

## **Illinois College Proposal to The Henry Luce Foundation Luce Initiative on Asian Studies and the Environment (LIASE)**

Illinois College respectfully requests a \$391,310 Implementation grant to advance our **Asian Studies and the Environment Initiative**. We pledge to match this investment of Foundation funding with College funding of \$27,215. We plan to strengthen intellectual connections among faculty and students studying the environment, sustainability, and Japan. Our goal is twofold: 1) to infuse information about Japan across our STEM curriculum, so that every student is highly likely to encounter learning about Japan as part of their education, and 2) to strengthen Illinois College as a destination for students and faculty seeking to study and research Japan, the environment, and sustainability. We will continue to develop a program to create and support curricular connections between Japanese Studies and all faculty teaching about the environment.



**Ritsumeikan University and Illinois College dignitaries pause for a photo at our March 2014 International Symposium on Science, Sustainability and Teaching. L-R are Jun Nakajima, Director of the Ritsumeikan University Research Center for Sustainability Science; Motoki Kubo, Vice-Dean of the College of Life Sciences at Ritsumeikan; Illinois College President Barbara Farley; and Illinois College Provost and Dean of the College, Elizabeth Tobin.**

Our initiative is built upon two important foundations. Illinois College began a special relationship with Ritsumeikan University in Kyoto, Japan, 27 years ago. Our partnership with Ritsumeikan University and our more recent relationship with Kanazawa University gives us a head start in developing the personal relationships necessary for successful collaboration. As a result, our program will allow Illinois College students and faculty direct access to environmental scientists from Japan. Our partnership with the Henry Luce Foundation, through our Exploration grant, began an intense process of identifying a strong cohort of scientists and environmental scholars ready to begin the challenges of changing course units, learning about a different culture, and preparing students to think about the connections among the environment, sustainability issues, and Japanese culture. Our partnership with Ritsumeikan prepared us to make good use of the Exploration grant. Our experience with the Exploration grant began a process of change among our scientists and environmental scholars that the Implementation Grant can bring to fruition. We expect the Implementation Grant will integrate the study of Japan across the science curriculum at Illinois College, with long-lasting positive benefits.

Our project will promote this interdisciplinarity through increased use by science faculty of global examples including Asia; symposia involving faculty from both institutions, other U.S. scholars, and Illinois college students; fostering research experiences for Illinois College students in Japan; and strong personal collaborations among our institutions' scientists and environmental scholars. We expect to engage students from all science disciplines.

## Narrative

### Proposal narrative

#### A. Start date, proposed activities and work plan.

Illinois College respectfully requests a \$391,310 Implementation grant to support a four-year Initiative to expand our **Asian Studies and the Environment Initiative**. Illinois College began a special relationship with Ritsumeikan University in Kyoto, Japan, 27 years ago. Groups of Ritsumeikan students visit Illinois College for four weeks each February to learn about U.S. culture and the English language. Our exchange agreement allows other Ritsumeikan and Illinois College students to study full time at the other institution. Faculty regularly exchange visits and scholarly knowledge.

**What We Want to Accomplish.** Illinois College and Ritsumeikan University are embarking on a program to further expand the in-depth collaboration in environmental studies and the sciences that was begun under our LIASE Exploration grant in 2012-2014. Until the LIASE Initiative began, most of our faculty collaborations and student exchanges had been based in the humanities and social sciences. There had been a small increase in the number of Japanese students from the sciences participating in the four-week Intercultural Exchange Program (IEP) held on our campus; however, the language and cultural immersion program had not provided an intentional opportunity for scientific dialogue.

The LIASE program has provided incentives for students to think in new ways about Japan and our relationships with Japanese people and institutions. Under the Exploration grant, we created opportunities for students in the sciences to develop awareness of Japanese environmental issues by bringing science faculty from Ritsumeikan University to meet and present to students here, and by taking our students to Japan to tour environmental facilities, learn from Ritsumeikan faculty and work alongside Ritsumeikan students in labs. Students who participated in Exploration activities included Environmental Studies, Biology, Biochemistry, Chemistry, and Psychology majors.

The LIASE Initiative has strengthened intellectual connections among faculty and students studying the environment, science, and Japan. It has broadened literacy among Illinois College science faculty about Japanese language and culture. Our Exploration Initiative has promoted interdisciplinarity through increased use by some science faculty of global examples including Asia, deliberate connections across courses in diverse disciplines, and fostering individual relationships among Illinois College and Ritsumeikan University scientists and students.

**The proposed Start Date for the project is April 1, 2015**, although the first activity in our plan will take place in November 2014, fully supported by Illinois College funding.

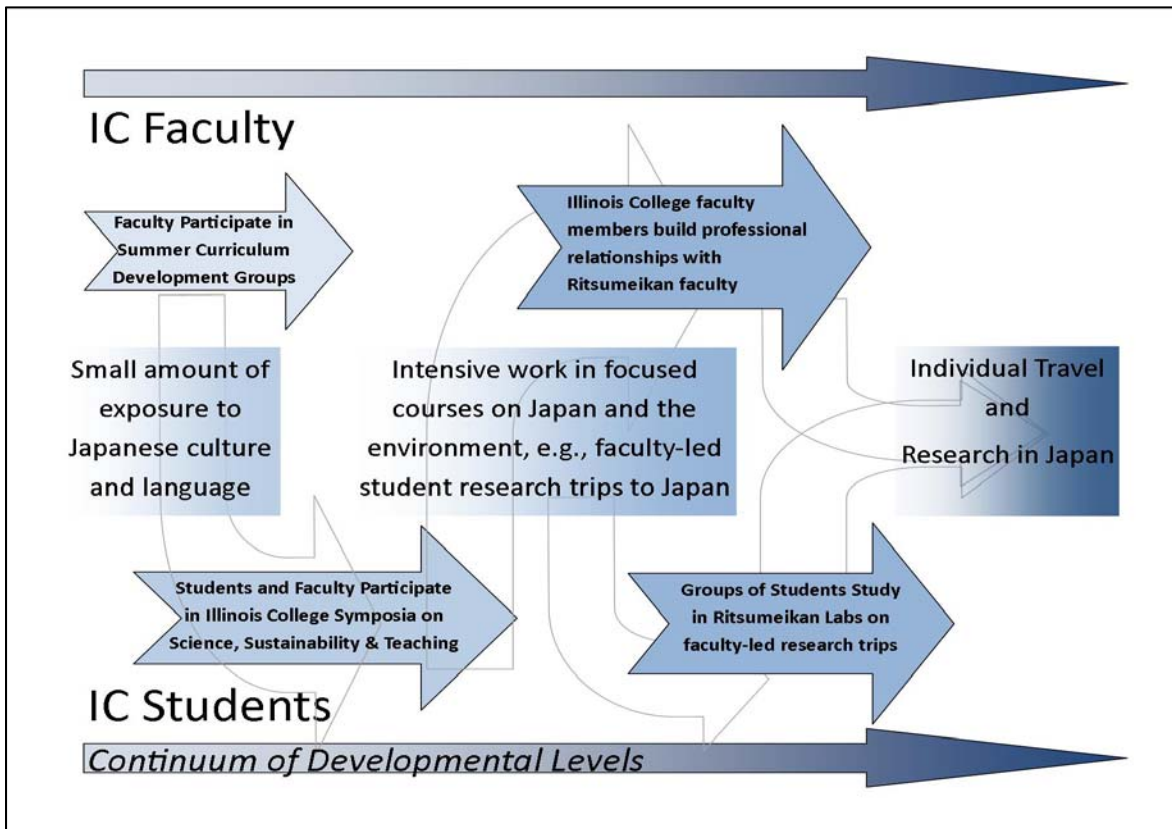
**Activities.** We propose over the next four years to add depth and breadth to our Asian Studies and the Environment Initiative in a comprehensive program involving 12 activities, as explained in the table on the following page.

Illinois College Initiative on Asian Studies and the Environment			
	When	Participants	Activity
Faculty & Administration	November 2014	Illinois College President Farley, Prof. Bob Koepp	<b>1)</b> President Barbara Farley and Prof. Koepp will travel to Japan in November to broaden Illinois College's network of relationships with key Ritsumeikan University administrators.
	Fall 2015	4 Illinois College faculty	<b>2)</b> Illinois College environmental studies and science faculty travel to Ritsumeikan for one week to establish and/or strengthen connections with scientists in Ritsumeikan University labs and scout locations for future Research Abroad internships.
	Summers: 2015, 2017	10 Illinois College faculty (5 each, in 2 years)	<b>3)</b> Illinois College Curriculum Development Group seminars, resulting in environmental studies and science faculty members developing new courses or course components.
	2015, 2016, 2017, 2018	4 Illinois College faculty (1 each, in 4 years)	<b>4)</b> Travel for Illinois College environmental studies and science faculty members to establish or strengthen relationships with colleagues at Ritsumeikan (two weeks per trip).
	Entire grant period	4 or more Illinois College faculty members	<b>5)</b> Japanese language training to deepen the knowledge and skills of Illinois College environmental studies and science faculty.
Both	Summer 2016	2 Illinois College faculty members, 10 IC students	<b>6)</b> "Views of Japan" BreakAway to introduce students to Japan and its culture through a short-term study-tour. This tour will be led by Prof. Kevin Klein, who is a primary participant in LIASE.
	Spring: 2016, 2018	15 faculty and 12 students will present	<b>7)</b> International Symposia on Science, Sustainability and Teaching, involving Illinois College and Ritsumeikan faculty and students. We expect 60-75 participants at each (2) symposium.
	Summers: 2016, 2018	2-4 faculty and up to 12 students	<b>8)</b> Students in International Studies 462 course will conduct Student-Faculty Research on environmental issues in Japan during student-faculty research trip led by IC faculty; three-week trips in two years of the grant.
Students	2015, 2016, 2017, 2018	4 Ritsumeikan University graduate students	<b>9)</b> Graduate Student Interns at Illinois College from Ritsumeikan University, under the direction of four or more Illinois College faculty in science, environmental studies, and Japanese studies. Costs include stipends for Illinois College faculty who facilitate and supervise the internship.
	2016, 2017, 2018	6 Illinois College students (probably 2/year)	<b>10)</b> Research Abroad Program - Illinois College students conduct individual research internships in labs at Ritsumeikan, under the joint direction of Illinois College and Ritsumeikan faculty.
	2016, 2017 or 2018	3 Illinois College students, working under the direction of faculty in Japan	<b>11)</b> Illinois College student internships in Japan including language-intensive learning periods. Arranged through Illinois College's affiliation as a Cooperative Institution of the Japan Center for Michigan Universities, this is a shorter research experience than the Research Abroad Program.
	Entire grant period	Faculty will review 5 or more papers researched in Japanese, yearly.	<b>12)</b> Stipends for Japanese-fluent Illinois College faculty who collaborate (outside their area of discipline) with science faculty to review papers for which students conduct research in Japanese. The beneficiaries are the students who conduct their research in Japanese.

**Work Plan.** Reiko Itoh, Associate Professor of Japanese, and Laura Corey, Associate Professor of Biology, will serve as Project Co-coordinators, and will guide, implement and assure continuity of the Initiative. These faculty members worked together to lead our LIASE Exploration Initiative. Professor Almut Spalding, the coordinator for our Study Abroad programs, will assist them. Dr. Spalding helps to facilitate travel arrangements and support faculty in planning for our students to travel abroad.

Our LIASE Implementation Initiative is designed to help Illinois College environmental studies and science faculty and students – at whatever level they may enter the Initiative – to gain and apply greater skills and knowledge about Japan. We want to facilitate their movement along the continuum of development shown in Figure 1. Our experience in the Exploration grant shows that exposure to progressive opportunities for learning more about Japanese culture and language will positively impact faculty and student comfort levels with, and mastery of, skills and knowledge about Japan. We are pleased that each aspect of this Asian Studies and the Environment Initiative is leading to more and deeper connections among Ritsumeikan and Illinois College faculty, as well as increased embedding of content about the environment and Japan into our courses. We look forward to the Initiative further engaging faculty in Japanese Studies, Environmental Studies, and other science disciplines in interdisciplinary work that will deepen our students’ understanding of Japan and of the environment.

**Figure 1: LIASE Impacts on Illinois College Faculty and Students**



## **Expanded description of Activities.**

**1) President Barbara Farley will travel to Japan in November 2014 to broaden Illinois College's network of relationships with key Ritsumeikan University administrators** in order to advance the LIASE Implementation activities and support further interaction and collaboration between both institutions' environmental studies and science students and faculty. She will be accompanied by Professor Robert Koepp, the Illinois College faculty member who was integral to the establishment and growth of our relationship with Ritsumeikan. Illinois College funding will be used for this activity, which will take place before we learn the outcome of this grant proposal.

**2) Illinois College Environmental Studies and science faculty travel to Ritsumeikan for one week to establish/strengthen connections with scientists in Ritsumeikan University labs and scout locations for future Research Abroad internships.** Four faculty will travel to Japan in fall 2015 for professional exchange and collaboration. During a one-week trip, they will meet with faculty from Ritsumeikan's College of Life Sciences and College of Science and Engineering on the Biwako campus in Kusatsu. These scientists will explore additional research opportunities in sustainability and environmental studies for Illinois College students at Ritsumeikan. The trip will provide important "face time" between our institutions' faculty members, to solidify relationships and move the Initiative forward. We expect that this will further inspire our science faculty to teach more about Japan, include Japan in the curriculum, and encourage students, especially those interested in the environment, to travel to Japan.

Professor Reiko Itoh will formally invite Ritsumeikan faculty to participate in the Symposia on our campus in spring 2016 and 2018, and will encourage them to promote the annual Intercultural Exchange Program (which brings a group of Ritsumeikan students to our campus) as an especially good opportunity for Ritsumeikan environmental science and other science majors to visit Illinois College.

**3) Illinois College Curriculum Development Group seminars, resulting in Environmental Studies and science faculty members developing new courses or course components.** Illinois College will conduct these seminars during the summers of 2015 and 2017. Five faculty will enroll in each seminar to develop course materials to bring Japanese environmental issues into existing courses. Examples of work products may include course modules, case studies, laboratory activities, and problem sets. Developing embedded experiences will allow us to engage a broad range of students. The pilot seminar conducted in summer 2014 was very successful; we would like to offer additional environmental scholars and scientists the opportunity to participate in future seminars. We expect Illinois College's Fry Faculty Professional Development Fund to support the costs of one of these two Curriculum Development Group seminars.

**4) Travel for Illinois College environmental studies and science faculty members to establish or strengthen relationships with colleagues at Ritsumeikan University.** The Initiative will provide

support for up to four Illinois College faculty members (one in each year of the grant) to travel to Japan for one week to establish or expand contacts with Ritsumeikan scientists, with the goal of facilitating student research. If possible, the Illinois College faculty member will travel to Ritsumeikan during the Research Abroad project period (see activity 10) to observe his/her student's work, and reinforce the connection with the hosting scientist/laboratory. We will continue to use electronic conferencing technology, which has the additional effect of mitigating environmental impacts of air travel.

**5) Japanese Language Professional Development training to deepen the knowledge and skills of Illinois College environmental studies and science faculty.** Several Illinois College faculty in science and Environmental Studies are interested in gaining Japanese language skills to enhance their performance in various aspects of our interactions with our partner institutions in Japan. However, each person has different goals and is entering with different levels of language and cultural proficiency. Additionally, the requirements for science and Environmental Studies faculty to supervise students' summer research and field work impedes faculty members' ability to participate in intensive language courses. Therefore, we propose an individual plan for faculty language learning.

Each year, up to four Environmental Studies scholars and scientists will apply and be selected by the Dean of the Faculty to participate in this program. Each participant will create a contract including language learning goals and a learning plan. The Language Learning Coordinator (Professor Reiko Itoh) will review the learning contract with the participant. Professor Itoh will make suggestions about feasibility and appropriate resources (for example, books, online programs, or Illinois College courses). Professor Itoh will also meet with each participant monthly throughout the year to assess progress towards the learning goals. Faculty who do not meet their goals will not be allowed to continue in the program for the next year; instead other faculty will be recruited.

We expect faculty who start or continue Japanese language learning with this program to be motivated to continue learning using internal grants or professional development funds. The goals of this self-directed language learning do not include fluency or complete literacy. Instead, appropriate goals might include a level of comfort with the language that would allow a faculty member to independently lead a group of students in Japan, or to read a scientific source in Japanese.

**6) Views of Japan BreakAway in 2016.** BreakAways are group trips, led by IC faculty, which take place when classes are not in session. These trips have a specific focus and are from ten days to three weeks long. Illinois College offers the Views of Japan BreakAway trip (the only regularly recurring BreakAway) every other summer to introduce students to Japan and its culture through a short-term immersion experience. The focus of the Japan BreakAway is guided by the faculty who lead it. The 2016 tour will be led by Prof. Kevin Klein, who is a primary participant in the LIASE project, and who traveled to Japan under the Exploration grant in summer 2013. Touring in Japan is the culmination of 10 weeks of

pre-departure study to offer program participants various views of Japanese culture and life. We expect the 2016 trip to be especially attractive to students majoring in Environmental Studies and other sciences.

**7) International Symposia on Science, Sustainability and Teaching at Illinois College, involving Illinois College and Ritsumeikan faculty and students.** These Symposia will result in lasting, cooperative relationships between our institutions' Environmental Studies and science faculty. We will invite Ritsumeikan University science faculty members and students to our campus in spring 2016 and 2018 for these Symposia; grant funds will be used to provide stipends for faculty and travel costs for faculty and students invited to present at these two-day Symposia. Illinois College professors and students will also present their own work. The schedule will include the formal presentation of academic papers and informal discussions of science, sustainability and teaching. The Symposia to take place in late March or early April, between Ritsumeikan's commencement and the beginning of its new academic year. Based on our conversations, this seems to be the best time to ensure the participation of Ritsumeikan administrators, faculty and students. Additional Ritsumeikan faculty members may be invited to participate in some Symposium sessions via video-conferencing technology.

We will invite a scholar from an AsiaNetwork institution to provide a presentation at the Symposia and provide some external assessment of the Symposia. We will also invite at least one other guest speaker who is an expert on environmental issues and Japan. Prof. Corey will be responsible for planning most aspects of the Symposia, publicizing the Symposia, and writing assessment reports. Prof. Itoh will assist by serving as liaison with Ritsumeikan.

**8) Student-Faculty Research on Environmental Issues in Japan.** Students in **International Studies 462: Environmental Issues in Japan**, mentored and led by faculty members, will conduct three-week research trips to Japan in 2016 and 2018. These summer research trips would be modeled on the Student-Faculty Fellows Program for Collaborative Research in Asia, funded by the ASIANetwork and Freeman Foundation. Last year, Professor Kevin Klein and students in his Environmental Economics course worked together to apply for ASIANetwork/Freeman Foundation research funding. Some of the students' research proposal topics are shown in the sidebar. Although the proposal was unsuccessful, the students were well-prepared to present their research at the 2014 International Symposium on Science, Sustainability and Teaching.

In this proposed activity, up to six students will participate in each of the two trips. The Provost will select Environmental Studies or science faculty, who together

**Student proposals developed for application to the ASIANetwork - Freeman Foundation Student-Faculty Fellows Program for Collaborative Research in Asia**

- Nuclear radiation and air pollution in Japan
- The culture and sustainability of whaling in Japan
- Overfishing in Japanese waters
- The containment ice wall for the Fukushima nuclear power plant

with faculty specializing in Japan, will mentor and guide these Illinois College students to develop meaningful and feasible research plans. The mentoring faculty will fully utilize their connections with faculty at Ritsumeikan University when guiding students' research plans.

Participating faculty will encourage students to enroll in Japanese 101 and 102 (gaining language skills and fulfilling general education requirements), and advanced Japanese language courses, thus developing a growing contingent of students with a good foundation of basic Japanese language skills.

**9) Graduate Student Interns at Illinois College from Ritsumeikan University, under the direction of four or more Illinois College faculty in science, environmental studies, and Japanese studies.** We have been in conversations with Ritsumeikan University's Graduate School of Science and Engineering, which sends well-qualified graduate students to other institutions as interns. The aims of the program are to internationalize science and engineering graduate students and raise global perspectives and international minds. This program has been adopted by the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) as "Good Practice" to improve graduate school education since 2007. Accepting such graduate interns, researching with them, and having them as part of our teaching teams would allow Illinois College to internationalize our faculty and students as well. The internship would typically last four weeks. We expect to accept one intern per year. Costs include stipends for Illinois College faculty who facilitate and supervise the internship, including working with the intern in advance of his/her arrival to make sure the intern can have a highly successful experience.

**10) Research Abroad Program - Illinois College students conducting individual research internships in labs at Ritsumeikan University, under the joint direction of Illinois College and Ritsumeikan faculty.** Through this activity, we will offer Illinois College science students a hands-on opportunity to engage in a summer of environmental science research with a laboratory group at Ritsumeikan University. We intend to prepare and send two students per year for three years (2016, 2017, and 2018). This program is intended for students majoring in Environmental Studies, Biology, Chemistry, or Physics, although interested students outside of these majors could be invited to apply if they have appropriate scientific skills. Professors Itoh and Corey will coordinate with Illinois College Study Abroad staff and Career Services staff to administer the application and selection process for interns.

Because the working language of the Ritsumeikan host laboratories is English, a student with limited Japanese language abilities will be able to work and interact socially with all of the lab members.

Students preparing for Research Abroad will take a variable-credit pre-departure course based on their needs, covering: basic Japanese culture and language, background on the scientific aspects of project they will undertake at Ritsumeikan, and basic laboratory skills that are required for the project. Pre-departure training will ensure that students can confidently execute the techniques independent of the course structure. Students will be expected to work full-time for eight weeks. While the student is at



Ritsumeikan, the mentoring Illinois College faculty member would be available by email and Skype to discuss progress and any concerns.

**11) Illinois College student internships in Japan incorporating language-intensive learning periods, arranged through Illinois College's affiliation (a "Cooperative Institution") with the Japan Center for Michigan Universities.** In a shorter research experience than the Research Abroad Program, students will be introduced to Japan's language and culture and learn about a range of environmental issues in Japan. The Japan Center for Michigan Universities offers three course options (none of which require fluency in Japanese -- or even prior experience -- with Japanese language):

- Environmental Sciences in Japan (ESJ) Keystone Course - acquaints students with the environmental problems facing Lake Biwa and political and socioeconomic issues affecting the lake's conservation.
- Introduction to Japanese Language and Culture - introduces students to Japanese language and culture. Additionally, students learn technical terms frequently used in environmental sciences.
- Environmental Sciences Internship - based on each student's interests; may include topics of study such as environmental planning, biological resource management, environmental policy, etc.

**12) Stipends for Japanese-fluent Illinois College faculty who (outside their discipline) review student papers researched in Japanese.** Students can earn one academic credit as a "research add-on" by conducting research and citing sources in a foreign language for a major research paper and/or presentation in a course outside the Modern Languages Department. The purposes are for students to learn field vocabulary in their non-native language and gain perspectives different from those provided by English-language sources. The course instructor and the language specialist collaborate to determine the minimum number of and the type(s) of sources the student is required to use to earn this additional credit. The beneficiaries of this activity are the students who conduct their research in Japanese, cite Japanese resources, and write their papers in English. This grant activity would encourage more student learning opportunities by providing stipends for the Japanese-fluent faculty member (who may be in Japanese Studies, computer science, or another discipline) to review projects outside their discipline.

## **B. Summary of activities that took place during the Exploration phase.**

We are committed, with the agreement of administrators and faculty at Ritsumeikan University, to continue the work begun under the LIASE Exploration grant. We learned important lessons during our Exploration Initiative, which was structured around six steps.

**Step I. Japan Study Group for Science Faculty.** This Study Group has provided our science faculty with a greater understanding of Japanese culture, contemporary issues, societal norms and conversational language. Faculty participants have established contacts with Ritsumeikan scientists to facilitate future collaboration and student research opportunities. This step was supported by College funds.

**How lessons learned informed the design of the Implementation phase:** We learned that faculty development seminars must build in accountability. Participating faculty should be required to take an active role (such as developing a sample teaching plan to show how they can utilize the knowledge and inspiration gained from the workshops) in order for the experience to be most meaningful and provide the greatest impact on instruction.

**Step II. Science Faculty Travel to Ritsumeikan University.** A group of faculty traveled to Japan in summer 2013 for professional exchange and collaboration with peers at Ritsumeikan University's Biwako campus in Kusatsu to explore future research opportunities in sustainability and environmental studies for Illinois College students at Ritsumeikan. As a result of that successful 2013 trip, our colleagues at Ritsumeikan invited an additional Illinois College faculty member to visit the university in summer 2014.



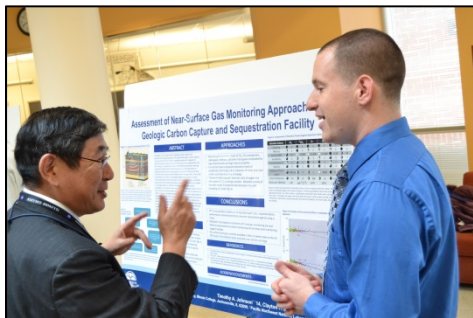
**How lessons learned informed the design of the Implementation phase:** We were reminded of the importance of “face time” in building trust and exchanging ideas efficiently and effectively with Ritsumeikan colleagues. Informal socialization is important to develop personal connections among our respective faculty. Also, it is important to secure first-hand information to gain a comprehensive picture and knowledge of the partner institution (e.g., their facilities and surrounding areas to identify opportunities for collaboration with Ritsumeikan). Our Implementation initiative plan builds in time for the development of personal connections through symposia and research collaborations.

**Step III. Faculty-Student Seminar on Environmental Issues in Japan.** We conducted a multidisciplinary seminar during the 2013-2014 academic year, focused on Japan and environmental concerns in which our faculty and students were co-learners. Nineteen faculty members participated in the seminar.

**How lessons learned informed the design of the Implementation phase:** 1) We need to be prepared to accommodate faculty members' varying schedules for integrating Japan into their courses. Some faculty progress at a continuous rate without pause, while others must progress in “fits and starts,” due to sabbaticals and other commitments. If we provide support for faculty over longer periods of time, with opportunities for them to re-engage and continue their progress, we can be more successful. 2) Our scientists can best devote their time to this initiative during summer faculty development initiatives, so future professional development workshops will be planned during summer.

**Step IV. International Symposium on Science, Sustainability and Teaching.** This symposium, conducted March 27-30, brought Ritsumeikan University science faculty members as well as representatives of other Luce LIASE grant recipient institutions to our campus. The symposium included

academic papers and informal discussions of science, sustainability and teaching, as well as joint planning sessions to envision a wider Initiative. Ritsumeikan faculty members Dr. Motoki Kubo, Vice Dean of the



College of Life Sciences, and Dr. Jun Nakajima, Director of Research Center for Sustainability Science, presented their research and reviewed our students' research posters.

**How lessons learned informed the design of the**

**Implementation phase:** We found this Symposium and the Curriculum Development Group – both of which we hope to expand upon in the Implementation phase – to be highly

effective mechanisms for connecting Asian Studies and Environmental Studies. The Symposium was a vehicle that facilitated many meaningful interactions among students and faculty from both institutions (as well as faculty from other Luce grant recipients), and established the foundations for working together in the future.

**Step V. Student Exploration of Scientific Research and Sustainability in Japan during the “Views of Japan” BreakAway (study abroad course in Japan).** During the 2013-2014 academic year, eight students prepared for a three-week study abroad trip to Japan by attending ten weeks of course sessions about Japan with special emphasis on science. In Japan, May 13 to 30, 2014, these students, led by Professors Reiko Itoh and Laura Corey, visited science labs and sewage facilities, stayed at a Japanese farm house for two days (see photo at right), and attended lectures on environmental issues and sustainability. The group traveled to Hiroshima, Kanazawa, Kyoto, and Tokyo. Three of the students participating in the study tour were also enrolled in the Faculty-Student Seminar on Environmental Issues in Japan. This study tour was supported by internal Illinois College funds, student fees, and a \$22,000 grant from the Japan Foundation.



**How lessons learned informed the design of the Implementation phase:** This form of learning establishes cultural understanding that paves the way for science students to conduct research on Japan or return to Japan to conduct individual research. The student group was a mixture of science students and Japanese studies students. They worked together, utilizing each student's strengths. For example, Japanese studies students guided science students with limited knowledge in Japanese language and culture. By socializing with Japanese students, science students learned non-Western perspectives and non-Western ways of thinking.

### Course materials developed in the Summer 2014 Curriculum Development Group

- **Sustainable Fisheries in Japan** course module - for Introductory Biology (Biological Investigations).
- **“The STAP Stem Cell Incident”** course module on ethics in biomedical research - for Cell and Molecular Biology.
- **Environmentalism in Business Practices** course module - for Environmental Economics.
- **Japanese Housewives as Advocates for Environmental Policy** course module - for Gender in Japanese Society.
- Course packet of Japanese case studies for analysis of environmental change - for Elementary Statistics.
- **Changing Attitudes to Elder Care** course module - for Lifespan Development.

### Step VI. Curriculum Development Group.

Illinois College conducted a Curriculum Development Group during the summer of 2014 during which six faculty developed course materials to bring Japanese environmental issues into existing Illinois College courses. Participating faculty teach courses on Japanese society, environmental economics, statistics, and biology. Examples of their work products include course modules, case studies, laboratory activities, and problem sets. One particularly high-impact example is the course module that Dr. Bryan Arnold developed for the inquiry-based introductory biology course, which serves more than 140 students each year in six or seven sections. Experiences with environmental issues in a Japanese context in this course will expose a wide range of students to the possibilities of this area of interest. We feel that developing these embedded experiences, rather than

redesigning entire courses, allows us to engage the largest number of students. These course materials are for courses to be taught no later than the spring 2016 semester.

**How lessons learned informed the design of the Implementation phase:** We found this to be highly effective in connecting Asian Studies and Environmental Studies. Faculty who participated in this seminar were better able to focus on the project during the summer, and were far more invested than those who participated in the Japan study groups during the academic year.

### C. Anticipated outcomes, measures of success and assessment.

Through our Asian Studies and the Environment Initiative, we will further advance the permanent integration of knowledge about Japan and the environment into teaching at Illinois College. Our work on this Initiative will continue to develop the skills and knowledge of our faculty in Japanese Studies, Environmental Studies, and other science disciplines for the interdisciplinary work that will deepen our students' understanding of Japan and of the environment.

**The anticipated outcomes of this Initiative.** The long-term goals of our initiative are a curriculum and campus experience in which most students encounter Japan through a STEM course. We estimate that 150 of our students (15 percent) and 40 faculty (50 percent of full-time faculty) will experience a deeper intellectual engagement with Japan, the environment and sustainability issues. (We

expect there will be overlap among the participants in our 12 activities.) Our specific goals for the Initiative include the following:

- We will continue to build a culture at Illinois College in which inclusion of Japan in the science curriculum is natural.
- President Farley, and 11 faculty members, by traveling to Ritsumeikan University over the course of the project, will expand their networks of personal and professional relationships with Ritsumeikan administrators and faculty members, and improve their understanding of Japan.
- 10 faculty in environmental studies and other STEM subjects will incorporate knowledge of Japan in their curricula.
- Four or more faculty will significantly deepen their fluency in Japanese.
- Illinois College students will actively engage in connecting their scientific studies to Japan by attending the International Symposia on Science, Sustainability and Teaching (50 students attending each symposium). Twenty or more faculty members will attend each Symposium.
- 19 Illinois College students will travel to Japan, individually or in groups, to study or conduct research in Japan.
- 20 Illinois College students will build meaningful personal relationships with visiting graduate interns from Ritsumeikan.

**How we will measure success.** We will use multiple methods of evaluation:

- We will employ an outside evaluator for our Symposia, to report to us on the strengths and weaknesses of each Symposium.
- Participating Illinois College faculty will evaluate longer-term impacts and how their courses have changed at the end of the grant period. Faculty will be asked to write a two-page report that evaluates the effect of the curricular changes on student learning.
- At the conclusion of each activity of our Initiative, we will ask all participants to fill out surveys on their activities. Our goal will be to identify satisfaction, in order to improve such activities in the future, as well as to capture participants' understanding of what they gained from the Initiative.
- The Project Co-coordinators will arrange for a debriefing of each faculty member and student researcher after their trip to Japan, focusing on perceptions of new knowledge, plans for future courses and research, and advice to offer to others who will go to Japan in the future.

In the final year of the grant, Professors Itoh and Corey will present a program to report to the campus on the accomplishments of the Implementation phase of our Asian Studies and the Environment Initiative.

#### **D. Institutional Profile, Asian studies program, environmental studies, other resources.**

**Profile of the institution.** Illinois College, the first college in the state to conduct classes and grant baccalaureate degrees, enjoys a 185-year history of excellence in the liberal arts. In 1932, the Society of Phi Beta Kappa established a chapter on campus, and it remains one of only 11 such chapters in the state. Our enrollment is nearly 1,000 students, with an 11:1 student-faculty ratio. The College is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.

Illinois College is vested in the Asian Studies and the Environment Initiative. We are demonstrating our commitment by committing more than \$27,000 in matching funding for activities that will take place before and during the grant period.

**Changes since the Exploration Phase.** Illinois College's new President, Barbara Farley, took office just over one year ago. Under her guidance, the College is improving its ability to achieve its **mission** of graduating students prepared for meaningful lives of leadership and service.

Illinois College provides an opportunity for students from all backgrounds to pursue excellence in the liberal arts. The characteristics of our student body are changing. We enroll a steadily growing percentage (58.2 percent in 2013-14, as compared to 47.4 percent in 2009-10) of students who are TRIO-eligible (i.e., are first-generation college students, are from low-income families, or have disabilities). The percentage of students who come from minority groups has grown especially rapidly (26.2 percent in 2013-14, as compared to 5.8 percent in 2003-04).

This Initiative aligns with our Realizing the Vision plan, in which our Board under President Steuer committed to expend College funds to make possible every student's participation in at least one form of experiential learning (i.e., study abroad, service learning, internships, student/faculty research).

This Initiative would also support the Strategy Map process that President Farley is currently guiding, by adding effective pedagogies; increasing connections in courses across the lines of sciences, humanities and social sciences; encouraging more students to participate in the experiential learning of Study Abroad; and preparing our students to be leaders in their disciplines by addressing problems from multiple perspectives. Another important facet of the Strategy Map is attracting additional international students to Illinois College, which supports the importance of bringing Japanese students to our campus.

**Our Partnership with Ritsumeikan University.** We have a strong, established, multi-faceted relationship with Ritsumeikan. Dean Tobin and a delegation of faculty members met with Ritsumeikan administrators and faculty in Japan in 2011, and on two occasions Ritsumeikan administrators and faculty have met on our campus with our former President, Axel Steuer, and his cabinet. President Barbara Farley and Professor Robert Koepp will be traveling to Japan in November to meet with Kiyofumi Kawaguchi, Chancellor of the Ritsumeikan Trust. Professor Koepp began and has nurtured our relationship with Ritsumeikan. He will introduce President Farley to key Ritsumeikan University

administrators in order to advance the LIASE Implementation activities and support further interaction and collaboration between both institutions' environmental studies and science students and faculty.

**Japanese Studies Program.** Our Japanese Studies program offers the flexibility needed to engage students in Environmental Studies and other sciences. Japanese language courses were first offered in our curriculum in 1991. We have offered a minor in Japanese Studies since 2001. Its success in drawing students led us to hire a new tenure-track faculty member, and in Fall 2011 we began offering a major in Japanese Studies. In 2012, our faculty approved curriculum changes to allow Japanese Studies majors to choose between two areas of concentration: a **Japanese Language Concentration**, which requires participation in an approved study abroad program in a Japanese-speaking country for a minimum of one semester; and a **Japanese Culture and Society Concentration**, which allows students to study abroad in a four-week summer program at Ritsumeikan or a three-week winter program at Kanazawa University. In the past, some students – especially science majors – did not elect to major in Japanese Studies because of the one-semester study abroad requirement. The Japanese Culture and Society Concentration, with a shorter study abroad requirement, was designed to remedy this.

All students in Japanese Studies acquire language competence and gain a broad understanding of traditional and contemporary Japan through Japan-related courses from many departments. We encourage students to complement Japanese Studies with a second major or minor to prepare them for a wide range of future careers. Japanese language courses prepare students to effectively utilize language skills and cultural knowledge in daily communication at lower levels and in professional settings and research at the senior level. Thus, courses at all levels integrate authentic materials (e.g., letters, manga, websites, TV programs, films, and anime), and students gain both the practical experience and the cultural knowledge needed for them to communicate effectively with native speakers of Japanese. All Japanese studies majors are also required to work on a senior capstone project in which they conduct research using authentic Japanese materials. The senior capstone project is interdisciplinary in nature, mostly working on a topic from the student's other major. Students typically start preparing for this research project in the second semester of their sophomore year, collect data and information during their study abroad in Japan in the junior year, and write a senior or honor's thesis during their senior year. Japanese studies majors are also strongly encouraged to do internships as part of experiential learning before graduation.

Illinois College draws on outside expertise, as well. In the past three years, Illinois College has secured four grants from the Japan Foundation to support curriculum development and course offerings. The College is a member of the **ASIANetwork**, a consortium of 160 North American colleges that strives to strengthen the role of Asian Studies within the framework of liberal arts education. The ASIANetwork offers resources to engage students by comparing and contrasting cultures, and integrating culture with science and technology, to prepare students for a complex and integrated world.

**Environmental Studies.** Our Environmental Studies program offers the flexibility needed to engage students in Japanese Studies. The major is governed by a faculty committee from a breadth of College departments, including the sciences, social sciences, and humanities. Faculty from many different departments teach courses in the program, including biology, chemistry, economics, political science, psychology, international studies, history, English, art, and philosophy. The interdisciplinary Environmental Studies Program at Illinois College was recently revised to include a scientific and social scientific core curriculum and four elective tracks: (1) General Environmental Studies which offers a flexible curriculum and encourages a major or minor in another discipline; (2) Wildlife Management for careers in ecological conservation and/or wildlife management; (3) Environmental Policy addressing the social aspects of environmental issues, social justice, and how to best effect change in society; and (4) Humanities which addresses environmental issues through writing, visual and aural artistic production, and other forms of cultural expression. Most Environmental Studies students double major or minor in other disciplines, including biology, chemistry and Japanese Studies. As a capstone experience all Environmental Studies students are required to complete either an internship (paid or unpaid) or an independent research project.

This fall Professor Jason Price joined the faculty as a tenure-track faculty member and environmental geologist. He is talking with a Japanese geologist who shares his research interests, and is investigating an existing collaborative U.S.-Japanese program addressing his scientific expertise.

**Because of our relationship with Ritsumeikan University and the success of our LIASE Exploration grant,** some science and Environmental Studies faculty already present students with environmental and scientific issues involving Japan. For example: 1) case study on whaling in Japan, a controversial issue between countries; 2) examining the influence of current tectonic activity on Japanese energy sources; 3) exploring the mechanisms by which radioactive contamination from Japan's Fukushima Daiichi nuclear power plant is being distributed globally through ocean sediment transport, ocean currents, and atmospheric circulation; 4) comparing the typical American diet and the much healthier Asian diet, and the impacts on obesity, illness, and life span; and 5) a discussion of differences in the belief systems (e.g., Judeo-Christian vs. Shinto), and how Japanese people, including scientists, have different approaches and perspectives towards nature that can be reflected in environmental studies, medicine and robotics. The College hopes to broaden the Initiative to include students from all of the sciences, rather than Environmental Studies majors, alone.

**Other relevant institutional resources.** Illinois College has a successful track record of engaging our students in the type of interdisciplinary work proposed herein. Since 1998, our Biology and Spanish faculty have established institutional partnerships in Costa Rica, Ecuador and Cuba, and led Study Abroad classes there. Our students are engaged in these trips as learners of culture *and* science.



Illinois College strongly rewards faculty for involvement in student-faculty research; this involvement is considered in retention, tenure and promotion decisions. Our policies also value interdisciplinary work, service to the college through securing grants, and leading initiatives to strengthen student success.

#### **E. Primary participants and how they will be involved.**

This application has the support of the President, the Dean of the College, the chairs of Environmental Studies, Biology, International Studies and Modern Languages, and significant faculty from other disciplines, a sample of whom are listed in Appendix 2.

Associate Professor of Japanese Reiko Itoh and Assistant Professor of Biology Laura Corey will serve as Project Co-coordinators. Curriculum vitae for the Co-coordinators and our primary participants are included in Appendix 1. The roles of these primary participants are shown in Appendix 1.

#### **F. Established partnerships with Asian institutions.**

As already described here, Illinois College and Ritsumeikan University have a special and well-established partnership that provides a solid foundation for the success of this proposal. Letters of endorsement from Ritsumeikan are included in Appendix 3.

This four-year Initiative will have durable institutional impact as we establish more relationships between our environmental scientists and other scientists; develop more courses that connect science and Japanese topics; support students' travel to Japan to participate in Ritsumeikan University research groups and support Japanese students' travel to Illinois College to participate in research here.

We are at the beginning of a relationship with Kanazawa University. We are exchanging students (hosting the second Kanazawa University student, this year). We hope to exchange more students and expand our program in coming years.

Illinois College will continue to develop these partnerships even without grant funding, but the pace and intensity of our work will be much greater, and we will be more effective, with LIASE grant funding.

#### **Other grants and evidence of other Initiatives that complement/reinforce the proposal.**

We received a \$22,000 grant from the Japan Foundation to fund Step V of our Exploration initiative.

We hope to apply to the ASIANetwork for Andrew W. Mellon Foundation funding to send a history department faculty member to Japan in Summer 2016.

Illinois College has implemented curricular improvements under three grants from the **Andrew W. Mellon Foundation** that have proven the success of the methods proposed here. We introduced a new General Education curriculum with the students entering in Fall 2012; all of our full-time faculty members will develop or extensively revise courses. One theme of this new curriculum is helping students see connections among courses and areas of study. Because of the changes already underway, **this is the ideal time for our International Studies, Modern Language and Environmental Studies faculty to engage in development of formally connected courses to enhance links among their disciplines.**

**C. Budget Narrative and Budget.** Our grant request and matching commitments are:

<b>Budget For a Four-Year Implementation April 2015 – March 2019</b>	<b>Match</b>	<b>Grant Request</b>	<b>Total Cost</b>
<b>Personnel</b>			
<b>Overall - Stipends (or optional course releases) for two Illinois College (IC) faculty members who will serve as overall coordinators of the project for four years</b> • \$2,845 per person x 2 per year x 4 years=\$22,760		22,760	22,760
<b>Overall - Staff support costs for staff in the Study Abroad office who coordinate international travel (all 4 yrs.)</b> • \$1,625 per year x 4 years=\$6,500		6,500	6,500
<b>Activity 3) IC Faculty Stipends for Curriculum Development Group sessions in summer 2015 and 2017</b> • \$1,220 x 2 faculty leaders per year=\$2,440 X 2 years=\$4,880 • \$815 x 5 faculty participants per yr.= \$4,075 x 2 years=\$8,150	6,515	6,515	13,030
<b>Activity 5) Stipend for IC faculty coordinator for faculty Language Learning Training (all 4 years)</b> • \$610 x 4 years=\$2,440		2,440	2,440
<b>Activity 7) Stipends for International Symposia on Science, Sustainability and Teaching in spring 2016 and 2018</b> • Stipend for IC Symposia coordinator: • \$1,750 x 2 symposia=\$3,500 • Stipend for IC Japanese Studies faculty for facilitation with Ritsumeikan: \$815 x 2 symposia=\$1,630 • Stipends for IC students who assist with the symposium logistics: \$250 per student x 10 students per symposium x 2 symposia=\$5,000		10,130	10,130
<b>Activity 8) Stipends for IC faculty leaders of Student-Faculty Research on Environmental Issues in Japan - group study - 2016 and 2018</b> • \$2,440 x 1 faculty leader per trip x 2 trips=\$4,880		4,880	4,880
<b>Activity 9) Stipends for IC faculty to supervise Graduate Student Intern from Ritsumeikan at IC (up to 3 months, all 4 years)</b> • Stipends for IC Environmental Science scholars or scientists who supervise: \$815 x 4 years=\$3,260 • Stipends for Japanese-fluent IC faculty who assist and facilitate: \$815 x 4 years=\$3,260		6,520	6,520
<b>Activity 10) Stipends for Research Abroad Program (IC students at Rits) in summer 2016, 2017, 2018</b> • Stipends for IC students who travel to Ritsumeikan to conduct research: \$4,365 x 2 students per year x 3 years=\$26,190 • Stipend for IC faculty supervisors: \$815 x 3 years=\$2,445		28,635	28,635
<b>Activity 12) Stipends for IC Japanese-fluent faculty who (outside their discipline) assist science faculty to review student research papers conducted in Japanese (all 4 years)</b> \$80 per paper reviewed x 5 per year x 5 years=\$2,000		2,000	2,000

<b>Budget For a Four-Year Implementation April 2015 – March 2019</b>	<b>Match</b>	<b>Grant Request</b>	<b>Total Cost</b>
<b>Fringe Benefits</b>			
Overall - Benefits for Illinois College (IC) faculty members who receive stipends totaling \$59,190 during the four year grant.		13,616	13,616
Overall - Benefits for IC students who receive stipends and wages totaling \$31,190 during the four year grant.		4,569	4,569
<b>Travel</b>			
<b>Activity 1) Travel - IC President Farley and one faculty member travel to Ritsumeikan in fall 2014</b> <ul style="list-style-type: none"> <li>• Travel costs for President and one faculty member, one week of travel, including: <ul style="list-style-type: none"> <li>○ \$2,100 for airfare and \$350 for local transportation (rail passes, other ground transportation) within Japan=\$2,450 per person x 2 people=\$4,900</li> <li>○ Lodging costs of \$100 per person per night x 4 nights x 2 people=\$800</li> </ul> </li> </ul>	5,700		5,700
<b>Activity 2) Travel – 4 IC Faculty travel to Ritsumeikan in 2015</b> <ul style="list-style-type: none"> <li>• Travel costs for four science faculty members, one week of travel, including: <ul style="list-style-type: none"> <li>○ \$2,500 for airfare and \$500 for local transportation within Japan=\$3,000 per person x 4 people=\$12,000</li> <li>○ Lodging costs of \$100 per person per night x 6 nights x 4 people=\$2,400</li> <li>○ Meals @ \$50 per person per day x 4 people x 7 days=\$1,400</li> </ul> </li> </ul>		15,800	15,800
<b>Activity 3) Travel - IC Faculty travel to Ritsumeikan; 4 in 4 yrs.</b> <ul style="list-style-type: none"> <li>• Travel costs for one environmental studies scholar or scientist, two weeks of travel, once per year including: <ul style="list-style-type: none"> <li>○ \$2,500 for airfare and \$500 for local transportation within Japan=\$3,000 per person x 1 person per year x 4 years=\$12,000</li> <li>○ Lodging costs of \$100 per night x 13 nights per person x 1 person per year x 4 years=\$5,200</li> <li>○ Meals @ \$50 per day x 14 days per person x 1 person per year x 4 years=\$2,800</li> </ul> </li> </ul>		20,000	20,000
<b>Activity 6) Travel - Costs for IC Views of Japan BreakAway - group study in 2015. <i>The College pays \$15,000 of the total cost</i> for faculty (2) and students (8) to travel to Japan. Students pay a portion of the costs. Total costs of the trip include:</b> <ul style="list-style-type: none"> <li>○ \$2,500 for airfare and \$500 for local transportation within Japan=\$3,000 per person x 10=\$30,000</li> <li>○ Lodging costs of \$71 per person per night x 20 nights=\$1,420 per person x 10=\$14,200</li> <li>○ Meals @ \$40 per person per day x 21 days=\$840 per person x 10=\$8,400</li> <li>○ Travel insurance @ \$90 per person x 10=\$900</li> <li>○ International student ID card @ \$30 x 8=\$240</li> </ul>	15,000		15,000

<b>Budget For a Four-Year Implementation April 2015 – March 2019</b>	<b>Match</b>	<b>Grant Request</b>	<b>Total Cost</b>
<ul style="list-style-type: none"> <li>• Incidental fees, entrance fees, tips, etc.= \$380 per person x 10= \$3,800</li> <li>• Cell phone rental (two \$90 cell phones per trip)= \$180</li> <li>• Internet access fees while in Japan= \$250 per trip x 1= \$250</li> </ul>			
<p><b>Activity 7) Travel - International Symposia on Science, Sustainability and Teaching in spring 2016 and 2018</b></p> <ul style="list-style-type: none"> <li>• Travel reimbursement for Ritsumeikan faculty (2 per symposium) and students (2 per symposium) to travel to participate in symposia, @ \$2,500 per person (including airfare, lodging, food, and ground transportation) x 4 per symposium x 2 symposia= \$20,000</li> <li>• Travel reimbursement for ASIANetwork scholars and other scholars who serve as evaluators and key lecturers during the Symposia= \$500 per person (including airfare, lodging, food, and ground transportation) x 2 per symposium x 2= \$2,000</li> </ul>		22,000	22,000
<p><b>Activity 8) Travel - Student-Faculty Research on Environmental Issues in Japan in 2016 and 2018</b></p> <ul style="list-style-type: none"> <li>• Travel costs for IC faculty (1 per trip) and students (6 per trip) to travel to conduct research: 7 people per trip x 2 trips, including: <ul style="list-style-type: none"> <li>○ \$2,500 for airfare and \$500 for local transportation within Japan= \$3,000 per person x 14= \$42,000</li> <li>○ Lodging costs of \$71 per person per night x 20 nights= \$1,420 per person x 14= \$19,880</li> <li>○ Meals @ \$40 per person per day x 21 days= \$840 per person x 14= \$11,760</li> <li>○ Travel insurance @ \$90 per person x 14= \$1,260</li> <li>○ International student ID card @ \$30 x 12= \$360</li> </ul> </li> <li>• Incidental fees, entrance fees, tips, etc.= \$380 per person x 14= \$5,320</li> <li>• Cell phone rental (one \$90 cell phone per trip)= \$180</li> <li>• Internet access fees while in Japan= \$175 per trip x 2= \$350</li> </ul>		81,110	81,110
<p><b>Activity 10) Travel - Costs for Research Abroad Program (IC students at Rits) in summer 2016, 2017, 2018</b></p> <ul style="list-style-type: none"> <li>• \$2,500 for airfare and \$500 for local transportation within Japan= \$3,000 per person x 6 students= \$18,000</li> <li>• Housing at International House: \$1,600 for 5 weeks x 6 students= \$9,600</li> <li>• Food: \$100 per week x 5 weeks x 6 students= \$3,000</li> </ul>		30,600	30,600
<b>Supplies, Materials</b>			
<p><b>Activity 3) Supplies - Curriculum Development Group sessions in summer 2015 and 2017</b></p> <ul style="list-style-type: none"> <li>• \$550 per summer for food and materials x 2= \$1,100</li> </ul>		1,100	1,100
<p><b>Activity 5) Supplies - to provide Language Learning for faculty</b> Supplies for language learning for up to four faculty members during all 4 years of the grant= \$1,500 x 4 years= \$6,000</p>		6,000	6,000

<b>Budget For a Four-Year Implementation April 2015 – March 2019</b>	<b>Match</b>	<b>Grant Request</b>	<b>Total Cost</b>
<b>Activity 7) Supplies - International Symposia on Science, Sustainability and Teaching in spring 2016 and 2018</b> <ul style="list-style-type: none"> <li>Estimated at \$4,000 per symposium for food, \$500 per symposium for materials, copies, mailings and office supplies x 2 symposia=\$9,000</li> </ul>		9,000	9,000
<b>Activity 8) Supplies - Student-Faculty Research on Environmental Issues in Japan in 2016 and 2018</b> <ul style="list-style-type: none"> <li>International Student ID card (\$30 per student x 6 per trip x 2 trips)=\$360</li> </ul>		360	360
<b>Activity 10) Supplies - Research Abroad Program (IC students at Ritsumeikan) in summer 2016, 2017, 2018</b> <ul style="list-style-type: none"> <li>Research supplies and materials for students to practice research techniques: \$1,000 per student x 2 students x 3 trips=\$6,000</li> </ul>		6,000	6,000
<b>Contractual</b>			
<b>Activity 7) Contractual - Stipends for International Symposia on Science, Sustainability and Teaching in spring 2016, 2018</b> <ul style="list-style-type: none"> <li>Stipends for Ritsumeikan faculty/administrators: \$1,000 x 2 people per symposium x 2 symposia=\$4,000</li> <li>Stipends for ASIANetwork scholars and other scholars who serve as evaluators and key lecturers during the Symposia=\$1,000 x 2 scholars per symposium x 2 symposia=\$4,000</li> </ul>		8,000	8,000
<b>Activity 8) Contractual - Student-Faculty Research on Environmental Issues in Japan in 2016 and 2018</b> Translators/guides=\$400 per day x 14 days of the trip=\$5,600 per trip x 2 trips		11,200	11,200
<b>Activity 10) Contractual - Stipends for Research Abroad Program (IC students at Rits) in summer 2016, 2017, 2018</b> <ul style="list-style-type: none"> <li>Stipends for Ritsumeikan faculty who supervise students in Japan and coordinate with IC faculty: \$2,000 per person x 1 per year x 3 years=\$6,000 (These stipends are slightly higher to provide incentives for Ritsumeikan faculty to mentor and supervise our students, before and during their Research Abroad)</li> </ul>		6,000	6,000
<b>Activity 11) Contractual - IC student internships in Japan (combining language-intensive training and science internship experience) (3 such internships during the grant period)</b> <ul style="list-style-type: none"> <li>Contracted through the Japan Center for Michigan Universities, costs include airfare, lodging and food during 4-week internship, including intensive language learning. \$10,000 per student x 3 students during the grant</li> </ul>		30,000	30,000
<b>Total Direct Costs</b>	<b>\$27,215</b>	<b>\$355,736</b>	<b>\$382,951</b>
<b>Total Indirect Costs @ 10%</b>		<b>\$35,574</b>	
<b>TOTALS</b>	<b>\$27,215</b>	<b>\$391,310</b>	<b>\$418,525</b>

## **Appendix 1: Abbreviated Curriculum Vitae for Project Co-coordinators and other Primary Participants**

**Curriculum Vitae are included here for the following individuals, whose roles in our Initiative are listed below:**

### **Principle Administrator**

**Elizabeth Tobin**, Provost and Dean of the College

### **Co-coordinators**

**Laura Corey**, Associate Professor of Biology

**Reiko Itoh**, Associate Professor of Modern Languages (Japanese)

### **Other Primary Participants**

**Mioko Webster**, Instructor of Modern Languages (Japanese) (founder of Illinois College's Japanese language program)

**Jason Price**, Associate Professor of Environmental Studies

**Kevin Klein**, Coordinator of the Environmental Studies program, and Professor of Economics (Lead faculty member in the interdisciplinary Environmental Studies program, and Instructor in Environmental Economics)

**Winston Wells**, Associate Professor of Political Science (Member and past Chair of the International Studies Committee, and faculty member in the International Studies Program)

**Almut Spalding**, Director of Study Abroad and BreakAways, and Associate Professor of Modern Languages (German)

**Rebecca Spencer**, Projects Manager for Academic Affairs (Intercultural Exchange Program Coordinator/Instructor)

## ELIZABETH H. TOBIN

### Address

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217-245-3010; etobin@ic.edu

### Education

1984	Ph.D. History	Princeton University
1973	B.A. History	Swarthmore College

### Professional Experience

7/2014 – Present	Provost and Dean of the College, Illinois College. Responsible for faculty, curriculum, advising, off-campus study, library, registrar's office, information technology, first-year seminar program, writing center, center for academic excellence, leadership program, and graduate program. Responsible for the strategy steering committee, and the council on experiential learning. Leads the College and the Cabinet of Vice Presidents when the President is away.
7/2006 – Present	Dean of the College and Vice President for Academic Affairs, Illinois College. Responsible for faculty, curriculum, advising, off-campus study, library, registrar's office, information technology, first-year seminar program, writing center, center for academic excellence.
7/2005 – 6/2006	Special Assistant to the President at Bates College, managing self-study of campus climate in regard to diversity. Twenty-percent of time spent managing the Teagle Assessment Grant and First-Year Program for the Dean of Faculty.
8/2004 – 6/2005	Co-leader of a Bates College Fall Semester in Berlin, Germany; sabbatical and research in winter semester.
9/2000 – 7/2004	Associate Dean of Faculty, Bates College Responsibility for supervision of social sciences and interdisciplinary programs; hiring of temporary faculty; grant writing and management; participation in policy formulation and implementation: First-Year Seminar Program, faculty workload review, Committee on Curriculum and Calendar, Learning Associates, policies on part-time faculty.
9/1999 - 8/2000	Manager of Mellon Grant Activities at Bates College: working with faculty and administrators to develop a concept and grant proposal for "Learning Associates," practitioners or graduate students who assist in the learning process. The concepts served as the basis for successful grants.
1/1998 - 6/1998	Acting Associate Dean of the Faculty, Bates College Responsibility for hiring of temporary faculty; assistance in development of new guidelines for evaluation of faculty with significant interdisciplinary work; participation in policy formulation
1996 - 2000	Division Chair of the Social Sciences, Bates College Responsibility for evaluation of faculty; advice to department chairs and colleagues; service on advisory committee to the Dean of Faculty
1/1990 - 8/1994	Director of Program in Women's Studies, Bates College
1979 - 2006	Department of History, Bates College

### **Selected Administrative Initiatives**

Leadership of Illinois College's participation in a Higher Learning Commission-sponsored pilot project to test the Degree Qualification Profile, a project to establish standards for college students' accomplishments at graduation (2011-2013).

Facilitated a faculty-wide process of general education revision and establishment of The BLUEprint and significant curricular readjustment to include high impact practices (2009-present).

Facilitated faculty workload and curriculum reorganization for Illinois College. Beginning fall 2008, 80% of faculty moved from a 4/4 teaching workload to 3/3.

Worked with faculty at Illinois College on successful initiatives: revision of course evaluations and move to online distribution; reorganization of weekly course schedule, streamlining of faculty governance procedures; creation of an effective Committee on Retention, Tenure, and Promotion; improvement of student retention; creation of a plan for departmental review, development of a Leadership and Service Learning Program.

### **Collaborated with Development and faculty at Illinois College to receive grants:**

The Andrew W. Mellon Foundation for implementation of a Digital Learning Center (2014-17)

NEH Challenge Grant to renovate and reorganize the College Archives and provide workshops to Humanities faculty on using the Archives in courses (2014-2018)

The Henry Luce Foundation for a LIASE Exploration grant to develop curricular connections between environmental studies and Asian studies (2013-2015)

The Andrew W. Mellon Foundation for faculty workshops for effective pedagogies for general education (2012-15)

TRiO Student Support Services grant to provide services to first-generation, low-income, disabled students (2010-15)

The Andrew W. Mellon Foundation to use technology for teaching information literacy (2010-13)

FIPSE grant for development of a Master's Program in Education and support for a Latino-focused teacher certification program (2009-2012)

The Council of Independent Colleges with Walmart for a program focused on first-generation students (2008-10)

The Andrew W. Mellon Foundation for faculty development on engaged learning and faculty collaboration (2007-09)

### **Selected Women's Studies Activities**

Developed and organized series of four Faculty Development Seminars at Bates College, which brought faculty from diverse disciplines together to focus on the impact of women's studies on existing academic disciplines, 1990 - 1994.

### **Selected Administrative Research Presentations**

"Growing Responsible Citizens in the Fertile Ground of General Education: Two Approaches to Preparing the Fields," Presentation with James Marshall of Illinois College, Steve Griffith and CoreyAnne Harrigan of Simpson College, at the American Association of Colleges and Universities Annual Conference, Jan. 2012, Washington, D.C.

"The Magic Pill: Data-Driven Decision-Making, with Nick Capo, at National Symposium on Student Retention, Nov. 2010, Mobile, AL.

"Helping First-Generation Students Succeed in College: Illinois College and the Yates Program," Council of Independent Colleges' Chief Academic Officer Conference, November 2009, Santa Fe, New Mexico.



**Laura Corey, Ph.D.**

Department of Biology  
Illinois College  
Jacksonville, IL 62650

**Email:** Laura.Corey@mail.ic.edu

**Telephone:** 217-245-3295

**Professional Experience:**

2013 – Present: Associate Professor and Chair, Department of Biology, Illinois College

2009 – 2013: Assistant Professor of Biology, Illinois College

2007 – 2009: Visiting Professor of Biology, Western State College of Colorado

**Education:**

2002 Ph.D., Microbiology and Molecular Genetics, Harvard University (Cambridge, MA)  
Laboratory of Professor Robert Kingston, Thesis title: *Chromatin remodeling and remodeling complex recruitment to the hsp70 promoter during heat shock activation*

1995 B.A., Biology, Grinnell College (Grinnell, IA)  
Graduated with Honors in Biology  
Elected to Phi Beta Kappa

**Teaching and Mentoring Experience:**

2009 – Present: Illinois College (Jacksonville, IL)

Courses:

Biological Investigation  
First year seminar: HIV/AIDS: Science and Society  
Immunology  
Evolution  
Virology  
Molecular Genetics  
Microbiology  
Cell and Molecular Biology  
Senior Seminar

Supervision of Independent Research Students

BreakAway Co-leader: 2014 Views of Japan: Food, Culture, and the Environment

**Research Experience:**

2003 – 2007: Post-doctoral research, Harvard University (Cambridge, MA)

Laboratory of Dr. Matthew Michael

*Analysis of the role of chromatin structure in regulating DNA repair;  
development of in vitro assays for DNA repair by recombination*

2004 – 2007: NIH-NRSA Individual Postdoctoral Fellowship Award

**Selected Publications:**

Zettler, LW, V Sarasan, JP Kendon, K Yokoya, AL Stice, LL Corey, G Arovonirina, and L Rajaovelona. Mycorrhizal fungi from critically endangered Orchaceae in the central highlands of Madagascar – a preliminary report. *Mycorrhiza* (in preparation).

Zettler, L.W., L.L. Corey, A. L. Jacks, L. T. Gruender, and A. M. Lopez. 2013. Evidence for mycorrhizal fungus retention from seedling to maturity in an epiphytic orchid, *Encyclia tampensis*, confirmed by IRS sequencing and symbiotic seed germination. *Lankesteriana*. 13(1-2):119-128.

Zettler, L.W., L.L. Corey, L.W. Richardson, A.Y. Ross, and L. Moller-Jacobs. 2011. Identity of the mycobionts associated with protocorms of an epiphytic orchid, *Epidendrum amphistomum* A. Richard, from S. Florida using molecular (ITS) markers. *European Journal of Environmental Science*. 1:108-114.

**Selected Seminars and Conference Presentations:**

2014 Laura Corey and Reiko Itoh. Struggle and Successes in International Teaching and Research Collaborations. Oral presentation at the ASIANetwork Annual Conference.

2011 Laura L. Corey, April Ross, Lillian Moller-Jacobs, Lawrence W. Zettler, and Larry Richardson. Protocorms of an epiphytic orchid (*Epidendrum amphistomum* A. Richard) recovered *in situ*, and subsequent identification of associated mycorrhizal fungi using molecular markers. Oral presentation at the Florida Orchid Conservation Workshop, Naples, FL.

2011 Laura L. Corey, April Ross, Lillian Moller-Jacobs, Lawrence W. Zettler, and Larry Richardson. Protocorms of an epiphytic orchid (*Epidendrum amphistomum* A. Richard) recovered *in situ*, and subsequent identification of associated mycorrhizal fungi using molecular markers. Oral presentation at the Fourth International Orchid Conservation Congress, Hloboka, Czech Republic.

**Education/Undergraduate Research Conferences Attended:**

2013 – Luce Asian Environmental Studies Curriculum Development Workshop at Hobart and William Smith Colleges

2013 – Midwest Faculty Seminar on Climate Change Across the Curriculum

2013 – AACU Meeting on Transforming STEM Education: Inquiry, Inclusion, and Evidence

# REIKO ITOH

Department of Modern Languages  
1101 West College Avenue  
Jacksonville, Illinois 62650  
Tel: 217-245-3360  
reiko.itoh@mail.ic.edu

## EDUCATION

- 1998 Certificate for Teaching Japanese Language, the International Friendship and Cultural Exchange Association, Tokyo
- 1997 Ph.D. in anthropology, University of Pittsburgh
- 1997 Advanced Certificate of the Asian Studies, University of Pittsburgh
- 1989 B.A. in English Language and Literatures, University of the Sacred Heart, Tokyo

## WORK EXPERIENCE

- 2010-present *Associate Professor, Japanese Studies, Modern Languages, Illinois College*  
Teaching responsibilities include: upper-level Japanese language and contemporary Japanese society courses
- 2004-2009 *Lecturer/Senior Lecturer, Japanese Programme, University of Canterbury*
- Jan-Aug 2008 *Visiting Scholar, Japanese Program, University of San Francisco (Sabbatical)*
- 2001-2003 *Assistant Professor, Modern Languages Department and Asian Studies Program, DePauw University*
- 1999-2001 *Assistant Professor, Japanese Studies Program, Gettysburg College*
- 1998-1999 *Assistant Professor, Japanese Studies Department, Salem-Teikyo University*
- Summer 1998 *Instructor for course on intermediate Japanese, Middlebury College*
- 1997-1998 *Assistant Manager, Fujitrans USA, East Granby, Connecticut*
- 1990-1997 *Teaching Fellow/Instructor, Department of East Asian Languages and Literatures, University of Pittsburgh*

## SELECTED AWARDS AND GRANTS

- 2014 *Japan-America Collegiate Exchange Travel Program, Japan Foundation - To assist a student study trip "View of Japan: Food, Culture, and the Environment."*
- 2013 *Luce Initiative on Asian Studies and the Environment (LIASE), Henry Luce Foundation - Collaborated with faculty and administration to link the Japanese Studies Program and the Environmental Studies Program.*
- 2012 *Japanese-Language Teaching Material Purchase Grant, Japan Foundation Los Angeles - To assist enhancing and updating the Japanese-language program at Illinois College.*

- 2011 *Japanese Studies Grant, Japan Foundation New York* - To assist the Japanese Studies Lecture Series held at Illinois College in the academic year of 2011-13.
- 2011 *Japanese-Language Teaching Material Purchase Grant, Japan Foundation Los Angeles* - To assist enhancing the Japanese-language program at Illinois College and meeting the new curriculum goals.
- 2007 *University of Canterbury Teaching Award* - To recognize my distinctive contribution and effective teaching.

#### SELECTED PUBLICATIONS

- University Center for Teaching and Learning. (2008) "Reiko Itoh." In *UCTL Case Studies 2008: Approaches to Flexible Learning*. Internally published, 18-19. (My weekly podcasting for a Japanese language course was reported as one of the good practices in teaching, learning and e-learning in tertiary education.)
- Itoh, Reiko. (2006) "Use of Handwriting Input in Writing Instruction for Japanese Language." In D. Berque, J. Prey, and R. Reed (Eds.), *The Impact of Pen-Based Technology on Education: Vignettes, Evaluations, and Future Directions*. Indiana: Purdue University Press, 87-92.
- Itoh, Reiko. (2006) "Overseas Experience among Wives of Japanese Businessmen in the United States." *Pan-Japan: The International Journal of the Japanese Diaspora* Vol. 4, 1-34.
- Itoh, Reiko. (2006) "Socio-Cultural Negotiation among Wives of Japanese Businessmen Overseas." In J. Lin, K. Henshall, and H. Xiao (Eds.) *Ethnic Identities and Linguistic Expressions: Languages, Literatures and Cultural Interaction in an Age of Globalization*. Beijing: People's Literary Press, 273-289.
- Itoh, Reiko, and Charles Hannon. (2002) "The Effect of Online Quizzes on Learning Japanese." *CALICO Journal* 19 (No. 3), 551-61.

#### SELECTED CONFERENCE PRESENTATIONS

- Itoh, Reiko, and Laura Corey. (2014) "Struggles and Successes in International Teaching and Research Collaboration." 22<sup>nd</sup> Annual ASINetwork Conference, Indian Lake Resort, Bloomingdale, Illinois.
- Itoh, Reiko. (2012) "The Roles of the Dogs in Contemporary Japanese Society." 2012 Midwest Conference on Asian Affairs, Western Michigan University in Kalamazoo, Michigan.
- Itoh, Reiko. (2012) "Human-Dog Relations in Japan." 2012 Southeastern Conference Association of Asian Studies. Forman University, Greenville, South Carolina.
- Itoh, Reiko. (2009) "Use of Tablet PC in Writing Instruction for Japanese language." Australasian Tablets in Education Conference. Monash University, Australia.
- Itoh, Reiko. (2007) "*Kokusai Shakai o Ikiru Josei-tachi: Nihon, Amerika, Nyuujiirando de no Keiken kara* (Women and Internationalization: Comparison among Japan, US, and New Zealand)." Gender Equality and Global Community. Gender Studies Institute, Meijo University, Japan.

## CURRICULUM VITA

**Jason R. Price, P.G., Ph.D.**

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Jacksonville, Illinois 62650  
717-799-9795 (Cell)  
217-291-1629 (Office)  
jason.price@mail.ic.edu

### EMPLOYMENT

**Environmental Studies Program, Illinois College, July 2014-Present**

Jacksonville, Illinois

Associate Professor of Environmental Studies, 2104-Present

Subdisciplines: Small-Watershed Hydrobiogeochemistry/Solubility of Radiation-Damaged Accessory Minerals

**Department of Earth Sciences, Millersville University, August 2003-May 2014**

Millersville, Pennsylvania

Associate Professor of Geology, 2008-Present

Assistant Professor of Geology, 2003-2008

**Department of Geological Sciences, Michigan State University, September 1991-August 1994 (M.S.), and August 2000-August 2003 (Ph.D.)**

East Lansing, Michigan

Graduate Research Assistant, 2000-2003

Graduate Teaching Assistant, 1991-1993 and 2000-2003

**T E D Environmental, Inc., April 1995-August 2000**

Monroe Center, Illinois

Hydrogeologist/Project Manager

Licensed Professional Geologist; Illinois License Number 196-001031

### EDUCATION

**Michigan State University, East Lansing, Michigan. Master of Science and Doctor of Philosophy Degrees in the Geological Sciences**

September 1991-August 1994 (M.S.), August 2000-August 2003 (Ph.D.)

**Northern Illinois University, DeKalb, Illinois. Bachelor of Science Degree in Geology**

August 1986-December 1990, August 1994-April 1995

### SELECTED REFEREED PUBLICATIONS

(underlined name indicates an undergraduate student)

Price, J.R., Wilton, D.H.C., Tubrett, M.N., Schneiderman, J.S., Fan, X., Peresolak, K., In review. The radiation dose of the solubility threshold for epidote-group minerals during chemical weathering: Metamictization of detrital grains from the Yangtze River delta, China: Chemical Geology.

Rice, K.C., Price, J.R., 2013. Comparison of mass balances in two small forested watersheds on the upper and lower units of the Weverton Quartzite, Catoctin Mountain, Maryland, USA: Aquatic Geochemistry. DOI: 10.1007/s10498-013-9205-8

Price, J.R., Peresolak, K., Brice, R.L., Tefend, K.S., 2013. Temporal variability in the chemical weathering of Ca<sup>2+</sup>-bearing phases in the Loch Vale Watershed, Colorado, USA: A mass-balance approach: Chemical Geology, v. 342, p. 151-166.

Price, J.R., Szymanski, D.W., 2013. The effects of road salt on stream water chemistry in two small forested watersheds, Catoctin Mountain, Maryland, USA: Aquatic Geochemistry. DOI: 10.1007/s10498-013-9193-8.

Price, J.R., Bryan, D.S., Anderson, D., Velbel, M.A., 2013. Weathering of almandine garnet: Influence of

secondary minerals on the rate-determining step, and implications for regolith-scale Al mobilization: Clays and Clay Minerals, v. 61, p. 34-56.

Price, J.R., Velbel, M.A., 2013. Rates of biotite weathering, and clay mineral transformation and neof ormation, determined from watershed geochemical mass-balance methods for the Coweeta Hydrologic Laboratory, Southern Blue Ridge Mountains, North Carolina, USA: Aquatic Geochemistry. DOI: 10.1007/s10498-013-9190-y.

### **SELECTED SCHOLARLY PRESENTATIONS**

Price, J.R., Velbel, M.A., 2013. The clay mineralogy of natural almandine garnet replacement surface layers and its potential influence on aluminum mobility during early-stage chemical weathering. The Clay Minerals Society - 50th Anniversary Meeting Abstracts.

Price, J.R., Crowley, J.L., Solari, L., Prol-Ledesma, R.M., 2012. Allanite from the El Muerto Pegmatite, Oaxaca, Mexico: A potential new standard for  $^{232}\text{Th}$ - $^{208}\text{Pb}$  dating by LA-ICP-MS. American Geophysical Union Annual Meeting Abstracts.

Price, J.R., 2012. A new deciduous hardwood forest biomass macronutrient uptake stoichiometry determined at the small watershed-scale. Geological Society of America Abstracts with Programs, v. 44, no. 7.

Price, J.R., Tubrett, M., Wilton, D., 2012. The  $\alpha$ -particle dose of the solubility threshold for detrital epidote-group grains from the Yangze River delta. V.M. Goldschmidt 2012 Conference, Montréal, Canada.

Price, J.R., Szymanski, D., 2011. Mass Balance Modeling of Mineral Weathering Rates in the Hauer Branch Watershed, Catoc tin Mountain, Maryland: The Role of Biomass, Solving More Equations in More Unknowns Using Solid-Phase Data, and Carbon Dynamics. Geological Society of America Abstracts with Programs, v. 43, no. 5.

### **SELECTED GRANTS AND AWARDS**

National Science Foundation, 2010-2013, "The Influence of Radiation Damage on the Solubility of Epidote-Group Minerals During Chemical Weathering" (\$115,282)

Lancaster County Planning Commission Green Roof Project, 2008-2010 (\$13,000)

Lancaster Environmental Foundation, December 2004 (\$5,075), November 2005 (\$3,425)

Awarded Excellence in Peer Review by the journal Chemical Geology, 2013

Margaret Hawn Mirabile Memorial Award for Best Oral Paper by a Student, American Association of Petroleum Geologists, Eastern Section Meeting, 1994

### **SELECTED TALKS**

Franklin & Marshall College, Lancaster, Pennsylvania, Department of Earth and Environment Seminar Series, November 2013; Talk entitled, "Quantifying macronutrient uptake in eastern deciduous forests of North America from geochemical data collected at the watershed scale."

Towson University, Towson, Maryland, Department of Physics, Astronomy, and Geosciences Seminar Series, October 2013; Talk entitled, "Studies of Small Forested Watersheds in Catoc tin Mountain, Maryland: The Influence of Chemical Weathering, Biological Activity, and Road Salt on Stream Water Chemistry."

Lehigh University, Bethlehem, Pennsylvania, Department of Earth and Environmental Sciences Seminar Series, September 2012; Talk entitled, "Mass-balance Modeling of Mineral Weathering Rates and CO<sub>2</sub> Consumption in the Forested, Metabasaltic Hauer Branch Watershed, Catoc tin Mountain, Maryland."

2011 Geological Society of America Meeting, Minneapolis, Minnesota; Session entitled, "Monitoring and Understanding Our Landscape for the Long Term through Small Catchment Studies I: A Tribute to the Career of Owen P. Bricker." Talk entitled, "Mass Balance Modeling of Mineral Weathering Rates in the Hauer Branch Watershed, Catoc tin Mountain, Maryland: The Role of Biomass, Solving More Equations in More Unknowns Using Solid-Phase Data, and Carbon Dynamics."

# Kevin C. Klein

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E-mail – [kklein@ic.edu](mailto:kklein@ic.edu)

## **Education**

1993 Doctorate of Arts in Economic Education, Illinois State University, Normal, IL  
Dissertation Title: "The Effect of Immediate Feedback on Learning Supply and Demand."

1985 M.S. in Economics, Illinois State University, Normal, IL

1981 B.S. with double major in Business Management and Economics, Illinois State University, Normal, IL

1979 Associate in Applied Science in Business Management, Illinois Central College, East Peoria, IL

## **Employment and Teaching Experience**

August 1986 to Present – Illinois College – Current Rank, Professor of Economics

July 2012 to Present – Coordinator of the Environmental Studies program

July 2000 to Present – Member of the Environmental Studies Committee

Jan. 2011 to Present – Chair of Early Intervention, and Director of Academic Advising

August 2000 – June 2001 – Illinois College Interim Dean of Students

August 1989 – Lecturer, Illinois State University (full-time teaching position while enrolled as a full time graduate student in the June 1990 Doctorate of Arts Program)

August 1987 – May 1988 – Adjunct Assistant Professor, University of Illinois at Springfield

## **Selected Publications**

Survey of Economics, 4<sup>th</sup> edition, Edwin G. Dolan and Kevin C. Klein, Best Value Textbook Publishing, 2010.

"Supply, Demand, and Equilibrium," Chapter 2.01, *21st Century Economics: A Reference Handbook*, Rhona C. Free - Editor, Sage Publications, 2010.

An Introduction to a Survey of Economics, 3<sup>rd</sup> edition, Edwin G. Dolan and Kevin C. Klein, Best Value Textbook Publishing, 2008.

Survey of Economics, 1<sup>st</sup> edition, Edwin G. Dolan, Kevin C. Klein, Lawrence Fu, Horizon Textbook Publishing, 2007.

Understanding Microeconomics, Edwin G. Dolan and Kevin C. Klein, Horizon Textbook Publishing, 2006.

"An Interdisciplinary Environmental Studies Program," Proceedings of the 4<sup>th</sup> annual 'Human Dimensions of Global Environmental Change' conference. Berlin Germany, 2004.

Study Guide, Test Bank and Instructor's Manual to accompany Bradley R. Schiller's The Micro Economy Today, 9e, Irwin/McGraw-Hill, 2003. Co-authored with Linda Wilson, University of Texas at Arlington.

### **Selected Paper Presentations**

"Using the Google Suites to Enhance Student Learning," Guest Lecturer at University of Chicago Midwest Faculty Seminar - December 2013

"Teaching Principles of Accounting in a Liberal Arts Setting," Midwest Business Administration Association conference, Chicago, March 2010. Co-Presented with Professors Nausser Jamali, James Proffitt, John Rush, and Marjorie Meier.

"The U.S. Response to the Kyoto Protocol or Only You Can Prevent Global Warming and You Don't Want To." – Illinois College –Ritsumeikan 20<sup>th</sup> Anniversary Symposium, March 2007

"A Description of the Development and Design of Illinois College's Environmental Studies Program," 4th annual "Human Dimensions of Global Environmental Change" conference. Berlin Germany, December 2004.

"The Environmental Impacts of International Trade," Central Illinois Foreign Language Consortium, 2000.

"The Benefits of International Trade," Central Illinois Foreign Language Consortium. Co-presented with Dr. Larry Fu, 1999.

### **Grants and Awards**

2012-2013 Illinois College Fry Faculty Development Grant -- Co-authored with Dr. Jan Buhrman to fund redevelopment of the Illinois College Environmental Studies program.

2009-2010 Professor of the Month – October. This is an award created by the Illinois College student government, Student Forum. Nominations are made by the student body at large and final selection is made by the Student Forum. The October 2009 award was the inaugural award.

2003-2004 Harry Joy Dunbaugh Distinguished Professor Award, Illinois College's top teaching award.

2004 Engelbach Peace Studies Award to attend an international environmental studies conference in Berlin, Germany and to also study the possibility of setting up a recurring trip to the conference for environmental studies and international studies majors.

June 1999 Fulbright Grant. This grant was a competitive grant for a Fulbright organized three-week study tour of alternative energy production in Germany.

1996-97 Harry Joy Dunbaugh Distinguished Professor Award, Illinois College's top teaching award.





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## CURRICULUM VITAE

2 September 2014

### EDUCATION

- 2001 Ph.D. in Germanic Languages and Literatures, University of Illinois at Urbana-Champaign.
- 1994 M.A. in Germanic Languages and Literatures, University of Illinois at Urbana-Champaign.
- 1985 M.A. in Religion, University of Iowa.
- 1984 M. Div. [Master of Divinity], McCormick Theological Seminary, Chicago.
- 1979 *Vor-Diplom* in Psychology (B.A. equivalent), Ruprecht-Karls-Universität, Heidelberg, Germany.

### EMPLOYMENT

- 2008 - present Associate Professor of Modern Languages, with commitments in Gender and Women's Studies.
- 2006 - present Director of Study Abroad and BreakAways.
- 2004-2008 Assistant Professor of Modern Languages, with commitments in Gender and Women's Studies.
- 2003-2006 Coordinator, Gender and Women's Studies.
- 2002-2004 Visiting Assistant Professor of Humanities at Illinois College: appointments in Departments of Religion and English.
- Spring 2002 Visiting Assistant Professor of German, Illinois College (sabbatical replacement).
- 1996-97, '99 Instructor at Illinois College: taught Biblical survey course.
- 1993-95 Teaching Fellow at the University of Illinois at Urbana-Champaign, Department of Germanic Languages and Literatures: taught 1<sup>st</sup> and 3<sup>rd</sup> year undergrad. German.
- 1988-1992 Instructor at Illinois College: taught Biblical survey course.
- 1984-1988 Co-Pastor, First Presbyterian Church, Elba, New York: general pastoral duties (worship, teaching, pastoral care, regional work).

### ADVISING

- 2013-14 Formal advising load: 47 international students.

### RECENT PUBLICATIONS

Book:

*Elise Reimarus (1735-1805), the Muse of Hamburg: A Woman of the German Enlightenment.* Würzburg, Germany: Königshausen & Neumann, 2005.

Reviews: H-German@h-net.msu.edu (October 2006), by Barbara Becker-Cantarino <<http://www.h-net.org/reviews/showrev.cgi?path=185541164653319>>.

*German Quarterly* 79.4 (Fall 2006): 542-543, by Katherine R. Goodman.

*Zeitschrift für Hamburgische Geschichte* 92 (2006): 304-307, by Inge Grolle.

*The Modern Language Review* 102.1 (January 1, 2007): 259, by Joachim Whaley.

## Articles Published in English:

- “Living in the Enlightenment: The Reimarus Household Accounts of 1728-1780,” co-authored with Paul Spalding, *Hermann Samuel Reimarus: Between Philology and Radical Enlightenment*, ed. Martin Mulsow, Brill Studies in Intellectual History 203 (Leiden & Boston: Brill, 2011) 201-229.
- “Siblings, Publications, and the Transmission of Memory: Johann Albert Hinrich and Elise Reimarus,” *Sibling Relations and Gender in the Early Modern World: Sisters, Brothers, and Others*, eds. Naomi J. Miller and Naomi Yavneh (Aldershot: Ashgate, 2006) 216-227.

**SELECTED SCHOLARLY CONFERENCE PARTICIPATION**

- 2014 “Johann Albert Hinrich Reimarus (1729-1814): Vom Medizinstudium in die Moderne” (‘J.A.H. Reimarus (1729-1814): From His Medical Studies into Modernity’). Invited presentation to commemorate the 200<sup>th</sup> anniversary of Reimarus’ death, Arbeitsstelle für Lessing Rezeption, Kamenz, Germany, 8 July.
- 2013 “Celebrating Latin Schools—Where are the Women?” German Studies Association annual meeting, Denver, CO, 6 October.
- “Das Akademische Gymnasium privat: Hermann Samuel Reimarus inmitten drei Generationen gebildeter Frauen” (‘The Private Side of the *Academic Gymnasium*: Hermann Samuel Reimarus Among Three Generations of Educated Women’). Invited contribution to the conference commemorating 400 years of higher education in Hamburg, Germany, 6 September.
- 2011 “*Gevatterschaft* Across Social Class in Early Modern Hamburg—Kinship or Patronage?” German Studies Association, Louisville, Kentucky, 24 September.
- 2010 “Money Tree: Living in the Shadow of a Patrician Family,” German Studies Association, Oakland, California, 8 October.
- 2009 “Soziale Netzwerke im Hamburg des 18. Jahrhunderts: Familie Reimarus zwischen Bildungselite und Dienstleistungsvolk” (‘Social Networks in Eighteenth-Century Hamburg: The Reimarus Family Between the Educated Elite and Servant Folk’), International Conference, “Hamburg. Eine Metropole zwischen Früher Neuzeit und Aufklärung (1500-1800)” (‘Hamburg: A Metropolis between Early Modernity and Enlightenment, 1500-1800’), 8 September.

**RECENT PROFESSIONAL HONORS, SCHOLARSHIPS, AND AWARDS**

- 2012 Reed Parker and Carole Ann Ryan Awards (for summer research, collecting illustrations for the edition of the Reimarus household account books).
- 2009 Malcolm Stewart Award (for sabbatical research in Germany)
- 2007 Engelbach Peace Award (for participation in a faculty development seminar in Berlin and Riga).

**SELECTED PROFESSIONAL ORGANIZATIONS**

- American Association of Teachers of German (since 2003)
- American Council on the Teaching of Foreign Languages (since 2003)
- Illinois Council on the Teaching of Foreign Languages (since 2003)
- Modern Language Association (since 1994)
- NAFSA: Association of International Educators (since 2006)

**CURRENT COMMITTEE MEMBERSHIP AND OFFICES**

- 2013-14 Committee on Study Abroad and BreakAways, chair  
Gender and Women’s Studies Committee, member  
Early Intervention Group, member

**PARTICIPATION IN CAMPUS LIFE**

- 2013 Participated in the Japan Study Group 2013-14

## REBECCA ALLYN SPENCER

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### EDUCATION

Rhodes College, Memphis, Tennessee  
B.A. (German) cum laude, May 1991  
Honors: Phi Beta Kappa  
The Jared E Wenger Award, Foreign Language Department

### EMPLOYMENT HISTORY

Projects Manager for Academic Affairs, Illinois College

*April 2012 to present*

Oversee and support international agreements with Ritsumeikan University and Kanazawa University in Japan, serve as Intercultural Exchange Program Coordinator/Instructor, arrange external reviews of academic departments and programs, oversee staffing, budget and curriculum of summer history day camp programs at Lincoln's New Salem State Historic Site and assist the Dean of Academic Affairs with other special projects as needed. For Fall 2012 only, coordinate the activities of the Illinois College Presidential Search Committee and provide administrative support for the Search Committee Chair.

Intercultural Exchange Program Coordinator/Instructor, Illinois College

*Fall 1997 to present*

Coordinate a four-week program for twenty-seven Japanese college students from Ritsumeikan University. Supervise staff consisting of a classroom instructor/program assistant, student advisor and approximately seventy-five Illinois College students (campus hosts and pronunciation tutors). Recruit local community host families for each individual student. Develop and implement a four-week U.S. Culture and Society curriculum with a focus on conversational English skills plus arrange a schedule of program activities and field trips.

Pioneer Life Day Camp Director, Illinois College (Jacksonville, Illinois)

*Summer 1999 - Summer 2003*

Created and administered a day camp program at Lincoln's New Salem State Historic Site. Developed and coordinated curriculum with New Salem staff and was on-site director for six one-week summer camp sessions servicing a total of 104 campers ranging from 4<sup>th</sup> through 9<sup>th</sup> grades.

Academic Projects Coordinator, Illinois College

*Aug. 2000 – January 2001*

Temporary position assisting the Dean of Academic Affairs. Coordinated visits of campus speakers, conducted institutional research and facilitated intra-campus communication.

Foreign Language for Kids Coordinator, Jacksonville YMCA

*Fall 1998 – Fall 1999*

Created and administered evening/Saturday conversational language program for children in kindergarten through 6<sup>th</sup> grade. Supervised Illinois College students as class instructors.

German Teacher, Ithaca High School (Ithaca, New York)

*Sept. 1993 to June 1997*

Developed and implemented curriculum for second year German through Advanced Placement. Coordinated exchange program. Arranged host families and organized activities for visiting German students; accompanied and supervised Ithaca students during four-week stay in Tuttlingen, Germany.

#### **PROFESSIONAL HONORS**

Recipient of New York State Association of Foreign Language Teachers  
Northeast Fellowship Award

**Mioko Webster**  
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(217) 245-3269 office phone  
(217) 685-0858 home phone  
[mwebster@mail.ic.edu](mailto:mwebster@mail.ic.edu)

## **EDUCATION**

Illinois College, Jacksonville, Illinois  
B.A. Communication Studies 2010

Fort Scott Community College, Fort Scott, Kansas  
A. A. Communication 1991

## **EMPLOYMENT HISTORY**

Instructor of Modern Languages (Japanese), Illinois College  
*2001 to present*

As the founding faculty member in Japanese language instruction at the College, responsible for building enrollment in the program, and increasing the academic stature of the program to first offer a minor in Japanese and now a major in Japanese Studies. Worked part-time from 2001 to 2010, and full-time from 2010 to the present.

Leader for Views of Japan BreakAway, Illinois College  
*2004, 2006, 2007, 2009, 2012*

Responsible for teaching a ten week preparatory course for participating students, and supervising students during the three-week Views of Japan BreakAway trip.

Intercultural Exchange Program Student Advisor, Illinois College  
*2004 to present*

This program is a four-week program for twenty-seven Japanese college students from Ritsumeikan University. Responsible for advising all Japanese students during their participation in the program, and Illinois College host students.

Faculty Advisor to the Japanese House/Floor, Illinois College  
*2009 to present*

Responsible for advising students who reside in the Japanese living/learning community on the Illinois College campus. Help these students plan and sponsor monthly activities to promote Japanese culture on campus and local community, assist them in building their Japanese language skills, help them prepare for making presentations in Japanese, and guide them in understanding and demonstrating aspects of Japanese culture such as cooking and social customs.

Faculty Advisor to the Japanese students attending Illinois College  
*2004 to present*

Responsible for advising Japanese students who are attending Illinois College on a full-time basis for one semester or more.

### **Memberships**

Illinois Association of Teachers of Japanese (IATJ)  
American Association of Teachers of Japanese (AATJ)

### **Workshops**

Attend Japanese Teacher's Workshop hosted by IATJ Oct. 2010  
Attend Japanese Teacher's Workshop hosted by IATJ Oct. 2011  
Attend Japanese Teacher's Workshop hosted by IATJ Oct. 2012  
Attend Japanese Teacher's Workshop hosted by IATJ Oct. 2013  
Attend Japanese Teacher's Workshop hosted by IATJ Oct. 2014

Attend Computer Workshop at Illinois College July 2011  
Attend Integrate Learning Workshop at Illinois College July- August 2012  
Attend SEE/WEE Workshop at Illinois College June 2013  
Attend Civic Engagement and Service-Learning Workshop at Illinois College June 2014

### **Conference**

Attend and Present at the International Writing Centers Association Conference Oct. 2014

### **Committees**

The Member of the Japanese Search Committee Spring 2009  
The Member of the French Search Committee Spring 2011  
The Member of the Intercultural (Communication Studies) Search Committee in Fall 2011  
The Member of the Instructor Search Committee for Intercultural Exchange Program with Ritsumeikan University in Fall 2012

**Winston R. Wells**  
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### **Education**

- Ph.D. UCLA (1997)  
(Political Science)
- M.A. UCLA (1990)  
(Political Science)
- B.A. Northwestern University, 1988 with departmental honors  
(Political Science; African Studies)

### **Theses**

- B.A. *Constructive Engagement and U.S. Foreign Policy Towards Southern Africa.*  
George Kieh, Honors Advisor
- Ph.D. *Rural Responses to Economic Adjustment: The Politics of Reform  
in Ghana, 1983-1994.* Michael F. Lofchie, Chair; Edmond J. Keller,  
and Barbara Geddes

### **Selected Honors and Awards**

- C. Reed Parker Professional Development Award, Illinois College, 2014
- Alice H. Engelbach Endowment for Peace Studies Award, Illinois College, 2012
- Harry J. Dunbaugh Distinguished Teaching Award, Illinois College, 2002 and 2008
- Faculty Collaboration Award, Illinois College, 2006
- Fulbright Scholarship, Ghana, 1993-94
- Foreign Language and Area Studies (FLAS) Fellowship, University of Florida, 1993

### **Teaching Appointments**

Associate Professor, Department of History and Political Science, Illinois College,  
Jacksonville, IL, 2004-present; International Studies, International Relations,  
Comparative Politics, Asian Politics

Assistant Professor, Department of History and Political Science, Illinois College,  
Jacksonville, IL, 1998-2004

Visiting Assistant Professor, Department of History and Political Science, Illinois College,  
Jacksonville, IL 1998-2000

Instructor, Social Science Division, College of Lake County, Grayslake, IL, 1998;  
American Politics

Teaching Fellow, Department of Political Science, UCLA, 1995-96; Comparative Politics,  
World Politics, Political Theory

Teaching Assistant, Department of Political Science, UCLA, 1990-1993; American Politics,  
Comparative Politics

## **Research and Administrative Experience**

Chair, Department of History and Political Science, Illinois College, 2012-present

Coordinator, International Studies Program, Illinois College, 1998-2012

Fulbright Research Associate, Department of Political Science, University of Ghana, 1993-94

Coordinator, University of California-University of Ghana Faculty Exchange Program, 1992-93

## **Publications**

Review of Lynne Brydon and Karen Legge, **Adjusting Society: The World Bank, the IMF and Ghana**, *Journal of African Policy Studies* 3 (1997)

Review of Allen Issacman and Richard Roberts, eds., **Cotton, Colonialism, and Social History in Sub-Saharan Africa**, *Journal of African Policy Studies* 1 (1995)

“Budgetary Politics in Contemporary Ghana,” in **Whither Africa: Second Liberation or Sustained Subordination?** (Palo Alto: Stanford-Berkeley Joint Center for African Studies, 1995)

Review of Robert H. Bates and Anne O. Krueger, eds., **Political and Economic Interactions in Economic Policy Reform**, *APSA-CP Newsletter* 4 (1993)

## **Selected Presentations and Conference Participation**

Attended International Symposium on Science, Sustainability, and Teaching, Illinois College, March 2014

“The Political Management of Ghana’s Oil Revenues.” Paper presented at the Annual Meeting of the Iowa Association of Political Scientists, Pella, IA. March 2014

“China, Japan, the United States and the Senkaku Islands Dispute,” Illinois College Intercultural Exchange Program, Jacksonville, IL. February 2014

“So Far, So Good: The Political Management of Ghana’s Oil Revenues.” Paper presented at the Annual Meeting of the African Studies Association, Baltimore, MD. November 2013

Attended 2012 ASIANetwork Conference, Portland, OR. March 2012

“A New Faculty Development Venture: Faculty Collaboration and Exchange With Ritsumeikan University” (with Beth Capo, Robert Koepp, and Elizabeth Tobin), Illinois College Faculty Symposium. Jacksonville, IL. October 2010.

“Current Developments in Japanese Politics,” Illinois College Japanese Club, Jacksonville, IL. November 2008.



## Appendix 2: List of Relevant Administrators and Faculty

The following Illinois College administrators have committed to work on this Initiative:

**Barbara Farley**, President

**Elizabeth Tobin**, Provost and Dean of the College

In addition, the following faculty have expressed support for the program. (The Environmental Studies scholars, scientists, computer scientists and mathematicians listed represent 50 percent of our Division II faculty.)

**Laura Corey**, Associate Professor of Biology (Co-coordinator, leader of Symposia)

**Reiko Itoh**, Associate Professor of Modern Languages (Japanese) (Co-coordinator)

**Mioko Webster**, Instructor of Modern Languages (Japanese)

**Bryan Arnold**, Assistant Professor of Biology

**Brent Chandler**, Assistant Professor of Chemistry

**Julie Gunderson**, Assistant Professor of Physics

**T.J. Devine**, Instructor of Economics

**Pat Kiihne**, Professor of Mathematics

**Kevin Klein**, Coordinator of the Environmental Studies program, and Professor of Economics (will lead Views of Japan BreakAway in 2016)

**Robert Koeppe**, Coordinator of the International Studies Program, and Frances McReynolds Smith Professor of International Understanding (founder of Intercultural Exchange program with Ritsumeikan, and will travel with President Farley to Japan in fall 2014)

**Jason Price**, Associate Professor of Environmental Studies

**Elizabeth Rellinger Zettler**, Professor of Psychology

**Almut Spalding**, Director of Study Abroad and BreakAways, and Associate Professor of Modern Languages (German)

**Takako Soma**, Associated Professor of Computer Science (has agreed participate in Activity 12, review of research projects in Japanese)

**Clayton Spencer**, Associate Professor of Chemistry

**James Streib**, Chair and Professor of Computer Science

**Winston Wells**, Associate Professor of Political Science

**Lawrence Zettler**, Professor of Biology

**Staff who will support the Initiative include: Rebecca Spencer**, Projects Manager for Academic Affairs, and Intercultural Exchange Program Coordinator/Instructor; **Melissa Dyson**, Controller; **Melissa Pantier**, Director of Corporate, Foundation and Governmental Relations; **Rob Sweatman**, Director of Institutional Research.

### **Appendix 3: Letters of Endorsement from Ritsumeikan University**

18 September 2014

Ms. Helena Kolenda  
Program Director for Asia  
Luce Initiative on Asian Studies and the Environment (LIASE)  
Henry Luce Foundation  
51 Madison Avenue, 30<sup>th</sup> Floor  
New York, NY 10010

Dear Ms. Kolenda:

I am writing to express the support of the Ritsumeikan University College of Life Sciences for Illinois College's application to the Henry Luce Foundation for a Luce Initiative on Asian Studies and the Environment (LIASE) Implementation grant.

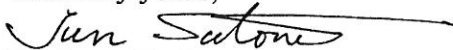
Ritsumeikan University has a strong, well-established relationship with Illinois College. During the past two years, with the support of the Foundation's LIASE Exploration grant, we have added breadth and depth to our exchange activities. We have hosted three groups of Illinois College faculty and students on our campus, with a focus on environmental sustainability. One of our graduate students is currently interning at Illinois College. Our institutions' faculty members have developed new collaborative relationships. Last fall a group of life science students worked together with Professor Itoh's Illinois College class to conduct research on invasive species in Japan and in the U.S. That student group's leader accompanied Professor Kubo to Illinois College International Symposium on Science, Sustainability and Teaching, where she co-presented with an Illinois College student. This fall, another group of life science students will be collaborating with another Illinois College instructor, T.J. Devine, and his class.

The LIASE Implementation grant would support a four-year program involving Illinois College and Ritsumeikan University life sciences faculty and students in research experiences bridging our institutions and cultures. With support from the grant, we expect that students will conduct environmental science research that will span the two institutions, with advising provided by faculty from both institutions; groups of students will travel with faculty supervision to conduct research and expand cultural awareness in the other country; and Ritsumeikan faculty and students will participate in scholarly symposia on the Illinois College campus.

Illinois College has informed our administrators and faculty of its plans for the Implementation initiative to build upon the foundation provided by the LIASE Exploration grant, and we commit to collaborate with Illinois College and to expand our partnership. Ritsumeikan faculty understand and appreciate the importance of Henry Luce Foundation's funding in providing opportunities for further scientific and cultural exchange with Illinois College faculty and students in science and environmental studies. A LIASE Implementation grant would help us forge even strong partnerships among our administrators, faculty and students.

I respectfully request that you consider fully funding Illinois College's application for a Luce LIASE grant.

Sincerely yours,



Professor Dr Jun Satomi

Dean of Graduate School of Life Sciences



18 September, 2014

Ms. Helena Kolenda  
Program Director for Asia  
Luce Initiative on Asian Studies and the Environment (LIASE)  
Henry Luce Foundation 51 Madison Avenue, 30th Floor New York, NY 10010

Dear Ms. Kolenda:

I am writing to express the support of the Ritsumeikan Research Center for Sustainability Science and Sustainability Center for Illinois College's application to the Henry Luce Foundation for a Luce Initiative on Asian Studies and the Environment (LIASE) Implementation grant.

The LIASE Exploration grant provided by your Foundation has allowed Ritsumeikan University and Illinois College to expand our partnership. Our institutions have developed new collaborative relationships and exchanges involving faculty and students on both campuses. For example, during the Illinois College faculty-student study-tour in May 2014, I was invited to lecture on water issues in Japan and to discuss sustainability efforts at Ritsumeikan University. This study tour gave my students opportunities to give formal presentations on their research projects in English and to spend an evening together with Illinois College students afterwards. All of these help internationalize our students here at Ritsumeikan University. In fall 2015 I will lead a study-trip for Ritsumeikan University students to travel to Illinois College, where Professor Itoh's Japanese Society class will host my students as they visit an organic farm and food processing facilities in the region. We hope to sustain these study-tour opportunities in future years.

In addition to these group exchange experiences that bridge our institutions and cultures, we hope the grant will support progressive levels of engagement by individual faculty and students. These could include travel funding for Illinois College faculty to travel to Ritsumeikan University to establish additional interpersonal and professional connections, and funding for Ritsumeikan faculty and students to participate in scholarly symposia on the Illinois College campus.

Illinois College has informed our administrators and faculty of its plans for the Implementation initiative to build upon the foundation provided by the LIASE Exploration grant, and we commit to collaborate with Illinois College and to expand our partnership. We appreciate the opportunities that have been provided by the Henry Luce Foundation's support, and we hope your board will choose to provide additional support to further strengthen our collaborative efforts in science and environmental studies.

Jun Nakajima  
Director, Ritsumeikan Research Center for Sustainability Science  
Professor, Department of Environmental Systems Engineering  
1-1-1 Nojihigashi, Kusatsu City, Shiga 525-8577 Japan

**Appendix 4: Letter of Commitment from Illinois College President**



Office of the President

September 23, 2014

Ms. Helena Kolenda  
Program Director for Asia  
Luce Initiative on Asian Studies and the Environment (LIASE)  
Henry Luce Foundation  
51 Madison Avenue, 30th Floor  
New York, NY 10010

Dear Ms. Kolenda:

Illinois College respectfully requests a \$391,310 Implementation grant through the Luce LIASE program to support a four-year Asian Studies and the Environment initiative to strengthen intellectual connections among faculty and students studying the environment, sustainability, and Japan. Illinois College's long partnership with Ritsumeikan University in Kyoto, Japan, and our shared interest in environmental issues have been significantly strengthened by participating together in the Luce LIASE Exploration grant. We hope to advance the depth and breadth of our collaboration through the requested Implementation grant. Further, Illinois College commits to invest more than \$27,000 in matching funds in the initiative.

Illinois College is significantly different from other institutions competing for this grant. We embrace a historical role of providing accessible higher education to a student body that does not have every advantage. Our students are diverse in terms of life experiences, family income, high school preparation and cultural background.

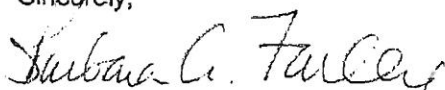
- A rapidly growing number of our students represent minority groups (26.2 percent in 2013-14, as compared to 5.8 percent in 2003-04).
- As Illinois College begins the fifth year of administering our first federal TRiO Student Support Services grant, the number of TRiO-eligible students enrolled here has grown more than 10 percentage points in five years: 58.2 percent of all students in 2013-14 (as compared to 47.4 percent in 2009-10) qualified for TRiO services due to disabilities, first-generation status or low family income.
- More than one third of all students come to us from families that meet federal low-income guidelines. Students qualify for federal Pell grants based on "exceptional financial need." In 2013-14, 38.3 percent of all Illinois College students were eligible to receive Pell grants, with awards ranging up to \$5,645.

The LIASE program is providing life-changing experiences for our students. For example, Ivy Jo Gioscio, a biology major who participated in the Views of Japan study-tour and graduated this year, wrote in her reflection paper "I had only ever been to three states, I've never been on a plane or out of the country, and I didn't know a whole lot about Japanese culture." Now that she experienced the group study trip to Japan, she said, "I would definitely like to visit Japan again, but I also want to travel to other places. I want to see other cultures and talk to different

people, experience the world and get out of my comfort zone. The BreakAway has helped me to see other things that I want to do with my life, and it gave me a greater understanding of Japanese culture and my own." Personal experiences like this allow our students to forge meaningful and lasting connections between their chosen scientific discipline and Japanese Studies.

We would like to offer such experiences to many more Illinois College students through a four-year LIASE Implementation grant. Illinois College and our partners at Ritsumeikan University hope your Directors will support our proposal to further enhance our faculty and student literacy about environmental issues in Asia.

Sincerely,

A handwritten signature in cursive script that reads "Barbara A. Farley". The signature is written in black ink and is positioned above the printed name.

Barbara A. Farley, Ph.D.  
President

## **Appendix 5: Required Documents**

**Attached are:**

- **Internal Revenue Service determination letter confirming Illinois College's tax-exempt status**
- **List of Illinois College's Board of Trustees**
- **Illinois College's most recent audited financial statements**



**Internal Revenue Service**

**Department of the Treasury**

**P. O. Box 2508  
Cincinnati, OH 45201**

**Date: May 1, 2001**

**Person to Contact:**  
Jocie Bradshaw 31-02167  
Customer Service Representative  
**Toll Free Telephone Number:**  
8:00 a.m. to 8:30 p.m. EST  
877-829-5500  
**Fax Number:**  
513-263-3756  
**Federal Identification Number:**  
37-0661211  
**Accounting Period Ends:**  
June 30th

Illinois College  
1101 West College Avenue  
Jacksonville, IL 62650-2212

**Dear Sir or Madam:**

This is in response to your request for a letter affirming your organization's exempt status.

In March 1941, we issued a determination letter that recognized your organization as exempt from federal income tax under section 101(6) of the Internal Revenue Code of 1939 (now section 501(c)(3) of the Internal Revenue Code of 1986). That determination letter is still in effect.

Based on information submitted subsequently, we classified your organization as a publicly supported organization, and not a private foundation, because it is described in sections 509(a)(1) and 170(b)(1)(A)(ii) of the Code. This classification was based on the assumption that your organization's operations would continue as stated in the application. If your organization's purposes, character, method of operations, or sources of support have changed, please let us know so we can consider the effect of the change on the organization's exempt status and foundation status.

Revenue Procedure 75-50, published in Cumulative Bulletin 1975-2 on page 587, sets forth guidelines and record keeping requirements for determining whether private schools have racially nondiscriminatory policies as to students. Your organization must comply with this revenue procedure to maintain its tax-exempt status.

Your organization is required to file Form 990, Return of Organization Exempt from Income Tax, only if its gross receipts each year are normally more than \$25,000. If a return is required, it must be filed by the 15th day of the fifth month after the end of the organization's annual accounting period. The law imposes a penalty of \$20 a day, up to a maximum of \$10,000, when a return is filed late, unless there is reasonable cause for the delay.

As of January 1, 1984, your organization is liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of \$100 or more the organization pays to each of its employees during a calendar year. There is no liability for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Illinois College  
#37-0661211

Organizations that are not private foundations are not subject to the excise taxes under Chapter 42 of the Code. However, these organizations are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please let us know.

Donors may deduct contributions to your organization as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to your organization or for its use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

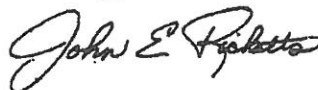
Your organization is not required to file federal income tax returns unless it is subject to the tax on unrelated business income under section 511 of the Code. If your organization is subject to this tax, it must file an income tax return on Form 990-T, Exempt Organization Business Income Tax Return. In this letter, we are not determining whether any of your organization's present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

The law requires you to make your organization's annual return available for public inspection without charge for three years after the due date of the return. If your organization had a copy of its application for recognition of exemption on July 15, 1987, it is also required to make available for public inspection a copy of the exemption application, any supporting documents and the exemption letter to any individual who requests such documents in person or in writing. You can charge only a reasonable fee for reproduction and actual postage costs for the copied materials. The law does not require you to provide copies of public inspection documents that are widely available, such as by posting them on the Internet (World Wide Web). You may be liable for a penalty of \$20 a day for each day you do not make these documents available for public inspection (up to a maximum of \$10,000 in the case of an annual return).

Because this letter could help resolve any questions about your organization's exempt status and foundation status, you should keep it with the organization's permanent records.

If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely,



John E. Ricketts, Director, TE/GE  
Customer Account Services

**THE TRUSTEES OF ILLINOIS COLLEGE**  
2014-2015

***CHARTER TRUSTEES:***

**Joy French Becker '67, *Chair***

President and Chairman of the Board; The Farmers State Bank and Trust Company  
Jacksonville, Illinois

**Robert E. Chipman '74 P'01 P'04, *Vice Chair***

Realtor, Appraiser and Owner; Chipman Realtors & Appraisers  
Jacksonville, Illinois

**Susan L. Pratt '80, Ph.D., *Secretary***

Professor of English (retired); Writer and Consultant  
Canonsburg, Pennsylvania

**Robert B. Thomson III H'09, *Treasurer***

Vice President for U.S. & Government Affairs; VISA  
Arlington, Virginia

**Susan J. Allen H'09**

Senior Vice President and Assistant General Counsel; Nielson Media Research Inc. (retired)  
Hawthorn Woods, Illinois

**Barrett J. Callaghan**

General Manager & Senior Vice President  
CCC Information Services, Inc.  
Orland Park, Illinois

**Joan M. DeBoer**

Policy Advisor, DLA Piper  
Washington, D.C.

**Del C. Dunham '72**

Senior Technology Management Consultant; Carlisle and Gallagher  
Retired Senior Vice President; Fidelity Investments Systems Company  
Coppell, Texas

**Barbara A. Farley, Ph.D.,**

President, Illinois College,  
Jacksonville, Illinois

**Gary R. Haynes** '74 M.D., Ph.D.  
Principal; White Point Consulting  
Loveland, Ohio

**Duane E. Hess** '71  
President; Beard Implement Company (retired)  
Jacksonville, Illinois

**John S. Kay** '09, D.Min.  
Pastor (retired)  
Wilmette, Illinois

**Patrick B. Mathis** '09  
Attorney and Partner; Mathis, Marifian, Richter & Grandy, Ltd.  
Belleville, Illinois

**Venice M. Meyer** '80  
Director; Duff & Phelps  
Shorewood, Wisconsin

**Steven R. Mills** '77  
Senior Executive Vice President; Archer Daniels Midland Company (retired)  
Monticello, Illinois

**Stephen D. Oetgen**  
General Counsel; Golden Gate Capital  
Alamo, California

**John R. Power** '73  
Publisher Emeritus, Jacksonville Journal Courier  
Jacksonville, Illinois

**Winston Rogers, III** '82  
Retired Principal  
St. Peters, Missouri

**Henry A. Schmitt** '73  
Attorney and Partner; Moos, Schmitt & O'Brien  
Peoria, Illinois

**Jean Coultas Statler** H'09  
Consultant; Statler Nagle, LLC  
Arlington, Virginia

**James H. Voyles '65**

Attorney & Partner; Voyles, Zahn, Paul, Hogan and Merriman  
Zionsville, Indiana

**John Williamson '78**

CPA and Partner; EisnerAmper, LLP  
Piedmont, California

***ALUMNI TRUSTEES:***

**Tonya Johnson Baise '76**

Retired Educator  
Lemont, Illinois

**Gerry Beard '78**

President; Beard Implement Company  
Arenzville, Illinois

**Joel C. Harmon '66**

Director of Chemistry; The Shell Oil Company (retired)  
Missouri City, Texas

**William J. Mattingly, Ph.D. '75**

Retired Superintendent  
Oregon, Illinois

**Ellen Rammelkamp Miller '72**

Mathematics Professor, North Lake College (retired)  
Keller, Texas

## **Appendix 6: Other Messages of Support**



## World Affairs Council of West Central Illinois

EXECUTIVE BOARD

P.O. Box 115 Jacksonville, Illinois 62651

*Craig Cassens*  
*Bernd Estabrook*  
*Wolf Fuhrig*  
*Larry Kuster*  
*Reiko Itoh*  
*Rasha Yow*  
*Alban Haxhinasto*  
*Charles Sheaff*  
*Nick Capo*  
*David Truesdell*

September 22, 2014

Ms. Helena Kolenda  
Program Director for Asia  
Luce Initiative on Asian Studies and the Environment (LIASE)  
Henry Luce Foundation  
51 Madison Avenue, 30th Floor  
New York, NY 10010

Dear Ms. Kolenda:

I am writing to express the support of the World Affairs Council of West Central Illinois for Illinois College's application to the Henry Luce Foundation for a Luce Initiative on Asian Studies and the Environment (LIASE) Implementation grant.

The World Affairs Council of West Central Illinois, located in Jacksonville, Illinois, near Illinois College, has for more than thirty years been active opening for our community a window to greater understanding of our wider world. The Council regularly hosts speakers who address critical international issues from a variety of viewpoints. For example, in 2012, we invited a consul at the Consulate of Japan at Chicago as one of the Illinois College's Japanese studies lecture series speakers. We have also in recent years brought to Jacksonville and into Illinois College lecture halls and classrooms recognized experts on current events in both the Korean peninsula and India. Our Council provides the public with opportunities to actively engage each other in dialogue about the great foreign policy issues that confront our country. We also partner with community groups, corporations, colleges and universities to promote an interest in world affairs, especially among members of the next generation.

The West Central Illinois Council on World Affairs is interested in increasing our involvement with the Japanese Studies program at Illinois College. We are enthused about the opportunities that would be provided by a LIASE Implementation grant over the next four years, as Illinois College and Ritsumeikan University science faculties and students further engage in research experiences bridging Japanese and U.S. institutions and cultures.

Through our Project for Global Opportunities (PGO) we seek to advance connections between students with international skills and local companies that are already engaged in international markets – or companies that could expand into international markets by adding multi-lingual staff. For example,



## World Affairs Council of West Central Illinois

### EXECUTIVE BOARD

P.O. Box 115 Jacksonville, Illinois 62651

*Craig Cassens*  
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*Reiko Itoh*  
*Rasha Yow*  
*Alban Haxhinasto*  
*Charles Sheaff*  
*Nick Capo*  
*David Truesdell*

agribusiness is a major industry in Central Illinois. Pork and grain industries in our region export products to Japan, and other agribusinesses are owned by Japanese companies. Illinois College students who learn more about Japanese culture and language will graduate and add their skills to our local labor force, expanding their future employers' opportunities for international trade. Our Council members are also interested in the International Symposia on Science, Sustainability and Teaching, which would take place on the Illinois College campus. Our Council commits to work with Illinois College to expand this positive relationship between Illinois College, Ritsumeikan University and our region's educational and business entities.

I thank you for the Henry Luce Foundation's support of the LIASE program, and I respectfully request that you consider fully funding Illinois College's application for a LIASE Implementation grant.

Sincerely,

David M. Truesdell, president



Dear Reiko and Melissa,

I am glad to help, but it may be a bit complicated since I am in Southern California for 10 days for the annual meeting of the National Association of Japan-America Societies and the 21st Grass-roots U.S.-Japan Summit. I don't have any way to print and send a letter.

Let's try this, a letter from me via e-mail that you send on to the Luce Foundation. The folks there know me well, and can call if they have questions (mobile 917-495-1690).

Dear Helena:

I write in support of the application of Illinois College for the implementation stage of their Japanese exchange program. Professor Reiko Itoh and her colleagues have kept me informed about their progress since my Woodrow Wilson Visiting Fellowship there. They are ready to move ahead and, in my view, are well equipped to do so. I hope very much that the Foundation will continue to support this effort.

I would have written you more properly, on paper, but for the next ten days I am in California for the annual meeting of the National Association of Japan-America Societies and the U.S.-Japan Grass-Roots Summit (our 21st). So I have asked Professor Itoh to send this on to you.

I can be reached by phone if you have questions - 917-495-1690.

All best wishes,

Dick

Richard J. wood  
Sent from my iPad

On Sep 22, 2014, at 2:03 PM, Reiko Itoh <[reiko.itoh@mail.ic.edu](mailto:reiko.itoh@mail.ic.edu)> wrote:

Dear Wood-sensei,

It's getting cold in Central Illinois and leaves are turning red and yellow. It's surely autumn here! I hope you are well and enjoying the change of the scenery.

I am emailing you today because Illinois College is applying for the implementation stage of the Luce (LIASE) grant and Dean Elizabeth Tobin would like to ask if you could write a support letter for us again. I attach to this email the PDF version of your last letter.