) to the extent that this plan expands opportunities for students to interact with various individuals both on and off of campus, students will improve their ***ability to communicate*** effectively with individuals whose backgrounds are very different from their own; and 3) by providing opportunities for students to meet and work with various individuals in formal and informal contexts both on and off campus, students will learn how to ***interact productively*** with individuals whose backgrounds are very different from their own.

It is important to note that the College cannot be held responsible for changing students' *attitudes* toward other cultures and other individuals; however, expanding and

deepening their knowledge of other cultures and ensuring that they understand and have practiced the communication and behavioral skills they need to interact productively are all appropriate educational goals. Helping students gain “behavioral and cognitive abilities such as openness, empathy, perspective taking, behavioral flexibility and person-centered communication” (Davis, 2005) enhances students’ understanding of the wider world and enables them to succeed in that world after they are graduated from Hampden-Sydney College. When these graduates encounter people whose background, values and beliefs are different from their own, they will be prepared to effectively identify and understand the dynamics of these differences and to respond appropriately and with an awareness of the others’ perspectives.

Through curricular and co-curricular activities, the College will offer students opportunities for increased contact with diverse cultures and communities, within the gates of the college, in the community, and beyond. In order to accomplish these far-reaching goals, all constituencies of the institution must recognize the importance of intercultural competency and work to develop programs in that area. However, by investing the energy and financial support necessary to accomplish this goal, the College will certainly have a significant impact on students’ ability to negotiate their way intellectually and professionally in the multi-cultural 21<sup>st</sup>-century world.

## **INVOLVEMENT OF THE COMMUNITY**

One of the hallmarks of a successful Quality Enhancement Plan is an understanding of and general acceptance of the QEP by the constituents of the educational institution. In the case of Hampden-Sydney College, this means that the faculty, trustees, administrators, and students should have some feeling of ownership in the development of the plan. Other constituencies that may have some interest in the QEP are alumni and parents of current students. Throughout the process of developing Hampden-Sydney College’s Quality Enhancement Plan, the committee (itself including members of the faculty, staff, and administration) strove to keep all community constituencies involved in and informed about that process. Recognizing that as the QEP is first and foremost an educational document and as the Trustees have, in accordance with bylaw #38 of the Bylaws of the President and Trustees of Hampden-Sydney College, delegated academic authority to the Faculty, administrators at the College placed the primary work of preparing this important document in the hands of the academic administration and the faculty. The section that follows explains how Hampden-Sydney College’s Quality Enhancement Plan was prepared and how the various community constituencies were involved in the development of this program.

In some ways the QEP can be thought of as a limited long-range planning effort. SACS’ Commission on Colleges (COC) mandates that the QEP: 1) address a College need[s] that enhances student learning; 2) be limited to one or just a few educational issues; 3) have clear benchmarks for success; 4) have widespread support; 5) be able to be accomplished within five years; and 6) be economically feasible. Clearly, these mandates address certain elements of a typical collegiate long-range plan. Hampden-

Sydney College has had a long history of utilizing long-range planning as an institutional development tool. During the most recent long-range planning process, the major players in this development knew, in a general sense, that the upcoming SACS Reaffirmation of Accreditation would involve a Quality Enhancement Plan that might arise naturally and organically from the normal planning process. That is, it was likely that some of the educational issues that arose in the long-range planning process would be appropriate candidates for a Quality Enhancement Plan project, if suitably focused and developed. Thus, it is natural that the QEP “Preparing Good Men and Great Leaders for a Culturally Diverse World” shares some features with Hampden-Sydney College’s standing long-range plan at the same time that it meets the expectations of the COC.<sup>2</sup>

About two years ago, the President of Hampden-Sydney College established an *ad hoc* committee to oversee the development of the Quality Enhancement Plan. This Committee included six faculty members representing the spectrum of disciplines, interests, gender, and tenure. In addition, the Dean of the Faculty, the Associate Dean of the Faculty, and the Vice President for Administration (also chair of the Long-Range Planning Committee) sat on this committee. About a year into the planning process, the Associate Dean of Students was also added to the committee. The committee was constructed in this way, with a majority of faculty members and academic administrators, to satisfy both the College’s own regulations, Bylaw #38 cited above, and the COC guidance mandate that the faculty play the major role in curricular development. Nevertheless, the college administration and the committee itself recognized that the development of this plan must have even broader support and understanding throughout the campus community.

To foster campus participation in the development of the QEP, the committee decided to operate in as transparent a fashion as possible. For example, the committee developed a web site that contained a summary of the QEP planning process as well as important documents that arose during the planning process (see Appendix A for a copy of the website page). This site has links to the College’s Long-Range Plan, a list of the committee members with contact information, copies of minutes of the QEP Planning Committee meetings, and draft planning documents for various plans that the committee considered adopting. Readers can still visit this non-password protected site at the following URL: <http://www.hsc.edu/pres/qep/index.html>. Early in the planning process, this *ad hoc* QEP Planning Committee examined a variety of documents, trying to tease

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<sup>2</sup> One ancillary benefit of the extensive and detailed QEP planning process has been the identification of other important educational issues that would benefit the College. Although the planning committee recognized that it needed to identify a focused single issue for the QEP, most of the QEP candidate plans that the committee considered raise important issues that deserve consideration and recommendations for changes that deserve implementation, if feasible. For example, the candidate plan on enhancing the Honors Program is being discussed further in the Honors Council and may lead to a curricular proposal for presentation to the Academic Affairs Committee. The extensive discussions on the teaching load of the faculty raised important issues that have now been brought to the attention of the Trustees. At the November Trustee meeting, the chair of the Trustee Faculty and Academic Affairs Committee directed the Dean of the Faculty to prepare data for trustee discussion on the faculty load issue for the Fall 2006 meeting of the Trustees. Thus, the more limited Quality Enhancement Planning Process, working hand-in-hand with the over-all College Long-Range Planning Process, focused much-needed attention on important educational issues. This is an ancillary but important benefit of the QEP planning process.

out various academic issues that would fit the criteria for the COC-mandated QEP and benefit student learning at the College. The committee examined the Hampden-Sydney College Long-Range Plan, looking for educational objectives that met the COC's QEP criteria. Additionally, the committee reviewed external review reports for academic departments and programs that had been written over the course of the past five years. Most of these external reviews contained valuable suggestions on curricular developments that would enhance student learning. Further, the QEP Planning Committee solicited written suggestions for student learning improvements from all academic departments and programs on campus. As one would expect, the QEP Committee considered some of the recommendations gleaned from these documents unsuitable for a QEP. However, several very interesting suggestions were made that appeared to meet the COC QEP requirements and also fit the College's long-range goals. Finally, discussions with the faculty at large led to the development of several other plans. In the fall semester of 2005, the QEP Planning Committee presented to the community a number of plans; these QEP candidate plans (in no particular order) were as follows:

1. lowering faculty teaching load;
2. enhancing the oral rhetoric program;
3. "world citizenship";
4. *Culture, Communication, and Context*: Preparing students to communicate effectively in a diverse world;
5. enhancing the Honors Program;
6. establishing a scholar-in-residence program;
7. returning to an 18-Week Semester.

### ***Outreach to Students***

The QEP Planning Committee met with a number of constituent groups to explain these possible plans and to seek input. Understanding fully that Hampden-Sydney students and their education were the appropriate and necessary targets of a QEP, the committee wanted to make sure that the students understood the QEP process and had some input into the process by which a plan was selected. On August 22, 2005, several members of the QEP Planning Committee met with the Resident Assistants (RAs) to explain the purpose of the Quality Enhancement Plan and outline the plans that were being considered. The discussion with these 40 or so students was vigorous and helpful. On September 19, 2005, many of the QEP Planning Committee members met with the Student Government of Hampden-Sydney College (the meeting included all of the student government officers and senators plus committee chairs; about 30 students altogether) to cover the same issues that had been covered with the Resident Assistants. In this three-hour session, the vigorous exchange of views on the merits of the various possible plans gave the committee members a sense of which plans had the most support of the students. Then, in mid-September, the Dean of the Faculty met with two staff members of the student newspaper, *The Tiger*. Over the course of two lengthy discussions, these student newspaper staffers learned about SACS, the Certificate of Compliance, the QEP process, and the various plans under consideration. The student

reporters wrote two articles that appeared in *The Tiger* on September 30 and on November 11, 2006 (See Appendices B1 and B2 for copies of these articles.) In addition, the final version of the QEP was published on the QEP website noted above and referenced in an email to all students. On April 20, 2006, the Advanced Public Speaking class (Rhetoric 310), which had taken on a study of the College's QEP as a class project, met with the QEP Committee to present their reactions to the current plan and their ideas about features that could be changed or added.

### ***Outreach to the Faculty***

Since the QEP would necessarily be deeply intertwined with the curriculum, outreach efforts to the faculty were crucial. At the regular meeting of the faculty in September 2005, the Dean of the Faculty discussed the SACS COC Reaffirmation of Accreditation Process, the Certificate of Compliance, and the QEP. Then, the plans under consideration were presented to the two major standing committees of the faculty, the Academic Affairs Committee and the Faculty Affairs Committee. Both of these committees discussed the plans over the course of a month. In October 2005 the faculty held two Committee-of-the-Whole meetings dedicated solely to discussions of the QEP candidate plans. The Academic Affairs Committee then conducted a preference survey to gauge the interests of the faculty with regard to the plans. This survey showed that the faculty clearly preferred that some elements of the World Citizenship and Scholar-in-Residence plans be combined to craft a suitable QEP; this plan was eventually titled "Preparing Good Men and Great Leaders for a Culturally Diverse World." However, it should be clearly understood that there were groups of faculty members who favored other candidate plans or who opposed the entire process of developing a QEP.

### ***Outreach to Members of the Administrative Staff, College Trustees, Alumni and Parents of Current Students***

The QEP Planning Committee realized that mid-level administrative staff at the College also needed to understand the COC reaffirmation of accreditation process and the plans that were under consideration. Therefore, on September 16, 2005, the Vice President for Administration and the Dean of the Faculty presented the two major components of the COC review to the President's Council, a group of mid-level College administrators that meets monthly to share information. As had been the case in discussions with the other constituencies, this group engaged the QEP Planning Committee members in vigorous discussion of the process and candidate plans.

The QEP Planning Committee held extensive discussions of the QEP planning process with two subcommittees of the Board of Trustees, the Faculty and Academic Affairs Committee (FAAC) and the Long-Range Planning Committee (LRP), on multiple occasions. At the November 2005 Board of Trustees meeting, the Dean of the Faculty explained the COC reaffirmation of accreditation process and the various candidate QEP plans to the FAAC. Also at this meeting, the QEP Planning Committee presented its recommendation for the particular plan that it had selected from the group of possible plans. At this same Board of Trustees meeting, the Vice President for Administration and the Dean of the Faculty presented an overview of the Certificate of Compliance and QEP

processes to the Trustees' Long-Range Planning Committee along with the QEP Planning Committee's recommendation about the plan that it hoped the College would pursue. Both of these subcommittees of the Board of Trustees endorsed the QEP Planning Committee's recommendation to move forward with "Preparing Good Men and Great Leaders for a Culturally Diverse World" and reported these recommendations to the Plenary Session of the Trustees. In February 2006, the QEP Planning Committee reported to the Board of Trustees FAAC and LRC on its work in developing and writing the QEP. The bulk of the sessions of these two subcommittee meetings was devoted to lively discussions on the development of the QEP.

Finally, two other important constituent groups were informed about the plan this spring. On March 31, 2006, the Dean of the Faculty explained the QEP to the Parents' Council, an advisory group consisting of parents of current students, and on April 21, 2006, the Dean explained the QEP plan to the Alumni Council.

At the May 2006 Trustee meeting, the QEP Committee presented the draft QEP to the Long-Range Planning committee of the Board of Trustees for approval. During June and July, the QEP Committee finalized the QEP and presented it to the COC on August 1, 2006.

Overall, the QEP development process has been open and accessible to all campus groups; the committee has sought input from all constituencies. Although not everyone agrees on the direction of the plan or on the particulars of this plan, all faculty members, staff members, and trustees are well-informed about the QEP and understand how it was developed. Student understanding of the plan may be more problematic, since most current students appear to be apathetic about this planning process and, moreover, many of the student leaders who have been consulted along the way will have been graduated from the College and will have moved on by the time the SACS team comes to campus.

## **REVIEW OF LITERATURE AND BEST PRACTICES**

Hampden-Sydney College's Quality Enhancement Plan builds on a review of literature and research that addresses the broad topics of academic diversity, cultural competence, and preparation for citizenship in a culturally diverse world. In addition to books and monographs, the QEP Committee looked at a range of more specific materials such as college web sites, organizational reports, and articles in magazines and educational periodicals. The committee examined materials to help us define the tasks and offer insight into the theories and practices associated with the goals of the particular QEP that it selected, "Preparing Good Men and Great Leaders for a Culturally Diverse World."

Many studies explore the relationship between students' social and cultural backgrounds and their learning styles. Much of the literature focuses on the benefits of developing and supporting a diverse student body. This literature review examines topics most directly related to Hampden-Sydney's plan, including discussions of the value of

diversity as part of higher education, definitions of educational diversity, and studies confirming that interaction with people whose worldviews are different from one's own strengthens critical thinking and understanding of multiple points of view. The QEP committee also considered how cultural and demographic shifts within the United States and globally suggest that changes in traditional curriculum and co-curriculum are needed to prepare students for leadership. We looked at texts that explore opportunities for developing positive diversity experiences at small liberal arts colleges. Finally, we examined literature related to Amity scholars, language houses, and visiting scholars to locate models for our plan.

The topic of teaching and learning about cultural diversity in American institutions of higher education has evolved considerably in the last quarter-century. Factors as varied as an increasingly culturally diverse population, affirmative action and its effects on higher education, and an emerging global culture have contributed to a tremendous proliferation of interest, research, and theoretical writing in the field of multicultural education and diversity. Benjamin (1996) notes that colleges and universities across the United States have responded to these and other developments by creating hundreds of new cultural diversity programs. The benefits of diversity in higher education are widely recognized by educators, researchers, administrators, and national teaching organizations including the Association of American Colleges and Universities (AACU), the Association of American Law Schools (AALS), the Association of American Colleges (AAMC), the Association of American Universities (AAU), the American Association of University Professors (AAUP), and the American Council of Education (ACE) (Upman & Kuk, 2003). While consensus has emerged in support of the goals and benefits of multicultural education, opinions and perspectives differ about the processes that institutions should employ to support their programs and initiatives. In many ways, multicultural education is still in an emergent field (Pascarella, Edison, Nora, Hagedorn, & Terenzizi, 1996; Banks, 2002; Umbach & Kuh, 2003). Still, there are some overarching themes in the various studies of this issue. In his landmark review of forty years of scholarship in multicultural research, Banks (2002, p. 22-23) contends that "the most important implication . . . is that multicultural education must be conceptualized and implemented broadly if it is to bring about meaningful change." He asserts that programs must help students understand how knowledge is constructed and how this knowledge reflects the backgrounds and perspectives of those who created it (Banks, 2002).

### ***Types of Diversity in Higher Education***

Gurin (1999a) describes three major ways that students might be exposed to racial and ethnic diversity in an academic setting. "Structural diversity" is the make-up of the student body in terms of the numbers of racial and ethnic groups represented and the percentage of these groups in relation to the entire student body. "Informal interactional diversity" relates to the "frequency and quality of informal interactions" that students have with peers whose cultural and racial backgrounds are different from their own. These interactions usually occur outside the classroom and in settings such as campus events, residence halls and social functions. "Classroom diversity" is described as



acquiring knowledge and gaining experience about diverse cultures “with diverse peers in a classroom” (Gurin, 1999a, p.1). The three types of diversity are interrelated, since structural diversity is necessary to allow the institution to foster the two other types of diversity, though Gurin, Dey, Gurin, and Hurtado (2002) warn that the history of race relations has shown that simply attending a college with diverse peers does not mean that students will have productive interactions.

As a rural, all-male institution, Hampden-Sydney College is particularly challenged in the area of structural diversity. The College’s long-range plan supports continued efforts to increase structural diversity, recognizing that efforts on all three fronts will be the most effective approach to accomplishing the goals of the plan. Nonetheless, several reports discussed in greater detail below suggest that significant structural diversity, while important, is not the key ingredient for successful inter-cultural experiences and learning. Hampden-Sydney’s Quality Enhancement Plan focuses primarily on increasing classroom diversity by means of a visiting scholars program and by increasing informal interaction by diverse groups through the use of language houses and other co-curricular initiatives.

### ***Studies of the Impact of Diversity on Higher Education***

Drawing on theories of cognitive development and social psychology, Gurin (1999a), Gurin, Dey, Gurin, and Hurtado (2002), and Hurtado (2005) have studied how the psychological premise of discontinuity affects students engaged in formal and informal interactions with people whose cultural and ethnic backgrounds are significantly different from their own. When students interact without the benefit of shared assumptions and understanding, they are pushed to examine and construct their own perspectives and worldviews. Frequent cross-cultural encounters offer students opportunities to address issues and to reason in more complex ways than they would in a homogeneous environment (Gurin 1999a; Gurin, Dey, Gurin, & Hurtado, 2002).

Gurin, lead author of the expert report used to support the Supreme Court’s recent rulings in favor of affirmative-action admission policies (*Gratz, et al. v. Bollinger, et al*), produced often-cited studies that show that interactions with peers from different cultural and racial backgrounds reflect positively on a variety of learning outcomes. According to Gurin (1999b, p. 2), these studies reveal a “striking pattern of consistent, positive relationships between student learning in college and both classroom diversity and informal interactional diversity.” Students who experienced the greatest classroom and informal interactive diversity showed the “greatest engagement in active thinking processes, growth in intellectual engagement and motivation, and growth in intellectual and academic skills” (Gurin, 1999b, p 2). Results were positive for all ethnic and racial groups of students studied, and students sustained the positive outcomes for five years after college graduation (Gurin, 1999b).

Gurin’s studies show that students’ experiences with diversity yield higher-level thinking scores as well as growth in motivation and self-confidence for white students (Gurin, 1999b), a finding particularly useful for Hampden-Sydney, since 92% of the

students at this college are white. Classroom diversity, along with informal interactive diversity activities such as multicultural events and dialogues, produced the most significant effects for white students (Gurin et al. 2002). Post-college outcomes for white students were also significant. Those who took diversity classes and had multiple opportunities for interaction with diverse peers were more likely to have discussions about racial issues and to feel comfortable in social settings with diverse people after they had graduated from college. Significantly, these students also felt that their college diversity experiences had prepared them for graduate school and their current jobs. Finally, these students demonstrated more engagement as citizens five years out of school than did students who did not benefit from diversity experiences in college (Gurin, 1999b).

The benefits that students gain from experiences with diversity vary depending on the educational environment. The quality of interactions that students have with diverse peers dictates whether the educational outcomes will be positive (Gurin, 1999a, Huratado, 2005; Umbach & Kuh, 2003). Huratado (2005) conducted studies that show that students whose educational environments enabled frequent and productive exchanges with diverse peers had positive outcomes related to the development of citizenship, such as “self-confidence in cultural awareness, development of a pluralistic orientation, belief that conflict enhances democracy and a tendency to vote in federal and state elections” (p. 6). The fact that those students who had negative interactions did not show such positive outcomes indicates that if interactions with diverse peers are left to chance, students are likely to fall back into old and unproductive behavioral patterns when they encounter conflict (Hurato, 1999, 2005).

Hurado also argues that students who studied at schools where diversity topics were integrated into the overall curriculum or who had fulfilled diversity requirements manifested the strongest positive effects on “complex thinking skills ... retention, cultural awareness and interest in social issues” (Hurado, 2005, p.7).

It is interesting to note the correlation between diversity-related educational opportunities and outcomes that go beyond diversity outcomes to include gains in areas such as cognitive skills and retention. These findings were reinforced by a National Survey of Student Engagement (NSSE) study showing that students at liberal arts colleges whose educational environments promote diversity and who participate in these diversity activities were more academically challenged and reported greater gains in personal and educational development and a higher level of satisfaction with their overall college experience (Umbach & Kuh, 2003).

### ***Preparation for Citizenship in a Diverse World***

A theme that emerges in much of the literature is the need for educational institutions to prepare all students, regardless of their backgrounds, to live in a world where they will experience both increasing cultural and racial diversity and greater global inter-connectedness. Predicted demographic shifts point to major cultural changes within

the national borders of the United States. By the year 2025, minorities are expected to account for close to 50% of the population (Benjamin, 1996). If these projected trends in population shift become reality, the United States will be much more culturally diverse than it is already. Changes occurring within the United States are amplified when considered as part of cultural and population shifts worldwide. The changes brought about by globalization are increasingly connecting people around the world economically, politically, and technologically.

Globalization is creating unprecedented needs for college graduates who are proficient in language and cross-cultural communication. In four years, from 1998 to 2002, the nationwide enrollment in foreign language courses increased by 17%, according to a 2002 survey by the Modern Language Association (Welles, 2002). Even so, private corporations and the United States government are spending millions of dollars on language training for their workers to keep pace with the demand (Brecht & Ingold, 2002).

These trends suggest a significant responsibility for those schools whose mission is to prepare students for success and leadership in the 21<sup>st</sup> century. Green (2002, p. 7) notes in an American Council on Education report on internationalization in higher education that American college graduates will enter a “world in which national borders are permeable,” and he points out that “workplaces reflect a growing diversity of cultures, languages, attitudes and values.” Green challenges educators to produce graduates who are actively engaged in civic life both locally and globally and who understand the connected fate of individuals and nations.

The ability to understand and benefit from other cultures, to interact productively and be able to negotiate to resolve conflicts, and to communicate successfully with those unlike oneself are likely to be the most important skills for political and economic success for leaders in the future (Olguin & Schmitz, 1997). The synthesis of the literature by Pascarella et al. (1996) exploring the effect of the college experience shows that students tend to change their attitudes from the freshman year to the senior year, becoming more open and tolerant and less ethnocentric and dogmatic. If students learn to integrate diverse racial, ethnic and social perspectives into their worldviews during their college years, they will gain skills that will prepare them to be more effective citizens in a pluralistic and changing society.

### ***Diversity and Intercultural Experiences at Liberal Arts Colleges***

Two samples of data from the 2002 National Survey of Student Engagement with respondents representing 349 four-year colleges and universities were analyzed by NSSE researchers Umbach and Kuh (2003) to determine how student experiences with diversity at liberal arts colleges compare to experiences revealed in data acquired from other types of institutions. They looked for factors and conditions that related favorably to positive diversity outcomes and examined diversity experiences in relation to other educational outcomes. They found that liberal arts colleges are more likely than any other type of college to facilitate diversity experiences for their students. In fact, students at liberal arts colleges are more likely than students at any other type of college to grow in their understanding of people from ethnic and cultural backgrounds different from their own

(Umbach & Kuh, 2003). This finding is useful for Hampden-Sydney's study of this issue, given that many other liberal arts colleges are, like Hampden-Sydney, located in isolated, rural areas and do not attract significant minority enrollment.

Hampden-Sydney College's NSSE scores show that students at this college engage in serious conversations with others whose racial and ethnic backgrounds are different from their own far less frequently than do students at other liberal arts colleges. Still, the literature suggests that the College has many of the elements conducive to cultivating such interactions and outcomes. S. Schumann (2003) examined small, isolated colleges and universities with relatively low structural diversity where students live, work, and play in close quarters to one another. Cross-cultural interactions in this type of institution occurred frequently because of the students' proximity to one another and because of their isolation from other communities. This kind of environment has the potential to produce positive results, S. Schumann argues, since it is exactly the sort of "hothouse" atmosphere that requires students to learn to live with one another and that provides opportunities for the cross-cultural exchanges that students at a larger institution might choose to avoid (S. Schumann, 2005).

While student self-segregation at Hampden-Sydney does exist, the reality is that most students live in very close proximity to one another, eating together in the dining hall, attending classes, and participating in many extracurricular functions together. Housing options spread across town and opportunities for off-campus dining and entertainment simply are not readily available. Unlike large urban universities, community colleges and technical schools, small rural liberal arts colleges like Hampden-Sydney are closely involved in creating and controlling the atmosphere where students live and learn (S. Schumann, 2005).

Studies by Pascarella et al. (1996) examine how different college experiences affect students' orientation to diversity. Some of the areas he examines reflect the kind of campus environment that Hampden-Sydney students experience. He concludes that (after controlling for pre-college levels of exposure to diversity) living on campus increases white students' openness to diversity by a factor of twenty, and that participating in workshops focusing on racial or cultural issues increases such students' openness to diversity by four and one-half times. These studies also show that belonging to a fraternity had a negative effect on white students' openness to diversity (Pascarella et al., 1996). These results support Umbach and Kuh's (2003) conclusion that an institution without significant structural diversity must provide opportunities to connect students in meaningful ways with people of different backgrounds in order to achieve positive results (Umbach & Kuh, 2003).

Hampden-Sydney College provides the kind of environment in which college administrators, staff members, and faculty members can cultivate positive opportunities for informal interaction among diverse groups of students, and those interactions may occur more frequently because of the College's geographical isolation. Additionally, the fact that the majority of Hampden-Sydney's students are white suggests that many students here will benefit significantly from interactions with students different from

themselves. Meacham (1996) stresses the importance of tailoring reading material, assignments and diversity-related activities to the specific backgrounds and identities of the students and to the teachers presenting the material.

***Language Houses, Amity Scholars, and Visiting Scholars as Means of Establishing Cultural Diversity***

Brecht and Ingold (2000) stress the need to rethink the mission of language study in order to link study in this area to educational demands brought about by globalization. They coin the word “linguancy” to describe one who is both appreciative of world languages and cultures and who is experienced in the use of other languages. They describe four basic competencies:

- 1) functional competence in a language other than one’s own;
- 2) an understanding of the nature of culture and the social and cognitive aspects of language in culture;
- 3) effective strategies for learning languages of other cultures in the future—those not acquired during school years;
- 4) [the competency most directly related to Hampden-Sydney’s QEP] knowledge and skills necessary to manage communication and knowledge transfer across languages and cultures (Brecht & Ingold, 2000, p. 31- 32).

Since the end of World War II, language houses at colleges and universities have existed as dormitories or living quarters where students could practice speaking languages other than English (Wolf, 2002). Increased student interest in these living arrangements and a recognition of the need for students to have cultural experiences that go beyond foreign language fluency have encouraged institutions to look for ways to build upon the old language-house model. New models, such as living/learning centers with interdisciplinary themes, offer opportunities for curricular innovation that can link students, faculty, and the college community (S. Schuman, 2005).

Wolf (2002) suggests that institutions should rethink language houses as places where all students, not just residents, can participate in cultural experiences. He proposes transforming the language house into a “cultural center on campus for professors as well as students, [that] advocates language and culture studies, integrates area high schools, and reaches out to the community at large” (Wolf, 2002, p.1). To bring about this outcome, he advises that an enthusiastic faculty member be given a leadership role in seeking connections with various departments on campus and with the community so that the language house can achieve its broader mission.

J. Schumann (2005) suggests that language houses can be conceived of as an inexpensive answer to the cultural immersion that a student might experience studying

abroad. In addition to language immersion, the houses can offer cultural experiences such as film nights, lectures, and creative writing groups. At Rutgers' Douglass College, for instance, students interested in cultural experiences can live in a "Global Village." According to the College's web site and its on-line student newspaper the *Daily Targum* (2006), the "Global Village" offers students the opportunity to develop their language skills as well as their inter-cultural awareness and global perspective. Rutgers has units available for specific languages as well as for themes such as human rights and Mid-East coexistence. Students can earn credit towards a certificate in International Studies while living at the "Global Village," and the Village sponsors ten study abroad scholarships each year. Another institution, the University of Maryland, features an "international community atmosphere" with ten language clusters available. According to this university's web site, "Residents also acquire an appreciation of the specific historical, geographical, and sociological world of the target culture(s)."

One feature of Hampden-Sydney's QEP involves using the model of language houses as a cultural hub for the College. The College will create a language house or houses where visiting Amity Scholars and language students live and learn together. Amity Scholars are international volunteer teaching assistants who visit the United States to assist in language programs and to share their cultural heritage. According to the Amity bulletin, this program is "based on the belief that language learning and cultural exchange are essential to building international friendship and cultural understanding" (2006, p.3). See <http://www.amity.org/> for additional information on the Amity Institute and the Amity Intern program.

Amity Scholars will participate fully in the life of the College, living with students in the language house, taking classes, and helping to coordinate campus-wide culturally based programs. Amity Scholars themselves will benefit from their residency because it gives them the opportunity to have a full-immersion experience in American culture. The presence of Amity Scholars on campus will help provide greater structural diversity, informal interactive diversity and classroom diversity.

In addition to bringing Amity Scholars to Hampden-Sydney's campus, the QEP includes developing a program of visiting scholars, writers, and artists who represent multicultural views of various sorts and could provide classroom and informal interactive opportunities that reach across the curriculum. They, too, will be an active part of the life of the College, both leading and participating in diversity-related programs and acting as cultural ambassadors and catalysts for the campus community.

As it implements its Quality Enhancement Plan, Hampden-Sydney College will take advantage of the Fulbright Visiting Scholar Programs. Funded by the United States Department of State, the Fulbright Scholar-in-Residence program supports international scholars who live and teach in college communities for one or two semesters. The visiting international scholars support host schools in their efforts to initiate or broaden

international curricula. According to the Fulbright programs brochure, liberal arts institutions with few international students, limited study-abroad programs, and limited opportunities to host visiting international scholars are urged to apply and are given preference in their applications for such scholars (p.6).

Hampden-Sydney has already successfully participated in the Virginia Foundation for Independent Colleges' (VFIC) Visiting Professor Program, initiated in the 1990's to help transform educational institutions into more racially inclusive communities. This program brought to participating campuses visiting minority students who were in the final stages of their Ph.D. programs. When possible, these visiting minority scholars lived on campus to facilitate frequent interactions with students and other professors. While in residence, these scholars taught courses, led seminars and presented public lectures to the college and the local community.

A successful example of a program that uses visiting scholars-in-residence like the one Hampden-Sydney's QEP proposes is the University of Wisconsin-Eau Claire's Visiting Scholar/Artist-in-Residence program. This program was initiated in order to diversify the faculty, the student body, and the curriculum. Furthermore, it was conceived of as an opportunity to support minority recruitment and retention and to aid in various academic departments' search for minority faculty. The visiting artists and teachers selected to participate in the program are representative of racial and ethnic groups that have traditionally been underrepresented in the workforce at the University. In addition to their teaching responsibilities, these visiting scholars and artists are encouraged to provide programs that involve with the entire university community.

**Part II. Components of the Plan: Initiatives; Outcomes Goals and Objectives; Overall Assessment Plan; Administration and Oversight; Timeline; Financial Resources**

**INITIATIVES**

To address the needs identified in the “Background” section of this report and elaborated upon in the “Review of the Literature and Study of Best Practices,” we propose four fundamental initiatives for this QEP:

- 1) to establish residential language houses and an International House on campus;
- 2) to bring to campus, for a year each, Amity Scholars from other countries;
- 3) to bring to campus, for a semester or part of a semester each year, a Scholar-, Writer-, or Artist-in-Residence who in some way represents a multicultural perspective;
- 4) to establish a fund that various groups of students can use (through an appropriate application process) to plan and carry out programs for the campus community that relate to the theme of “the culturally diverse world.”

***Language Houses***

In the first year of its implementation of the QEP, the College will create one residential foreign language house on campus. In the second year, two houses will be created, contingent upon student demand for a second house. The first of these houses will have a Spanish-language focus. The second will be a French house, preferably, or a second Spanish house, depending on demand on the part of the students. Initially, Gilkeson House (which currently serves as a special interest residence) will be used for the first Spanish House; four or five students can live in this house. Students will be required to apply for membership in the house in the spring semester of the previous academic year. Residence in the house will be open to sophomores, juniors, and seniors, and will be competitively awarded on the basis of seniority and with preference given to those students majoring in Spanish.

Since the literature on language houses (see the “Literature Review” section in Part 1 of this document) shows that these residences work most effectively to enhance students’ intercultural competence when faculty members or other adults work closely with those students, one of the Amity Scholars (the discussion of this feature of the QEP follows, in the section below) will be housed in the language house, as well. Students will be expected to converse in Spanish in this house at all times. In addition, all of the residents of the language house will be expected to work together to develop and implement social, educational, and/or cultural programs related to the theme of their house; these programs will be open to the college community as a whole throughout the



academic year. Finally, students in the language house(s) will organize community-based service projects each semester. They might, for example, provide assistance in language learning or tutoring for members of the Hispanic community who live in Prince Edward County or in nearby counties. A member of the faculty, typically from the Modern Languages Department and preferably a native Spanish speaker, will serve as the Faculty Coordinator for the house. The Faculty Coordinator (see the job description for this coordinator at Appendix C) will receive a stipend in exchange for overseeing the activities in the house, and will assist the students in planning and executing the campus-wide cultural programs and the community-based service programs. Funds available to support the programs will be under the control of the Faculty Coordinator.

The College will establish an International House on campus as well, to house international students (note that in the spring of 2006, international/intercultural students on their own initiative had requested that this house be established). As in the case of the Spanish House, students in the International House will organize community-based service projects each semester. Furthermore, a member of the faculty will serve as the Faculty Coordinator for this house. The Faculty Coordinator will receive a stipend in exchange for overseeing the activities in the house, and will assist the students in planning and executing the campus-wide cultural programs and the community-based service programs. Funds available to support the programs will be under the control of the Faculty Coordinator.

### **Amity Scholars**

Each year Hampden-Sydney College will bring Amity Scholars to campus through the Amity Institute Intern program: one Amity Scholar in the first year of implementation of the QEP, and two each year thereafter. At least one Amity Scholar should come from a Spanish-speaking country, and would be expected to live in the appropriate language-theme house or in one of the residence hall apartments. It is expected that the Amity Scholars will live with the students in the language house, interacting with these students on a daily basis while speaking in their native tongue; these Scholars will also regularly interact and speak with students in other residence halls. Each Amity Scholar will give at least one public presentation or program for the campus community on cultural matters related to his or her own particular culture, and these Scholars will also be invited to give presentations in classes, as appropriate and as requested by specific faculty members. The Amity Scholars will have a modest programming budget to support social events or other small group events for the students in their residential area (the language house or the particular residence hall), or for other student groups as appropriate. Also, the Amity Scholar will be expected to assist the Faculty Coordinator for the language house in working with the students on their campus-wide cultural programs and community-based service programs.

### **Scholars-, Writers-, Artists-in-Residence**

Each year Hampden-Sydney College will bring to campus a distinguished scholar, writer, or artist (hereafter referred simply as a “scholar-in-residence”) who will live on

campus for part or (preferably) all of one semester. These scholars-in-residence will vary both professionally and culturally so that students have the opportunity to interact with individuals with a wide variety of perspectives who are working in a wide variety of academic areas. Ideally, the background of the scholars-in-residence will differ from year to year. The College will invite writers, artists, scientists, and traditional scholars, whose professional or academic backgrounds are in the humanities, natural sciences, or social sciences. Individuals with diverse cultural backgrounds and/or country of origins will be invited. For example, the scholar-in-residence may have an international background (coming from Europe, Central/South America, Africa, Asia, the Middle East, etc.) or he/she may be an American citizen whose cultural background nevertheless is different in some important way (in terms of race, gender, ethnicity, etc.), from that of the majority of Hampden-Sydney students. Further, there will be some attempt to alternate scholars-in-residence each year from international and domestic backgrounds, and to vary their academic and professional backgrounds each year.

The scholar-in-residence will be provided with College housing, a travel allowance, and a generous stipend for the year. In exchange, the scholar-in-residence will be expected to teach one course in his/her discipline or a related field; this course should relate in some way to the theme of a “culturally diverse world.” Students will be expected to write, read or (as appropriate) create other work under the supervision of the scholar-in-residence on topics related in some way to the theme of a “culturally diverse world.” The scholar-in-residence will also participate as a guest in other courses in which his/her experience or background can contribute to the curriculum of the course, or supplement the course material, as requested by individual faculty members. The scholar-in-residence will participate in a campus symposium (if one is being offered in that particular semester) on a topic related to his/her area of expertise or background. The scholar-in-residence will make a major public presentation to the College community at some point during the semester on a topic related to his/her background and expertise. The scholar-in-residence will meet and interact with appropriate student groups. A modest program budget will be available for the scholar-in-residence to provide social or small group events that he or she coordinates, and also to support other campus programs that he or she might develop.

### **Budget for Student Initiatives**

A faculty member will be assigned to serve as Faculty Coordinator to the Intercultural House; a modest budget will be created to be used for academic and cultural enhancement projects sponsored by the residents of this house (some money, coming from the Office of the Dean of Students, is already available for social and cultural events linked to the International Club.)

## OUTCOMES GOALS AND OBJECTIVES

Goals and Objectives for the Hampden-Sydney College Quality Enhancement plan,  
“Preparing Good Men and Great Leaders for a Culturally Diverse World”

**Hampden-Sydney College students will:**

**Goal #1: Develop their understanding and knowledge of the range of social, economic, religious, and political factors that contribute to the creation of the different perspectives on life that may be held by individuals whose backgrounds are different from their own.**

• **Objectives: HSC students will**

**1. Take classes with “culturally diverse world” themes or components**

*Plan for execution:*

1) Each year a scholar-in-residence will teach one course in his/her discipline (or in a related—perhaps an interdisciplinary—field), and that course will relate in some way to the theme of “a culturally diverse world.”

2) The faculty will be encouraged to incorporate “culturally diverse world” themes in existing courses, where appropriate.

*Plan for assessment:*

1) The College will establish benchmarks for numbers of students who have these learning experiences and will continually monitor those numbers.

2) The Dean of the Faculty will collect course syllabi and compile information about the types and range of information being presented in these courses.

3) The Dean of the Faculty will look at NSSE data, particularly for the responses to the item DIVCLASS (frequency of including diverse perspectives in class discussions, writing assignments) and the item GNDIVERS (institutional contribution to knowledge, etc., in understanding people of other racial/ethnic backgrounds) to monitor changes in students’ attitudes and behaviors as a result of their educational experiences.

**2. Attend lectures by scholars-, writers-, and artists-in-residence and Amity Scholars**

*Plan for execution:*

1) Each year, the Scholar-in-residence will make at least one major public presentation to the College community during his/her stay.

2) Each year, each resident Amity Scholar(s) will give a public presentation/program to the campus community on cultural issues, at least once during his or her time at the College.

3) The Faculty Coordinator for each language house will arrange with language house residents to have at least two academic/social events a year.

*Plan for assessment:*

1) The Dean of the Faculty will survey and interview students who take advantage of these opportunities to determine what they have learned.

2) The Dean of the Faculty will establish benchmarks for numbers of students who attend these programs and will monitor those numbers over time.

3) The Dean of the Faculty will look at NSSE data, for item ENEVENT (institutional emphasis on attending campus events and activities).

**3. Attend symposia on topics related to “culturally diverse world” and take related classes**

*Plan for execution:*

1) The College’s Lectures and Program Committee will work with other committees of the faculty such as the Gender Issues Committee, the International Studies Committee, and the Intercultural Committee, and with individual academic departments and faculty members to select themes for campus symposia that relate to “the culturally diverse world”; these symposia, and one-hour related courses, will be offered on a regular basis.

2) Each year, the Scholar-in-Residence will participate in a symposium (if offered) on a topic related to his/her area of expertise or background.

*Plan for assessment:*

1) The Dean of the Faculty will establish a benchmark for the number of students who take the related classes and monitor those numbers over time.

2) The Dean of the Faculty will survey and interview students who take advantage of these opportunities to determine what they learned, as part of the course evaluation process.

3) The Dean of the Faculty will look at NSSE data, and in particular at the item DIVCLASS (frequency of including diverse perspectives in class discussions, writing assignments) and the item GNDIVERS (institutional contribution to knowledge etc. in understanding people of other racial/ethnic backgrounds) to assess changes in student attitudes and behaviors in these areas.

**4. Attend programs on topics related to cultural awareness and diversity organized by student groups**

*Plan for execution:*

1) Members of the language house(s) and the International House (students, Amity Scholars, and the Faculty Coordinator) will organize and implement some sort of program (at least one) related to the language/theme of the house for the College community during the year.

2) Independent student groups may apply for funds to organize and present programs related to the theme of “the culturally diverse world” for the College community as a whole.

*Plan for assessment:*

1) The Dean of the Faculty will monitor the number of students attending or participating in these programs.

2) The Dean of the Faculty will collect information on nature and frequency of these programs.

**Goal #2. Develop their ability to listen well and communicate effectively in speech and in writing, and interact in productive ways with individuals whose backgrounds are different from their own in both formal and informal settings.**

**• Objectives: Students will**

**1. Converse in small and large groups with Amity Scholars in dorms, classrooms, and elsewhere on campus**

*Plan for execution:*

1) An Amity Scholar will live with the students in the language house(s) and will interact frequently with them, speaking his/her native language. Additional Amity Scholars will live in other residence halls, interacting with the students there and speaking in their native languages to the extent that it is feasible to do so.

2) A program budget will be made available for each Amity Scholar to fund social events, other small group events for students in the residential area, and other student groups and to support other campus programs that the Amity Scholars might develop or interact with.

*Plan for assessment:*

1) The Dean of the Faculty will establish a benchmark for the number of social events and other small group events, and monitor those numbers over time.

2) The Dean of the Faculty will collect information on the nature and frequency of social and other small group events coordinated by Amity Scholars.

**2. Converse in small and large groups with other students living in language houses on campus**

*Plan for execution:*

1) The College will establish at least one (and perhaps two) language house on campus. A Spanish House will be established first; if student demand is sufficient, a French house will be established. If there is ample demand, instead, for a second Spanish house, the College will add a second Spanish house. An International House will also be established.

*Plan for assessment:*

1) The Dean of the Faculty will establish a benchmark for the number of students who live in language houses and the International House and monitor those numbers over time.

2) The Dean of the Faculty will look at NSSE data, in particular at the student responses for item DIVRSTUD (frequency of serious conversations with students of different race/ethnicity), for item DIFFSTU2 (frequency of serious conversations with students different from you in religious beliefs, political opinions, personal values), and for the item ENVDIVRS (institutional emphasis on encouraging contact among students from different economic/social/racial/ethnic backgrounds) to see if there are changes over time in student attitudes and behaviors.

**3. Converse with scholars-in-residence in classes and in informal settings (at meals and elsewhere)**

*Plan for execution:*

1) To allow various students the opportunity to meet and converse with the scholar-in-residence, the Dean of the Faculty will encourage faculty members in all academic departments to invite the scholar-in-residence and/or the Amity Scholar(s) as guests in courses in which their experience or background can contribute to the curriculum of the course, or supplement the course material.

2) The scholar-in-residence will meet and interact with appropriate student groups; a program budget will be available for the scholar-in-residence to fund social or small group events that he or she coordinates or leads and to support other campus programs that he or she might develop.

*Plan for assessment:*

1) The Dean of the Faculty will establish a benchmark for the frequency of small group events or other programs led by the scholar-in-residence and will monitor those numbers as well as numbers of participants.

**4. Write essays for scholars-in-residence who are teaching classes in which the students are enrolled**

*Plan for execution:*

1) Students will write, read, or (as appropriate) create other work under the supervision of the scholar-in-residence, on topics related to the course theme of “a culturally diverse world.”

2) In their one-hour symposium classes and in other classes across the curriculum, students will write, read, or (as appropriate) create other work under the supervision of the scholar-in-residence, on topics related to the course theme of “a culturally diverse world.”

*Plan for assessment:*

1) The Dean of the Faculty will look at NSSE data, in particular at student responses for the item DIVCLASS (frequency of including diverse perspectives in class discussions, writing assignments) and the item GNDIVERS (institutional contribution to knowledge, etc., in understanding people of other racial/ethnic backgrounds.

2) The Dean of the Faculty will collect syllabi and writing assignments in various classes to assess the frequency with which students are given writing assignments focusing on the theme of “the culturally diverse world.”

3) The Dean of the Faculty will have samples of papers or other work evaluated by independent readers/raters for evidence of effectiveness in communication on “cultural diversity” theme.

**5. Attend symposia on topics related to “the culturally diverse world” and take related classes**

*Plan for execution:*

1) The College’s Lectures and Program Committee will work with other committees of the faculty such as the Gender Issues Committee, the International Studies Committee, and the Intercultural Committee and with individual academic departments and faculty members to select themes for campus symposia that relate to “the culturally diverse world”; these symposia and one-hour related courses, will be offered on a regular basis.

2) The scholar-in-residence will participate in a campus symposium (if one is offered) on a topic related to his/her area of expertise or background.

*Plan for assessment:*

1) The Dean of the Faculty will establish a benchmark for the number of students who take the related classes and monitor those numbers over time.

2) The Dean of the Faculty will survey and interview students who take advantage of these opportunities to determine what they learned, as part of the course evaluation process.

3) The Dean of the Faculty will look at NSSE data, for item DIVCLASS (frequency of including diverse perspectives in class discussions, writing assignments) and item GNDIVERS (institutional contribution to knowledge, etc., in understanding people of other racial/ethnic backgrounds).

**6. Attend meetings and take part in formal and informal conversations with international students and minority students attending HSC**

*Plan for execution:*

1) Student members of the International Club will organize and present two lectures or programs each semester on topics related to the theme “culturally diverse world.” The speakers normally will be student members of the Club, but also could include the scholar-in-residence and/or an Amity Scholar.

*Plan for assessment:*

1) The Dean of the Faculty will monitor the presentations and the number of students attending them. The Dean will also collect information on the nature and frequency of these lectures and programs.

2) The Dean of the Faculty will look at NSSE data, particularly at student responses for the item DIVRSTUD (frequency of serious conversations with students of different race/ethnicity), the item DIFFSTU2 (frequency of serious conversations with students different from you in religious beliefs, political opinions, personal values), and the item ENVDIVRS (institutional emphasis on encouraging contact among students from different economic/social/racial/ethnic backgrounds) to check for changes in student attitudes and behaviors.

**7. Work effectively with other students and with diverse individuals in the wider community in service projects**

*Plan for execution:*

1) Students in the language house(s) will organize community-based service projects each semester. For example, they may provide assistance in language learning or tutoring to a local or nearby Hispanic community. The Amity Scholar and a



member of the faculty with appropriate release time (likely, the Faculty Coordinator of the language house) will assist the language house students with their service program(s).

*Plan for assessment:*

1) The Dean of the Faculty will look at NSSE data, particularly at student responses for the item VOLUNTEER (have done or plan to do community service or volunteer work), and the item GNCOMMUN (institutional contribution to knowledge/skills in contributing to welfare of the community) to see if there are any changes in student attitudes and behaviors.

2) The Dean of the Faculty will monitor data on the nature and frequency of volunteer projects developed and the numbers of people in the community served by projects.

### **OVERALL ASSESSMENT PLAN**

The plans for assessment of both inputs (summative assessment) and outcomes (formative assessment) generally involve several elements (with specific measures described in the “goals and objectives” section). First, the College will monitor the frequency and nature of many of the events and classes that involve students, scholars-in-residence, and Amity Scholars, as well as students’ participation in them. These raw data should tell something about whether there is an increase in the occurrence of and participation in these programs.

Second, there are a number of items or questions on the NSSE that relate directly to some of the goals and objectives of Hampden-Sydney’s QEP; the resulting data can be related to specific aspects of the QEP as a measure of its effectiveness. The College will monitor these data in successive administrations of the NSSE to look for evidence of change.

Third, college administrators will collect and evaluate student work in the classes across the curriculum, especially those taught by the scholar-in-residences (or classes in which the scholar-in-residence participates), connected to campus symposia, and those in which themes related to a “culturally diverse world” are emphasized. The College will measure its effectiveness in meeting this goal by sampling student work, having students collect portfolios of their work, and evaluating it using a global rating mechanism (which would need to be developed) or perhaps having a group of independent raters judge it for evidence of the students’ understanding of diverse world views and cultural and social differences, as well as their ability to communicate with and about other people with culturally diverse backgrounds.

Fourth, students who have participated in these courses and programs will be surveyed, either in face-to-face interviews or as part of the course evaluation process, to

collect evidence about what they have learned, and to gather information on the benefits and gains made as a part of the course or program.

Fifth, instead of senior exit interviews, the College will use focus groups organized by the Director of Institutional Research and Assessment to gain information on the benefits of these programs and the enhanced opportunities for interaction with people from culturally diverse backgrounds. These focus groups—involving the general student population, not just those students who actively participate in the programs—will be organized on the basis of class (e.g., comparing sophomores to seniors). A specific set of questions for the focus group participants needs to be developed.

### **ADMINISTRATION AND OVERSIGHT**

Owing to the nature of Hampden-Sydney's Quality Enhancement Plan, the major administrative oversight of this program will fall under the purview of the chief academic officer, the Provost and Dean of the Faculty. Because the QEP is primarily educational and most of the features of the QEP relate in some way to the curriculum, this plan necessarily falls within the scope of responsibility of the academic dean. However, certain areas of the proposed QEP overlap with the Dean of Students' responsibilities, so these two administrators will necessarily work together to bring the plan to fruition. The Dean of the Faculty and the Dean of Students at Hampden-Sydney College have a close and cordial working relationship, so this collaboration will function well.

Currently, the Provost and Dean is Earl W. Fleck. Dr. Fleck has taught at liberal arts colleges for 32 of the 33 years of his college teaching experience; his most recent postings have been in positions of provost and academic dean at liberal arts colleges (see Appendix D for the curriculum vitae of Dr. Fleck). The Office of the Dean of the Faculty has a highly competent staff, including an associate dean of the faculty and an administrative assistant, both with more than 25 years of experience. The Dean of Students, Dr. David A. Klein, also has many years of experience at Hampden-Sydney College in the student services area and has the support of a strong staff (see Appendix E for the résumé of Dr. Klein). Both deans control sizeable budgets and oversee many subordinates, and both have the means as well as the experience and skill to manage a project such as the QEP.

The Dean of the Faculty and the Dean of Students have already jointly completed the planning for the language house component of the QEP. These two administrators discussed the suitability of the appropriate house on campus for this purpose and also discussed what, if any, renovation was necessary. Further, the two deans discussed the need to house the Amity Scholars in either the Spanish House or one of the residence halls. Both deans have also discussed where in the College's budget structure the programmatic funds for the language house, international house, and Amity Scholars should reside.

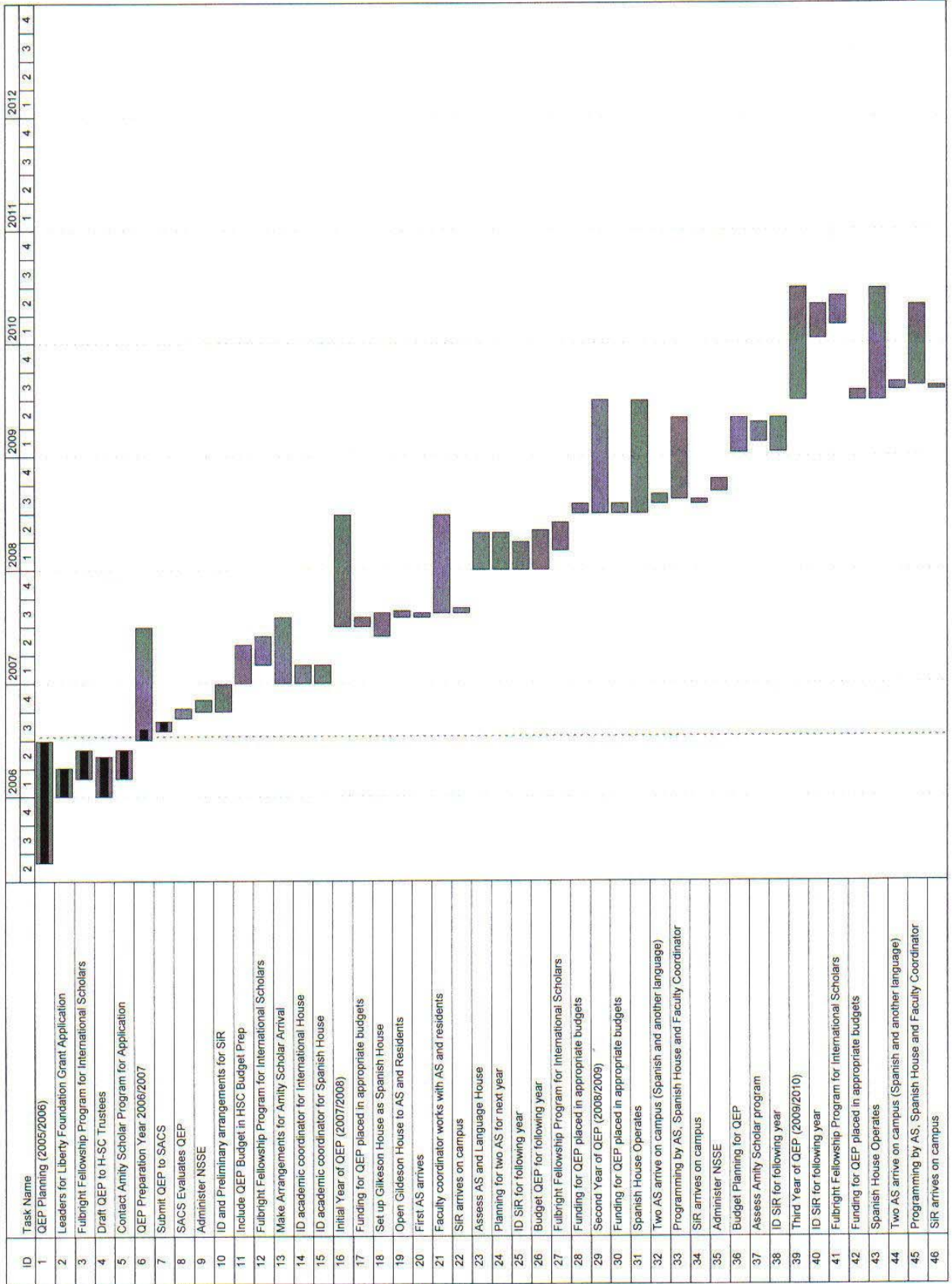
The Amity Scholar Program is a national program to which Hampden-Sydney College is eligible to apply. The College will submit an application for an Amity Scholar during the first year of the QEP and two Amity Scholars during the second through fifth years of the QEP. The funding for these scholars will come out of a designated budget residing in the Dean of the Faculty's area. All aspects of the funding—travel, housing, board, spending money, medical insurance, and programming costs—for the Amity Scholars will come from this budget. Other academic budgets, for example the Honors budget, are similar to the proposed Amity Scholar budget in general format; no unusual budget control issues should develop as this part of the plan is implemented.

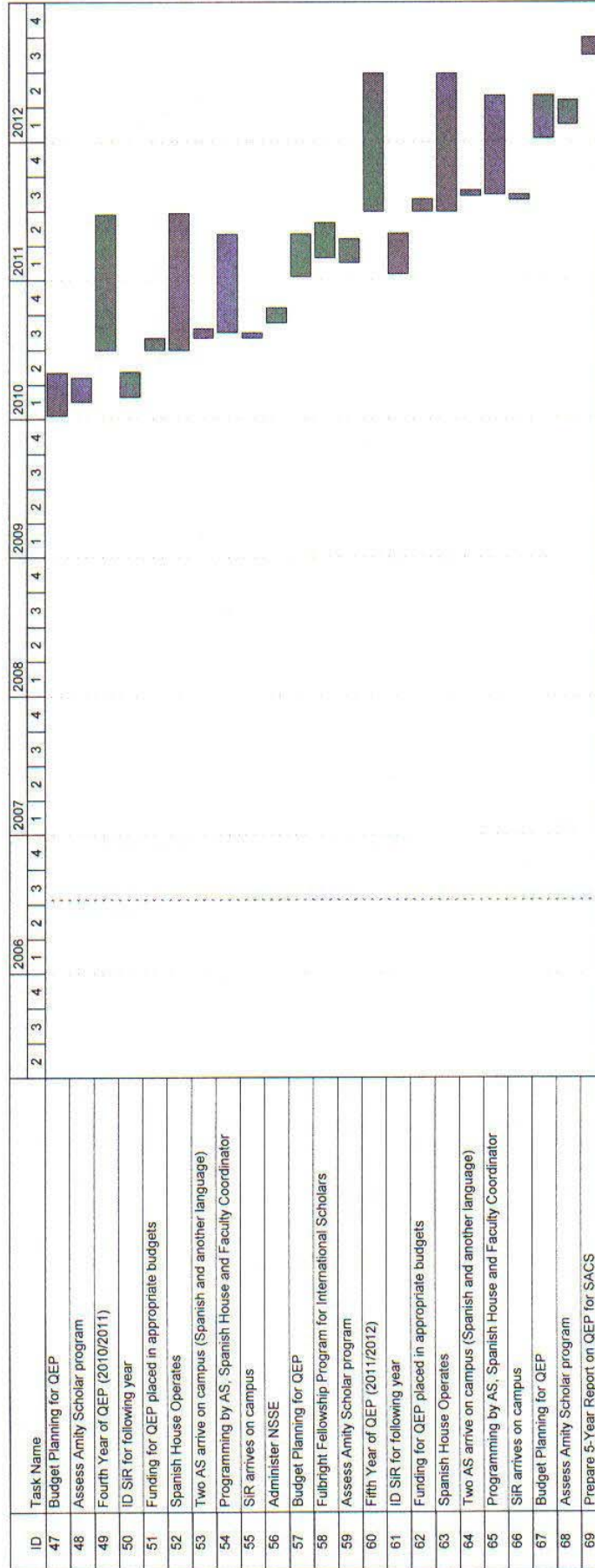
The Scholar-in-Residence program will also be supervised by the Dean of the Faculty's office. This program will entail the identification, recruiting, and programmatic costs associated with hosting a scholar-in-residence for part of or an entire semester. All of the budget issues involved in the Scholar-in-Residence Program occur in other similar budgets in the academic area, for example, the Wilson Center for Service in the Public Interest budget. No administrative problems in overseeing the budget for this program should develop. However, there are some administrative challenges in identifying and recruiting suitable scholars. The Dean of the Faculty will establish an *ad hoc* committee to assist the Academic Affairs Committee and the Dean in selecting suitable scholars-in-residence. Since foreign scholars are likely to be identified as scholars-in-residence, visa issues may arise. Currently, however, the College has expertise in advising non-resident staff about their visa status and has successfully assisted faculty members to obtain appropriate visas; it should be able to manage the visa challenges of the plan.

Although there are always teething problems in setting up any new program, the three chief features of the QEP—foreign language house(s), Amity Scholars, and the Scholar-in-Residence programs—do not present significant departures from usual administrative and budgetary practices at Hampden-Sydney. Thus, the Dean of Faculty and the Dean of Students combine to form the appropriate administrative and oversight structure in order for Hampden-Sydney College to carry out its QEP.

### **TIMELINE**

A proposed timeline for the lead-up year to the QEP and the five years of the QEP follows. We have carefully thought through the phasing of the component parts of our QEP and do not believe that there are any insurmountable challenges. The darker bars on the timeline represent accomplished tasks.





### **FINANCIAL RESOURCES REQUIRED**

Funding for the Quality Enhancement Plan will derive primarily from funds resident in the annual operational budget. We have sought and will continue to seek outside funding for the scholar-in-resident component of our budget. As noted in the timeline we have already submitted grant applications to the Fulbright Foundation as well as the Leaders for Liberty Foundation. We anticipate some funding support from one or both of these agencies. Nevertheless, we plan to phase in the entire cost of our QEP into the operational budget over time. In this way we will regularize the budgeting process.

Item	Academic Year					
	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	
<b>Spanish House</b>						
Renovation	\$2,000					
Programming*	\$3,000	\$3,150	\$3,308	\$3,473	\$3,647	
Faculty Coordinator Stipend*	\$7,050	\$7,403	\$7,773	\$8,161	\$8,569	
Faculty Coordinator Programming Expenses*	\$1,000	\$1,050	\$1,103	\$1,158	\$1,216	
Subtotal	\$13,050	\$11,603	\$12,183	\$12,792	\$13,431	\$63,058
<b>Amity Scholars</b>						
Room Charges*	\$5,000	\$10,500	\$11,025	\$11,576	\$12,155	
Board (during time food service is open)*	\$4,775	\$10,028	\$10,529	\$11,055	\$11,608	
Board (during vacation periods)*	\$1,000	\$2,100	\$2,205	\$2,315	\$2,431	
Intern Stipend (required by Amity Institute)*	\$1,350	\$2,835	\$2,977	\$3,126	\$3,282	
Programming support (under dean's control)*	\$500	\$1,050	\$1,103	\$1,158	\$1,216	
Travel (pickup and delivery to airport)*	\$250	\$525	\$551	\$579	\$608	
Administrative Fee (Amity Institute requirement)	\$1,495	\$2,990	\$2,990	\$2,990	\$2,990	
Subtotal	\$14,370	\$30,028	\$31,379	\$32,799	\$34,289	\$142,865
<b>Scholar in Residence** (one semester)</b>						
Stipend*			\$65,000	\$68,250	\$71,663	
Travel*	\$1,500	\$1,575	\$1,654	\$1,736	\$1,823	
Visa*	\$500	\$525	\$551	\$579	\$608	
Housing* (one semester; but we have to pay for entire year)	\$7,320	\$7,686	\$8,070	\$8,474	\$8,898	
Programming budget* (one semester)	\$1,500	\$1,575	\$1,654	\$1,736	\$1,823	
subtotal	\$10,820	\$11,361	\$76,929	\$80,776	\$84,814	\$264,700
<b>International House</b>						
Stipend	\$7,050	\$7,050	\$7,050	\$7,050	\$7,050	
Programming budget	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	
subtotal	\$8,050	\$8,050	\$8,050	\$8,050	\$8,050	
<b>Assessment</b>						
	\$500	\$1,000	\$1,500	\$1,500	\$5,000	
Total	\$46,790	\$62,041	\$130,041	\$135,916	\$145,585	\$470,623

\* Assuming 5% cost increases yearly

\*\*We are assuming that we will be successful in achieving one of the grants we have applied for to fund the Scholar in Residence Program

**Additional notes:**

The Dean of Students Office tells us that Gilkeson House does not require any renovation for it to become a language house.

What we may need are some wall hangings and other items to set the atmosphere of the house.

Amity Institute tells us that the intern must cover their own visa and medical costs.

Amity Interns are not qualified to teach courses but are qualified to assist in courses, participate in language houses, or run language conversation tables.

Amity Intern will live either in the Spanish House in a private room or in a single room in one of the resident halls.

Scholar in Residence will be on campus one or two semesters depending on availability and costs.

Scholar in Residence will need housing (assuming use of College's Hillsman duplex.)

Hampden-Sydney College Accounts  
 Supporting the Quality Enhancement Plan  
 July 20, 2006

Budget Item	line number
<b>Spanish House (account # TBD)</b>	
Renovation	7050
Programming	6590
Faculty Coordinator Stipend	5110
Faculty Coordinator Programming Expenses	6590
<b>Amity Scholars (account # TBD)</b>	
Room Charges	6192
Board (during time food service is open)	6320
Board (during vacation periods)	6320
Intern Stipend (required by Amity Institute)	5210
Programming support (under dean's control)	6590
Travel (pickup at airport at arrival and delivery to airport at departure)	6150
Administrative Fee (Amity Institute requirement)	6270
<b>Scholar in Residence (account # TBD)</b>	
Stipend	6110
Travel	6150
Visa	6270
Housing* (one semester)	6192
Programming budget* (one semester)	6590
<b>International House (account # TBD)</b>	
Faculty Coordinator Stipend	5110
Faculty Coordinator Programming budget	6590
<b>Assessment (10-10-11402)</b>	6590

In order to closely keep track of expenses for the QEP, we will have dedicated budgets for the components of the plan. The actual accounts will be established during the 2007 Fiscal Year.



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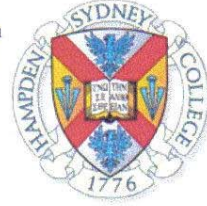
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## Appendix A

The Quality Enhancement Plan (QEP) is one part of a two-component requirement for reaffirmation of accreditation of Hampden-Sydney College by the Commission of Colleges of the [Southern Association of Colleges and Schools \(SACS\)](#).



### The Certificate of Compliance

The first part of reaffirmation of accreditation is a 79-item discussion of all aspects of the function of the College. The SACS [standards](#) range from issues of trustee and administrative oversight of college operations, through academics and student services, to a review of the finances of the College. In March of 2006 the College will submit the Certificate of Compliance to a SACS review panel. The Academic Affairs Committee reviewed a draft of the Certificate in Spring of 2005.

### The Quality Enhancement Plan

Before we discuss the Quality Enhancement Plan, the second component of SACS reaffirmation of accreditation, the QEP Committee thinks it would be beneficial to distinguish between two major College planning efforts: long-range or strategic planning and academic quality enhancement planning.

For decades the College has engaged in long-range planning, a process that culminates in a strategic plan. For example, in 2003 the Trustees approved a [Long-Range Plan Through 2005](#) containing four major goals with dozens of sub-goals. This type of planning exercise envisions change over the wide range of College operations, academic as well as non-academic. Further, this planning process sets the stage for development (financial support) efforts.

In contrast, the SACS-mandated Quality Enhancement Plan focuses narrowly on strictly academic projects that can be completed in a short span of time. SACS is clear in its documents that this QEP must:

- address a College need[s] that enhances student learning,
- be limited to one or just a few educational issues,
- have clear benchmarks for success,
- have widespread support,
- be able to be accomplished within five years, and
- be economically feasible (that is, the College must have the financial resources to accomplish the plan within the five-year time frame.)

While strategic planning is vital for the well-being of the College, the type of long-range planning in which we have previously engaged does not meet the requirements of the SACS Quality Enhancement Planning process.

### The QEP Committee

A committee of faculty and staff members has been considering the QEP for almost a year. The membership of this committee is:

- [Earl Fleck](#) (co-chair)
- [Paul Baker](#) (co-chair)
- [Bob Herdegen](#)
- [Ken Townsend](#)
- [Elizabeth Deis](#)
- Mike Dougherty (2004/2005 academic year; in UK on sabbatical for 05/06)
- [Mike McDermott](#)
- [Pam Fox](#)
- [Dave Pelland](#)
- [Randy Williams](#) (2005/2006 academic year)

Please feel free to contact any of these committee members to discuss the progress of our QEP.

#### **QEP Development Procedures**

The QEP Committee examined the [Hampden-Sydney College Long-Range Plan](#) looking for educational objectives that meet the SACS QEP criteria. Additionally, the Committee reviewed external review reports for academic departments and programs for the past five years. Further, the QEP Committee solicited written suggestions for educational improvements from all academic departments and programs. These [department/program submissions](#) came from most of the academic departments of the College. Some items submitted to our committee are not suitable for a QEP. However, we will ensure that these good suggestions go to the long-range planning committee for consideration. Finally, over the course of several lengthy meetings, the QEP Committee focused on several possible plans. Discussions with the faculty has led to the development of several other plans. The QEP candidate plans under discussion (in no particular order) are:

- [Lowering faculty teaching load.](#)
- [Enhancing the oral rhetoric program](#)
- [World citizenship.](#)
- [Culture, Communication, and Context: Preparing students to communicate effectively in a diverse world](#)
- [Enhanced Honors Program](#)
- [Trustee Residency Program](#)
- [18-Week Semester](#)

During the spring, summer and fall of 2005, the QEP Committee has met to discuss these plans. We have made available the minutes of our [meetings](#) so readers may appreciate the range of issues we have examined.

#### **Where do we go from here?**

During the Fall Semester of 2005 the QEP Committee met with campus constituencies to explain the QEP process, outline the candidate plans, and solicit additional input for the QEP. We also shared the draft documents with the Academic Affairs and Faculty Affairs committees. In October of 2005 the faculty discussed the various plan options, and additional initiatives, at two committee-of-the-whole meetings. Further, the AAC and the FAC conducted a preference survey to determine faculty support, or lack of support, for the various candidate plans. At the November 2005 Board of Trustees meeting the Dean, with the support of the QEP members, briefed the Faculty and Academic Affairs and Long-Range Planning committee of the Trustees on the various QEP candidate plans. The QEP Committee will develop the final plan using faculty and trustee guidance that was provided during late Fall and Spring of the 2005/2006 academic year. The QEP Committee briefed the Trustee Faculty and Academic Affairs and Long-Range Planning committees at the February Trustee meeting and obtained final approval for the QEP at the May Trustee meeting. The College submitted the final QEP to SACS in late July of 2006.

[Final Quality Enhancement Plan](#)

[Executive Summary of QEP](#)

If you wish to submit comments about this process or items for inclusion in the QEP, please send comments to [Earl Fleck](#).

Thank you.



Appendix B1

# THE HAMPDEN SYDNEY TIGER

September 30, 2005

Volume LXXXVI.2

## College prepares to renew accreditation under SACS

COREY VAN VLYMEN  
*Nexus Editor*

Anyone who spends a significant amount of time on the Hill or on the campus of a private school or college in the South has probably heard the word "SACS" from a faculty member, staff member, or administrator. Many students, staff, and others associated with Hampden-Sydney may not know what to make of this mysterious SACS. Is it a term used on or near the football field? A new branch of the federal government? Perhaps an athletic conference? Actually, SACS is the Southern Association for Colleges and Schools, and it is central to the reputation of Hampden-Sydney and other similar institutions.

SACS is one of several agencies across the United States responsible for granting or denying stamps of approval to schools in this country. The Southern Association of Colleges and Schools lists Hampden-Sydney College among those it accredits. What that means is that the association, an organization which supervises schools in eleven states, has given Hampden-Sydney College its seal of approval.

The organization, most often referred to as "SACS," reviews private colleges, high schools, elementary schools, and other private institutions of education in the South, and as employees of any participating school will tell you, it's always on the mind of the faculty and administration.

Every school that wishes to be accredited by SACS is required to be extensively reviewed by committees at the association.

This process entails much important work. For starters, the institution under review will form committees within its staff and faculty to begin preparations for the SACS review. Those committees will charge themselves with making sure their institution stacks up to the long list of requirements set forth by SACS. The school will be given a time period during which they are expected to complete the requirements. The association will review various aspects of the educational institution such as the academic program of the institution, the qualifications of its faculty and staff, and even physical aspects of the school's campus.

During the process, SACS employees will visit the candidate campus at various points during the year to review the school's progress in completing preparations for review.

At the end of the process, if SACS sees the school fit for accreditation, it will give the school its stamp of approval, and the institution will go into the federal database as an institution on file with a U.S. accreditation organization.

That approval and public listing is important for a school's survival. It can affect a school's funding, its rating in assorted college review publications, and even students' decisions to enroll at Hampden-Sydney.

Hampden-Sydney is currently accredited by the association. The College was first approved of by SACS in 1919, and is among the seventy-one institutions of higher education on the association's rolls for the state of Virginia.

The school was last reaffirmed in 1996, and the next scheduled SACS reaffirmation of the College is in 2007. Since the school is up for review in the near future, the faculty and administration are once again hard at work make sure the school measures up to the newest requirements set forth by the accrediting agency.

Faculty, staff, and administrators are currently on committees in preparations for the various evaluation processes to come.

In the upcoming Tiger, look for another article on one particular program, the Quality Enhancement Plan, or QEP. So, now you know that SACS is your friend and won't be investigating students or the College under the department of Homeland Security (or any of a number of other myths circulating through the student body). You can view Hampden-Sydney's accreditation at [www.sacs.org](http://www.sacs.org).



## Appendix B2

*The Hampden-Sydney Tiger*

YTIGER

November 11, 2005

## So what is the deal with all this quality enhancement business?

### More diversity, less work, and Oral Rhetoric

STEPHEN CROSSLAND  
Features Editor

#### QEP 101

Everyone seems to have heard of the Quality Enhancement Plan but most students don't seem to know exactly what it is. The Quality Enhancement Plan is part of a two part plan which The Southern Association of Colleges and Schools (or SACS) requires a school to provide in order to receive accreditation. The first part of this plan is what is called The Long Range Plan, since the long range plan has nothing to do with the quality enhancement plan and since the college has a clear Long Range Plan, I am not going to talk about it. Obviously the second part of this plan is what is known as the quality enhancement plan, which is designed to narrowly focus' on academics.

#### Q&A

Q: So who decides what this academic focus should be?

A: Basically it is decided by a committee consisting of faculty and college officials.

Q: What must H-SC do to meet the criteria set forth by SACS?

A: address a College need[s] that enhances student learning.

- be limited to one or just a few educational issues,
- have clear benchmarks for success,
- have widespread support,
- be able to be accomplished within five years, and
- be economically feasible (that is, the College must have the financial resources to accomplish the plan within the five-year time frame.)

Q: So what are the basic plans the school has come up with?

A: There are three main plans which the school has come up with: 1) Lowering faculty teaching load 2) Enhancing the oral rhetoric program 3) World citizenship. In addition to these three main plans such as:

- Culture, Communication, and Context: Preparing students to communicate effectively in a diverse world
- Enhanced Honors Program
- Trustee Residency Program
- 18-Week Semester

#### The Two Most Viable Plans:

##### Lowering the Faculty Teaching Load

The aim of lowering the faculty teaching load is to, "To reduce the faculty contact hours to bring HSC into alignment with peer and aspirant colleges. This load reduction would allow faculty members to provide more efficient services to students."

As of right now the current teaching load at Hampden-Sydney is 7 teachers per year, compared to other similar institutions of our size that is a high course load. Many of you may think, 'What is the problem with that? It's good our teachers work more?' Although I guess that argument could be made on some plane, it is not quite so simple. Reducing the teaching load from 7 to 6 would in theory free up their time to do more research and plan newer material for classes. This reduction could also help in hiring, as it could be argued that it is harder for us to hire the most qualified teachers due to the fact that they might be discouraged by our high teaching load.

##### Enhancing the Oral Rhetoric Program

The aim of enhancing the oral rhetoric program is, "To develop the oral rhetoric component of the Rhetoric Program so that students have as much instruction in and experience with speaking as they currently do with writing in courses across the curriculum."

This proposal as with the proposal to reduce the teaching load, would require funding and the expansion of the current staff. This program, however, seems to have the best fighting chance of the two as reducing the teaching load would be extremely costly. This plan would only require the expansion of one department and could be much more easily accomplished than the former plan.

##### Things to Keep in Mind

First please remember that if you wish to learn more about the QEP the website which has been put together by the school is extremely helpful and can be found at <http://www.hsc.edu/pres/qep/>. When considering these plans please be sure to keep in mind that they not only influence the future of the college but the type of men which this institution produces. Also, when considering the different plans please keep such things in mind such as the fact that the school must be able to prove their progress.

### **Appendix C**

#### Job Description of Faculty Coordinator

#### Language or Multicultural House

July 11, 2006

1. Assist the Dean of the Faculty and the Department of Modern Languages in the selection of Amity Scholars.
2. Advise and assist the Amity Scholars during their residence on campus.
3. Advise and assist the members of the language or multicultural houses in the development of suitable programs.
4. Oversee the budgets allocated to the language or multicultural houses
5. Ensure that the Dean of the Faculty receives attendance records, program announcements, and an annual report on all activities conducted by the language or multicultural house.



## Appendix D

### Curriculum Vitae

Earl W. Fleck

July 2006

#### Professional Address

Provost and Dean of the Faculty  
Hampden-Sydney College  
23943-0006  
Hampden-Sydney, VA 23943  
(434) 223-6112  
E-Mail: [efleck@hsc.edu](mailto:efleck@hsc.edu)

#### Home Address

Penshurst  
Hampden-Sydney, VA  
(434) 223-6358  
E-Mail: [ewf@hsc.edu](mailto:ewf@hsc.edu)

#### Education

Ph.D., 1973, Biochemistry & Molecular Biology, University of California, Santa Barbara  
M. A., 1971, Molecular Genetics, University of California, Santa Barbara  
B. A., 1969, Zoology and Chemistry, San Diego State University

#### Professional Experience

Hampden-Sydney College, Hampden-Sydney, VA 23943-0665  
Provost, Dean of the Faculty, and Professor of Biology, June 2002 to present.

Centenary College of Louisiana, Shreveport, LA, 71134-1188  
Provost, Dean of the College and Professor of Biology, June 1999 to May 2002  
Interim President, summer 2000

Whitman College, Walla Walla, WA 99362  
Spencer F. Baird Professor of Biology, 1995-1999  
Chair, Division of Science and Mathematics, 1997-1999  
Professor of Biology, 1987-1999  
Chair, Department of Biology 1982-85; 1994-1997  
Associate Professor of Biology, 1980-87  
Assistant Professor of Biology, 1974-80

Southern Oregon State College, Ashland, Oregon, 1973-74  
Visiting Assistant Professor of Biology,

#### Military Experience

1966-1968; US Navy (Vietnam).  
1963-66 and 1968-71; U. S. Naval Reserve. Highest rank held--E5 (SS).  
1981-1996; US Army Reserve. Retired in 1996 as lieutenant colonel.

#### Teaching Areas

Biochemistry and Molecular Biology, Genetics, Cell Biology, Biological Principles, Genetic Engineering and Ethics, and Classical Greece (Undergraduate Core Curriculum).

#### Teaching Honors

Paul Garrett Teaching Fellow, Whitman College. Appointed in 1978 for a five-year period. This honor is “given to younger Whitman College faculty members of demonstrated distinction, on the basis of criteria that include scholarly qualifications and a high degree of demonstrated competence in teaching.”

Spencer F. Baird Professor of Biology, Whitman College. Appointed in 1995. This endowed chair in science recognizes excellence in teaching and research.

### **Additional Administrative Experience**

Radiation Safety Officer 1993-1999 (Whitman College)  
 Program Director, Howard Hughes Medical Institute Grant, 1995-1999 (Whitman College)  
 Wide array of academic committees (at both Whitman, Centenary, and Hampden-Sydney.)

### **Research Interests**

Molecular biology of mutation induction, radiation damage of DNA, radiobiology

### **Research Experience**

1981-1982 (Sabbatical Leave), Research Affiliate, University of Washington Regional Primate Center, Medical Lake, WA. Research in the mutagenic action of alcohol in monkeys.

1986-1997 (Summers), Research Associate, Radiological Sciences Section, Battelle Pacific Northwest Labs, Richland, WA. Research on the effects of radiation on DNA structure.

1988-1989 and 1992-1993 (Sabbatical Leaves), Research Associate, Radiological Sciences Section, Battelle Pacific Northwest Labs, Richland, WA. Research on the effects of radiation on DNA structure.

### **Editorial Positions**

Editorial Board, Introductory Biology, The Biology Place (<http://www.biology.com>), 1997-1999.

Editorial Board, “Gallery of Courses Taught with Technology” sponsored by the *Journal for Computer Enhanced Learning* (<http://iccel.wfu.edu/gallery/>), 2000-2001.

### **Community Service**

Member, CERT (Consortium for Education, Research and Technology) of North Louisiana.  
 Member, Shreveport YWCA “Affair with Flair” committee, the major yearly fund raising event.  
 Member, Caddo Parish (LA) Charter Middle School Oversight Board.  
 Member, Louisiana Economic Development Council, Science and Technology Task Force.

### **Grants (PI)**

\$9,400	"Structure of the Macronuclear DNA of <i>Tetrahymena pyriformis</i> ." Research Corporation. 1976.
\$12,500	"Use of <i>Tetrahymena</i> as a model organism for biomedical assays." Award from the American Fund for Alternatives to Animal Use (AFAAR). 1978.
\$1,200,000	"Addition to the Hall of Science, Whitman College." Committee chair and grant writer for new wing to Whitman College Hall of Science. M. J. Murdock Charitable Trust. 1979.
\$6,197	"Cytogenetic effects of alcohol consumption in monkeys." Alcoholism and Drug Abuse Institute, University of Washington. 1980.
\$167,382	"The effects of radiation on DNA." Support from the Northwest Organization of Colleges and Universities of Science (NORCUS) and Associated Western Universities (AWU) for radiobiological work at Battelle Pacific Northwest Labs. 1986-1997.

\$28,200	"Improvements in the biochemistry and molecular biology lab courses." National Science Foundation ILI grant. 1991.
\$600,000	"Initiatives in undergraduate biological science education." Chair of planning committee, grant writer and project director. Howard Hughes Medical Institute. 1995.
\$25,000	"Teacher Training Redesign." Louisiana Board of Regents Quest/U.S. Department of Education Title II grant. 2000.
\$30,000	"Teacher Training Redesign." Louisiana Board of Regents Quest/U.S. Department of Education Title II grant. 2001.

### Publications

Fleck, E.W. "Suppression of missense mutations in the tryptophan synthetase A-protein gene of *Escherichia coli*." Ph.D. Dissertation. University of California, Santa Barbara. 1973.

Fleck, E.W., J. Akesson, J. Clague, T. Hummel, and C. O'Reilly, Jr. "Feeding patterns of gamefish from the Clearwater River, Idaho." US Army Corps of Engineers Contract Report (DACW68-75-76-25). 1978.

### Articles in Professional Journals

Carbon, J. and E.W. Fleck. "Genetic alteration of structure and function in glycine transfer RNA of *Escherichia coli*: Mechanism of suppression of the tryptophan synthetase A78 mutation." *J. Mol. Bio.* 85: 371-391, 1974.

Carbon, J., J.R. Roberts, and E.W. Fleck. "Missense suppression--A mechanism." *Can. J. Genet. Cytol.* 6: 42-44, 1975.

Fleck, E.W. and J. Carbon. "Multiple gene loci for a single species of glycine transfer ribonucleic acid." *J. Bacteriol.* 122: 492-510, 1975.

Fleck, E.W. "Viscoelastic studies of the DNA from *Tetrahymena pyriformis* GL." *Northwest Science.* 51: 27-33, 1977.

Williams, J.B., E.W. Fleck, L.E. Hellier, and E. Uhlenhopp. "Viscoelastic studies on *Tetrahymena* macronuclear DNA." *Proc. Natl. Acad. Sci. USA.* 75: 5062-5065, 1978.

Morgan, T.L., E.W. Fleck, K.A. Poston, B.A. Denovan, C.N. Newman, B.J.F. Rossiter, and J.H. Miller. "Molecular Characterization of X-ray-induced mutations at the HPRT locus in plateau-phase Chinese hamster ovary cells." *Mutation Research.* 232: 163-170, 1990.

Thacker, J., E.W. Fleck, B.J.F. Rossiter, and T.L. Morgan. "Localization of deletion breakpoints in radiation-induced mutants of the *hprt* gene in hamster cells." *Mutation Research.* 232: 171-182, 1990

Jostes, R.F., T.L. Morgan, R.A. Gies, E.W. Fleck, K.P. Gaspar, and F.T. Cross. "Molecular Analysis of Radon-induced mutants." *J. Cell Biochemistry* S14A: 55-56, 1990.

Jostes, R.F., R.A. Gies, T.L. Morgan, E.W. Fleck, K.P. Gaspar, and F.T. Cross. "Molecular Analysis of Radon-induced mutants." *Environmental and Molecular Mutagenesis* 14(15): 345-349, 1992.

Fleck, E. W. "The Creation/Evolution Controversy in Richland, WA." *National Center for Science Education Reports*, Winter 1993/Spring 1994 issue: 30-31. 1994

Fleck, E. W. "Intelligent Design Fails in Richland, WA." *National Center for Science Education Reports*, Fall 1994 issue: 4-5. 1994

Jostes, R.F., E.W. Fleck, T.L. Morgan, G. L. Stiegler, and F.T. Cross. "Southern Blot and PCR Exon Analysis of HPRT Mutations Induced by Radon and Radon Progeny." *Radiation Research*, 137: 371-379, 1994.

Miller, J. H., J. M. Nelson, E. W. Fleck, and G. J. Benham. "Effects of Torsional Stress on the Interaction of DNA with Radiation and Chemicals." *Applied Occupational and Environmental Hygiene*, 11(4): 417-420, 1996.

#### Book Chapters

Morgan, T.L., E.W. Fleck, B.J.F. Rossiter, and J.H. Miller. "Use of mammalian cells to investigate the genetic consequences of DNA damage induced by ionizing radiation." In: *Multilevel Health Effects Research: From Molecules to Man*, J.F. Park and R.A. Pelroy (eds.), Battelle Press, Columbus, OH, pp 305-306, 1987.

Morgan, T.L., E.W. Fleck, B.J.F. Rossiter, and J.H. Miller. "Molecular characterization of X-ray-induced mutations at the HGPRT locus in plateau-phase Chinese hamster ovary cells: Effect of dose, dose fractionation, and delayed plating." In: *Cell Transformation and Radiation-Induced Cancer*, K.H. Chadwick, C. Seymour, and B. Barnhart (eds.), Adam Hilger, Bristol, Great Britain, pp 207-214, 1989.

Jostes, R.F., E.W. Fleck, R.A. Gies, T.E. Hui, T.L. Morgan, J.L. Schwartz, J.K. Wiencke, and F.T. Cross. "Cytotoxic, Clastogenic and Mutagenic response of mammalian cells exposed *in vitro* to radon and its progeny." In: *Proceedings of the 29th Hanford Symposium on Health and the Environment-Indoor Radon and Lung Cancer: Reality or Myth?* Part 2, F.T. Cross (ed.), Battelle Press, Columbus, Ohio, pp. 555-568, 1992.

Fleck, E.W. "A Virtual Fetal Pig Dissection." In *Interactive Learning: Vignettes from America's Most Wired Campuses*, David G. Brown (ed.), Anker Publishing Company, Inc., Bolton, MA. pp. 118-120, 2000.

#### Multimedia Project

Fleck, E.W., B. Houston, M. Mitkovski, M. Horn and R. Schaeffer. "A Virtual Fetal Pig Dissection." Viewable at [http://www.whitman.edu/offices\\_departments/biology/vpd/](http://www.whitman.edu/offices_departments/biology/vpd/). This project received a Lightspan Study Web Award of Excellence citation in 2000.

## Appendix E

David Alan Klein  
P.O. Box 144  
Hampden Sydney, VA 23943

### Work Experience

**Dean of Students:** March 2004 to present  
Hampden-Sydney College, Hampden-Sydney, Virginia

Administer the College's student life programs; represent the College as the chief student affairs official; participate as a member of the President's Advisory Board.

**Associate Dean of Students:** July 1992 to present  
Hampden-Sydney College, Hampden-Sydney, Virginia.

Develop and administer College's Residence Life program; Administer College's Student Housing Program; develop and administer Student Leadership Program; Supervise College's Greek system; Research, create, and supervise The College's Green House, an environmental residence hall; Develop and advise College's Outdoor Recreation Program; Serve Coordinate Regional Special Olympics: Track and Field Events; Serve on various College committees and special task forces.

**Assistant Dean of Students:** July 1989 to July 1992  
Hampden-Sydney College, Hampden-Sydney, Virginia.

Advise and monitor the College Activities Committee; Advise and monitor the Student Finance Board; Develop and administer new student orientation; Develop and administer pre-orientation wilderness program for selected freshman; Supervise the administration of GMGC, the Hampden-Sydney community service organization; Co-advise the James Madison Leadership Program.

**Assistant Director Madison House,** Office of Student Volunteer Community Service at the University of Virginia: August 1987 to May 1989 University of Virginia, Charlottesville, Virginia.

**Counselor/Chaplain:** July 1985 to July 1987  
University of Virginia Medical Center, Charlottesville, Virginia

**Carpenter:** July 1983 to July 1985  
Soltec, Inc., Charlottesville, Virginia.

**English Teacher:** November, 1978 to June, 1979.  
Alternative Education, Roanoke City Public Schools, Roanoke, Virginia.

**Assistant Program Director:** Summers, 1978-1982  
Camp Wallawhatoola, Milboro Springs, Virginia.

### Academic Education

Union Theological Seminary, Richmond, Virginia  
Doctor of Ministries, May, 1983.

Hampden-Sydney College, Hampden-Sydney, Virginia  
B.A., May, 1978.

**Professional Education**

“Lead Rock Climbing”, a two-day individual training seminar; Seneca Rocks Climbing School, Seneca, WVA, October, 1997.

“Legal Issues in Higher Education” Conference participant; Conference sponsored by the University of Vermont, October, 1995.

On Campus Talking About Alcohol (OCTAA), Prevention Research Institute, Lexington, Kentucky; Certified Trainer, September, 1995.

Wilderness First Responder, Wolfcreek Wilderness Center, Blairsville, Georgia; taught by SOLO, North Conway, New Hampshire; certified June, 1990.

University of Virginia Medical Center, Charlottesville, Virginia; Clinical Pastoral Education: 6 Quarters (3 Basic/3 Advanced); Department of Patient and Family Counseling.

**Honors and Awards**

Who’s Who in American Education, 1995

Omicron Delta Kappa, 1992

Who's Who Among American Colleges and Universities, 1978

Society of Outstanding American High School Students, 1974

All-State Football Team, Division III, 1973

**Additional Activities and Involvement**

Member: NASPA, 1987 to present

Member VASPA, 1987 to present

Member: Wilderness Education Association, 1990 - 1995

Member: Virginia Council of Outdoor Adventure Educators, 1990 - 1995

Dixie Youth League Soccer Coach, 1993 - 1998

Member: Farmville Habitat for Humanity, 1992 - 1995

Board Member: Southside Virginia YMCA; 1991- 1995

**Programs and Presentations**

“Hendrix to Hootie: The Impact of Media on Student Culture”; workshop for Nansemond Suffolk Academy Parents’ Association; April, 1997.

“Hendrix to Hootie: Changing Student Culture”; workshop for Tidewater Counselors’ Association; January, 1997.

“From Hendrix to Hootie: What a Long Strange Trip It’s Been; Ethical Decision Making in the ‘90’s”; Presenter: Virginia Association of Student Personnel Administrators’ Annual Conference; December, 1995.

"Hampden-Sydney College's Green House: An Environmental Living Experiment." Presenter: Virginia College Personnel Association Annual Conference, February 1994; Virginia Association of Student Personnel Administrators Annual Conference, December 1994; South Eastern Association of Housing Officers Annual Conference, (*selected “Best of the Best” presentation award*), February 1995.

"Hot Issues for Residence Life Directors." Program facilitator: State Council of Higher Education in Virginia annual conference, April, 1994.

"Current Issues in College Student Culture: What Are Our Students Really Doing and Thinking?" Presenter: Hampden-Sydney College Faculty Workshop, August, 1993.

"Ethical Issues College Students Face Today." Presenter: Virginia Association of Student Personnel Administrators Drive-In Workshop, April, 1992.

"Developing and Administering a College & University Student Volunteer Organization." Presenter: Virginia Association of Student Personnel Administrators Drive-In Workshop, February, 1986.

"Issues to be Considered When Counseling AIDS Patients." Presenter: Mary Baldwin College AIDS Symposium, February, 1987.

"Discipline for High School Students." Co-Presenter: University of Virginia Continuing Education workshop, December, 1978.

### **Interests**

My family; farming; wilderness education; backpacking; rock climbing; building; environmental concerns; house and furniture restoration; Arthurian literature.