

AALAC Workshop Grant Application

Project Title:	"Assessing Students' Research Skills: How do they research, how do they learn to research, and how good is their research?"
Proposed Workshop Dates:	March 2013 – exact dates to be determined
Workshop Coordinators and Leaders:	Peggy Seiden, College Librarian, Swarthmore College Bryn Geffert, Librarian of the College, Amherst College Terry Snyder, Librarian of the College, Haverford College Alex Wirth-Cauchon, Director, Research and Instructional Support, LIS, Mt. Holyoke College Christopher Dole, Asst. Prof. Anthropology, Amherst College Rick T. Lopez, Assoc. Prof. History, Amherst College Sarah Willie-LeBreton, Assoc. Prof. Sociology, Swarthmore College
Guest Speakers/Facilitators:	Megan Oakleaf, Asst. Professor, Syracuse University, School of Information Studies Andrew Asher, Scholarly Communications Fellow, Bucknell University
Participating Faculty:	5 faculty from each of the following institutions: Amherst College, Haverford College, Mt. Holyoke College, Smith College, Swarthmore College Specific participants to be determined during Spring/Summer 2012
Workshop proposal submitted to:	Tom Stephenson, Provost, Swarthmore College
Workshop liaison:	Peggy Seiden, Swarthmore College, pseiden1@swarthmore.edu

Assessing Student's Research Skills: Part I A Rubrics Development Workshop

As the creation and dissemination of scholarship is inherently changed by digital technologies, we become increasingly aware of the need to help students make sense of the virtually unlimited information now at their fingertips. It is critical that we understand how undergraduates find, evaluate, and use information, and how they conduct research in the broadest sense, in order to identify gaps in their skills then assist them in developing essential competencies.

Understandings and definitions of “undergraduate research” vary across disciplines and among individual faculty. For some, undergraduate research should result in new knowledge; for others, the mere analysis and synthesis of existing work constitutes a meaningful goal. But however research is understood, two things are certain: liberal arts colleges today place ever greater emphasis on undergraduates’ ability to conduct research; and research remains a highly complex activity that is extraordinarily difficult to assess.

The successful researcher must be able to draw on many competencies often categorized as “information literacy.” Can students query the “literature”; read closely and critically, or, conversely, browse through significant amounts of text when appropriate; sort through multiple arguments; and weigh evidence found—all in a way that informs their research questions and yields well-reasoned and original arguments? Furthermore, we know that students are repeatedly required to call upon these skills. Over the course of their four years in college, do students develop and mature as researchers? If they do, what contributes to this development? How and from whom do students *learn* to conduct research? What and who exerts the most influence on the tactics they adopt and the processes they follow? And most important, what are the key challenges they face in the research and writing process?

In order to answer these core questions, we must be able to assess student learning about research. Unfortunately, most existing assessment methodologies and tools narrowly define research skills and consider them in the abstract, not within the context of real academic research projects. In particular, most of these methods rely upon multiple-choice tests that are ill-suited to measuring higher-order skills.¹ We seek to develop an appropriate assessment methodology that defines what we want to know about students’ research abilities. What constitutes good research? And how do we recognize good research when we see it? Answers to these questions will help us develop a framework and guidelines to assess the research products (papers, posters, and other presentations) that our students create. Since faculty and librarians share responsibility for developing these skills in students,

¹ Andrew Walsh. “Information Literacy Assessment: Where do we start?” *Journal of Librarianship and Information Science*, 2009, 41 (1), pp. 19-28.

collaboration on the creation of the rubrics we propose can foster critical conversations that now happen in isolation or not at all. To date, we have not found any study of information literacy that brings together faculty and librarians to discuss how to approach assessment of research skills within the context of course assignments. Our challenge and the opportunity it presents is to develop rubrics that can assess research methods across-the-disciplines.

We propose a 2-day workshop for up to five faculty and two librarians from each of the five colleges who collaborated on this proposal —Amherst, Haverford, Mt. Holyoke, Smith and Swarthmore—in order to forge agreement on two questions: First, what specific learning outcomes reflect good undergraduate research and how might one assess the degree to which students achieve those outcomes, i.e., what constitutes a successful research product? Second, what should we know about *how* undergraduates conduct research and create final products and how can we best design a longitudinal study for the five participating campuses? We will take as our starting point a broad discussion of how faculty define “good research,” particularly source-based research and work towards the development of sets of rubrics that might be used to do “authentic” assessment of competencies, often termed information literacy. Megan Oakleaf, a faculty member from Syracuse’s School of Information and a nationally recognized expert on utilizing rubrics to assess research skills will help facilitate these discussions. On day two, Andrew Asher, an anthropologist currently at Bucknell who recently completed a study of students seeking information at five Illinois universities, will assist us in designing the longitudinal study.

Assessment

We will provide participants with an evaluation form within 2 weeks of the conference. As part of the evaluation we will include the draft rubrics and solicit further refinements. We will seek input on the value of the workshop process as a model for rubric development across institutions and disciplines. While the rubrics will provide a tool that will be used to assess student participants in the subsequent longitudinal study, there are other opportunities for longer-term success as well, as workshop members continue this work across their respective campuses to develop the rubrics further and integrate them into their broader assessment plans for departmental learning objectives.

Timeline

Late Spring 2012 - Grant awarded; Final determination of participants in each campus cohort and date for workshop.

Summer 2012 - Principle investigators complete literature review. Reserve rooms for guests and meetings.

September – November 2012: Individual campus conversations among participants on currently utilized methods of evaluating student research and existing standards (ACRL and AAC&U).

October 2012 - Project planners convene in Philadelphia with Megan Oakleaf, information literacy assessment expert to develop agenda and approach for Spring meeting and rubric development.

December 2012 – Finalize room set-up and AV support; meals and breaks.

February 2013 – Assemble meeting packets; nametags, etc.

March 2013 – 2-day meeting at Amherst with all faculty and librarian participants.

Day 1: (Thursday)

Participants arrive; workshop begins with dinner at 6:30.

Day 2: (Friday)

9 a.m. – 10:30 Open discussion about what constitutes good research. What is it and how do we recognize it?

10:30 – noon Craft definitions of good research, framed in a way that will support efforts to assess good research.

1 p.m. – 2 p.m. General session on rubrics as a methodology for assessment and review of sample rubrics.

2 p.m. – 5 p.m. Divide into broad disciplinary groups to develop rubrics.

Day 3: (Saturday)

9 a.m. – 11 a.m.: Reports from disciplinary groups; discussion of commonalities and the relative merits of disciplinary or more general approach.

11- noon: Discuss pilot implementation of rubrics. Who gets trained? How can we get broader adoption, leveraging the 25 faculty in the room?

1 p.m. -2 p.m.: Presentation by Andrew Asher on ethnographic research methods for longitudinal study.

2:15 – 4 p.m. General discussion on the longitudinal study of information seeking. Focus of discussion is on key questions we seek to answer.

4 – 4:30 Wrap up

April - May 2013 - Development of proposal for phase II of the study (to begin Fall 2013, depending on funding cycle).

Budget:

We seek \$19,000 for the 2-day meeting on rubric development. In order to limit travel costs, we expect to hold the initial meeting at one of the participating member

institutions in Massachusetts. Other costs for the planning meeting will include consulting and travel fees for up to four consultants and meals during the meeting.

- Faculty and Librarian travel and lodging to Amherst (Haverford and Swarthmore): 14 people @ \$500/each - \$7000
- Fees for 2 national experts in educational assessment, information literacy assessment, information-seeking behavior: \$500/day for 2 days \$2000
- 2 Consultants travel: \$2000
- Stipend for workshop leaders: \$1000
- Support for travel to planning meeting in Philadelphia for 4 non-local leaders \$2000
- Meals (37 guests 2 breakfasts, 2 lunches, 2 dinners, breaks): \$5000

TOTAL: \$19,000

Peggy Ann Seiden
348 Vassar Avenue
Swarthmore, PA 19081

Home phone: (610) 500-1106
Email: pseiden1@swarthmore.edu

Work phone: (610) 328-8553

EDUCATION:

1980 Master of Library and Information Science, Rutgers University, New Brunswick, New Jersey
1977 M.A. in Medieval Studies, University of Toronto, Toronto, Ontario
1976 B.A. Colby College, Waterville, Maine

EMPLOYMENT:

College Librarian, Swarthmore College, Swarthmore, PA, July 1998 –

College Librarian and Chair, Skidmore College, Saratoga Springs, NY. May 1993 - 1998

Head of Public Services, Skidmore College, Saratoga Springs, NY. July 1992 -1993

Head Librarian, Penn State New Kensington, New Kensington, Pennsylvania. February 1990--
July 1992.

Software Manager, Carnegie Mellon University, Pittsburgh, Pennsylvania. June 1987-January
1990

Librarian for Educational Computing, Carnegie Mellon University, Pittsburgh, Pennsylvania.
September 1984-May 1987.

Reference Librarian, Carnegie Mellon University, Pittsburgh, Pennsylvania. September 1982-July
1984.

Customer Service Representative, MA/COM Sigma Data, Library Systems Division, Rockville,
Maryland. June 1981-July 1982.

PUBLICATIONS: (selected)

Peggy Seiden, Eleanor Mitchell and Suzy Taraba, ed. **Past as Portal: Undergraduate Use of
Special Collections.** Chicago: ACRL, forthcoming.

Peggy Seiden and Amanda Watson. *Gender Studies. Guide to Reference Sources.* Chicago:
ALA, 2008. [http:// www.guidetoreference.org](http://www.guidetoreference.org)

Judy Luther, Linda Bills, Amy McColl, Norm Medeiros, Amy Morrison, Eric Pumroy, and Peggy
Seiden. Library Buildings and the Building of a Collaborative Research Collection at the Tri-
College Library Consortium. CLIR Report 115. Washington D.C., Council on Library and
Information Resources, April 2003.

Peggy Seiden et al. *Should Three College Collections Add Up to One Research Collection? A Study of Collaborative Collection Development at Three Undergraduate Colleges*, **Resource Sharing and Information Networks**, vol. 16, no. 1 and 2, 2002, pp.189-204.

Peggy A. Seiden. *From the President of RUSA: Reference and User Services Can Work to Bridge the Digital Divide*. **Reference and User Services Quarterly**, vol. 39, no. 4, Summer 2000.

Peggy A. Seiden. *From the President of RUSA: Where Have All the Patrons Gone?* **Reference and User Services Quarterly**, vol. 39, no. 3, Spring 2000, pp. 221-222.

Peggy Seiden and Michael D. Kathman, *A History of the Rhetoric and Reality of Library/Computing Relationships* in **Books, Bytes, and Bridges: Libraries and Computer Centers in Academic Institutions**, Larry Hardesty, ed., Chicago: ALA Editions, 1999.

Peggy Seiden, *Restructuring Liberal Arts College Libraries: Seven Organizational Strategies in Restructuring Academic Libraries: Adjusting to Technological Change*, Charles A. Schwartz, ed.. Chicago: ALA Publications, 1997.

PAPERS, PRESENTATIONS AND WORKSHOPS: (selected)

Making Smart Decisions for the Future. Presented at the Lyasis Directors Forum, Philadelphia, PA, December 11, 2009.

Peggy A. Seiden. *Will Form Follow Use: Designing- in User Information Seeking*. Presented at the Annual Meeting of the New Jersey Library Association, Piscataway, NJ, April 11, 2002.

Peggy Seiden. *The Digital Transformation of Scholarly Communication – it's impact on academic libraries and their users*. Presented at a seminar of the Society for Scholarly Publishing, Philadelphia, PA, November 19, 2003.

Peggy Seiden. *Nothing but Net: Understanding Undergraduate Digital Library Users*. Presented at The Annual Meeting of the American Library Association, New Orleans, LA, July 1999.

The Future of the Academic Library. Presented at the HERS Institute, Bryn Mawr College, July 9, 1998.

Peggy Seiden, Kris Szymborski and Barbara Norelli, *Undergraduate Students in the Digital Library: Information Seeking Behavior in a Heterogeneous Environment*. Presented at The Association of College and Research Libraries National Meeting, Nashville, TN, April 1997.

PROFESSIONAL ACTIVITIES: (selected)

Pennsylvania Academic Libraries Consortium Inc Board 2008-, President 2009-2010.
American Library Association; ALA-APA Certification Review Committee, 2010-, Chair 2010-.
American Library Association; Task Force on Library Support Staff Certification Program 2006-10.
American Library Association, Association of College and Research Libraries; New Publications Advisory Committee 2004-2010.
American Library Association; Council, 2002 – 2005.
American Library Association; Conference 2003 Planning Committee, 2002 – 2003.
Research Libraries Group, Board, 2001 - 2007.
American Library Association; Reference and User Services Association, President. 1999-2000.

BRYN GEFFERT

Work

Amherst College
Amherst, MA 01002
413-340-5003
bgeffert@amherst.edu

Home

87 Morgan Circle
Amherst, MA 01002
413-340-1774
bgeffert@gmail.com

EDUCATION

Ph.D., History, University of Minnesota. 1998-2003.

Modern European History. Major Area: Modern Russia. Minor Area: Early Modern England. Outside Area: Russian Literature. Advisor: Theofanis Stavrou.

M.A., History, University of Minnesota. 1994-1997.

Modern Russian History. Advisor: Theofanis Stavrou.

M.S., Library and Information Science, University of Illinois. 1991-1992.

Focus on research and reference, with courses in archives, cataloging, and systems.

B.A., summa cum laude, St. Olaf College, Northfield, MN. 1986-1990.

Double Major: History and Russian. Phi Beta Kappa, Phi Alpha Theta (History), Departmental Distinction.

Other

- Harvard-ACRL Leadership Institute, 2007.
- Center for Language Studies, Beloit College. Summer 1994. Intensive Russian Language Study.
- Aberdeen University, Aberdeen, Scotland. Fall 1989. Coursework in Russian language and history.
- Intensive Language Study, Krasnodar, USSR. Fall 1988.

ACADEMIC EMPLOYMENT

Librarian of the College (Library Director), Amherst College, 2010-present

Librarian (Library Director), United States Military Academy, 2008-2010.

Associate Professor, History, United States Military Academy, 2008-2010.

Recruited in the spring of 2008 to oversee a new library, revitalize reference services and collection development, develop a program of research instruction, and teach in the history department.

College Librarian (Library Director), St. Olaf College, 2002-2008.

Associate Professor of Russian Area Studies, St. Olaf College, 2006-2008.

Reference Librarian, St. Olaf College. 1993-2002.

Responsible for the program, vision, and administration of the three St. Olaf libraries.

Primary accomplishments:

- Obtained three grants from the Mellon Foundation to create with Carleton College "two collections that function as one."
- Cultivated of a research-instruction program that is widely recognized as one of the best in the country.
- Significantly strengthened relations with IT and the archives.
- Worked with staff and consultants to revise technical services

operations at both Carleton and St. Olaf; devoted savings in FTE to digital and digitization projects.

- Taught for the History Department and Russian Department.

TEACHING

Smith College

- The Russian Religious Renaissance, 1860-1917, 2013

West Point

- Senior Colloquium on Eastern Orthodox Christianity, 2009

St. Olaf College

- The Great Conversation, 2005-2007 (five-semester course)
 - The Tradition Beginning: Greeks and Hebrews
 - The Tradition Continuing: Romans and Christians
 - The Tradition Redefined: The Medieval Synthesis
 - The Tradition Renewed: New Forces of Secularization
 - The Tradition in Crisis: Dissenters and Defenders
- The Russian World, 2004
- Imperial Russia (1690-1917), 2000

PUBLICATIONS IN LIBRARIANSHIP

Articles

- "Libraries, Publishing, and a Plea for Shotgun Weddings." *Chronicle of Higher Education* (March 20, 2011): B13-14.
- Co-author, "Things They Carry: Attitudes toward, Opinions about, and Knowledge of Libraries and Research among Incoming College Students." *Reference and User Services Quarterly* 37:3 (Spring 1998): 279-289.
- Co-author, "Whither BI?: Assessing Perceptions of Research Skills over an Undergraduate Career," *RQ* 36 (Spring 1997): 409-421.
- Co-author, "Local Holdings Searching in ISI@ CD-ROM Databases." *Information Technology and Libraries* 15 (December, 1996): 251-252.
- "Beginning with MARC: Providing a Foundation for Electronic Searching." *Research Strategies* 13 (Winter, 1995): 26-33.
- "Community Online Networks: A Case Study of the Freenet P.A.T.H." *Public Libraries* 32 (March/April, 1993): 91-99.
- "The Peripheral Collection." *Wilson Library Bulletin* 67 (April, 1993): 56-59.

PUBLICATIONS IN HISTORY (selected)

Monograph

- Eastern Orthodox and Anglicans: Diplomacy, Theology, and the Politics of Interwar Ecumenism. South Bend: University of Notre Dame Press, 2010.

Articles:

- "Anglican Orders and Orthodox Politics" *Journal of Ecclesiastical History* 57:2 (2006): 270-300.
- "The Charges of Heresy against Sergii Bulgakov: The Majority and Minority Reports of Evlogii's Commission and the Final Report of the Bishops' Conference." *St. Vladimir's Theological Quarterly* 49:1-2 (2005): 47-66.

THERESA R. SNYDER

615 Morris Lane
Wallingford, PA 19086
610-874-1781 (home)
302-658-2400 (work)
302-562-3747 (cell)
tsnyder@hagley.org
snydertr@verizon.net

EDUCATION: University of Pennsylvania: Ph.D. in American Civilization, Department of History, 2002
University of Pennsylvania: MA American Civilization, 1994
Drexel University: MS Information Science, 1988
Duquesne University: MA History, 1984 - Archival, Museum, and Editing Certification
Rosemont College: BA History, 1982 - Magna cum laude
Delaware County Community College: ALA 1980 - With Highest Honors

Continuing education courses offered by professional organizations.
Harvard Leadership Institute, 2006. Harvard Advanced Leadership Institute, 2008.

ACADEMIC: Museum Studies 801, now 602 – Curatorship of Archival and Paper-based Collections,
University of Delaware, Adjunct faculty, since 2009.

American Civilization 50 -- American Material Culture. University of Pennsylvania,
Fall 1996, Spring 1997, and Fall 1997, Adjunct faculty.

EXPERIENCE:

February 2011- *Librarian of the College*
Haverford College; 370 Lancaster Avenue; Haverford, PA 19041-1392

Serve as the chief administrator of the Haverford College Libraries including the James P. Magill Library, which houses the internationally important Quaker and Special Collections; the Gilbert F. White Science Library; the Observatory Library; and the Union Music Library. Responsible for strategic planning, collection building, budgeting, development of services, personnel management, fundraising, and collaboration with colleagues at nearby Bryn Mawr and Swarthmore Colleges. Staff includes 24 colleagues and 110 (approximately 20 FTEs) student workers.

2003 to 2011 *Deputy Director*
Hagley Museum and Library; P.O. Box 3630; Wilmington, DE 19807-0630

Responsibility for the leadership, administration, management, long-range planning, and strategic direction of the Library, the nation's leading business history library. Oversight of Manuscripts and Archives; Records Management; Pictorial Department; Imprints; Digital Collections; Conservation; the Center for the Study of the History of Business, Technology, and Society; and Institutional networking. Responsible for the development of an expanded research support program, consortia relationships; conferences, exhibits, edited scholarly volumes, and broad outreach to the academic community. Responsible

for grant-writing and fundraising. Library staff includes twenty regular library professionals and paraprofessionals, several grant-funded staff, three outside scholars, a rotating team of graduate students and interns, and approximately twenty volunteers. Assure that the library fulfills its mission statement as approved by the Board of Trustees and that the operations of the library are consistent with accepted professional standards.

1989 to 2003

Associate Director

University of Pennsylvania Archives and Records Center; Philadelphia, PA

Responsible for the day-to-day administration and management of a comprehensive institutional archival and records management program. Supervision (direct and indirect) of forty-four full-time staff members -- twenty-seven permanent staff members and seventeen project staff members.

Assistant Director (from November 1990 to December 1997);

Head of Technical Services (from March 1989 to October 1990)

1984 to 1989

Project Archivist -- RLIN AMC Coordinator, Assistant Curator of Manuscripts

Historical Society of Pennsylvania; 1300 Locust Street; Philadelphia, PA 19107

Administer a Pew funded, two-year project to catalog over 2,000 collection descriptions. This project served as the foundation for the compilation of the *Guide to the Manuscripts and Archives at the Historical Society of Pennsylvania*. Provide reference services for manuscript, archives, broadside, print, and photographic collections totaling more than fifteen million items. Process and catalog manuscript and archival collections. Supervise one staff member and volunteers.

CONSULTANT: Served a range of clients in library assessment, archival and records management needs.

PUBLICATIONS/ LECTURES: *Guide to Business Records in the United States*, (Washington, D.C. : German Historical Institute), 2010.

"100 busy years of Mother's days," *Sunday News Journal* (Wilmington), May 11, 2008, p. A23, A25.

"Viewing Records as Business Objects," review of *Domesticating Information: Managing Documents Inside the Organization* by Carol E.B. Choksy in *Information Management Journal*, May/June 2007, p. 60-62.

Philadelphia's 1876 Centennial Exhibition (Charleston, S.C.: Arcadia Press), 2005.
Centuries of Progress: American World's Fairs, 1853-1982. Hagley Museum and Library, 2005.

Extended list available upon request.

Megan J. Oakleaf

School of Information Studies
Syracuse University
Syracuse, NY 13244

(315) 663-5128
moakleaf@syr.edu
www.meganoakleaf.info

EDUCATION

- 2001-2006 **University of North Carolina** Chapel Hill, North Carolina.
PhD: Information and Library Science
Dissertation: Assessing Information Literacy Skills: A Rubric Approach
- 1999-2000 **Kent State University** Kent, Ohio.
Beta Phi Mu
MLS: Academic Librarianship
Thesis: Information-Seeking Behavior of Humanist Scholars at Kent State University: A Use Study
- 1991-1995 **Miami University** Oxford, Ohio.
Magna Cum Laude, Phi Beta Kappa
BA: English Education, English Literature, Spanish
BS: Spanish Education

PUBLICATIONS

Peer-Reviewed Publications

- Oakleaf, Megan, Millet, Michelle S., and Leah Kraus. "All Together Now: Getting Faculty, Administrators, and Staff Engaged in Information Literacy Assessment." *portal: Libraries and the Academy*. 11.3. 2011. 831-852.
- Oakleaf, Megan. "Using Rubrics to Assess Information Literacy: An Examination of Methodology and Interrater Reliability." *Journal of the American Society for Information Science and Technology*. 60.5. 2009. 969-983.
- Oakleaf, Megan. "The Information Literacy Instruction Assessment Cycle: A Guide for Increasing Student Learning and Improving Librarian Instructional Skills." *Journal of Documentation*. 65.4. 2009. 539-560.
- Oakleaf, Megan. "Dangers and Opportunities: A Conceptual Map of Information Literacy Assessment Tools." *portal: Libraries and the Academy*. 8.3. 2008. 233-253.
- Oakleaf, Megan. "Using Rubrics to Collect Evidence for Decision-Making: What Do Librarians Need to Learn?" *Evidence Based Library and Information Practice*. 2.3. 2007. 27-42.

Editor Reviewed

Oakleaf, Megan. "Staying on Track with Rubric Assessment: Five Institutions Investigate Information Literacy Learning." *Peer Review*. 2011.

Oakleaf, Megan. "Are They Learning? Are We? Learning and the Academic Library." *Library Quarterly*. 81.1. 2011. 61-82.

Oakleaf, Megan and Neal Kaske. "Guiding Questions for Information Literacy Assessment in Higher Education." *portal: Libraries and the Academy*. 9.2. 2009. 273-286.

Commissioned Publications

Oakleaf, Megan. *The Value of Academic Libraries: A Comprehensive Research Review and Report*. Chicago: Association of College and Research Libraries, 2010.

Invited Publications

PRESENTATIONS

Peer-Reviewed Presentations

Oakleaf, Megan, Zou, Ning, and Jametoria Burton. "From Holistic to Analytic: Adapting VALUE Rubrics for Individual Campus Contexts." *AAC&U General Education and Assessment: New Contexts, New Cultures*, February 2012.

Oakleaf, Megan. "Getting Information Literacy Assessment on Track: The RAILS Project." *9th Northumbria International Conference on Performance Measurement in Libraries and Information Services*, August 2011.

Oakleaf, Megan. "Writing Rubrics Right: Avoiding Common Mistakes in Rubric Assessment." *Association of College and Research Libraries National Conference*, March 2009.

AWARDS

- ACRL Ilene F. Rockman Instruction Publication of the Year Award 2011
- Reference Research Review List 2010
- ACRL Special Presidential Award 2009
- LIRT Top 20 Library Instruction Article 2009
- LIRT Top 20 Library Instruction Article 2008
- Best Paper Award, 4th International Evidence-Based Library & Information Practice Conference 2007

Alexander Wirth-Cauchon

Director, Research and Instructional Support
Library, Information, and Technology Services
Mount Holyoke College
awirthca@mtholyoke.edu

50 College St.
South Hadley, MA 01075
413-538-2229

EDUCATION

Certificate, 2009, Leadership Institute for Academic Librarians, ACRL and Harvard University
Graduate School of Education

Fellow, 2004, Frye Leadership Institute, Emory University

Ph.D., 1996, Sociology, Boston College

B.A., 1982, The Honors College, Sociology, Western Michigan University

EXPERIENCE

MOUNT HOLYOKE COLLEGE

Director, Research and Instructional Support, 2009 to present

- Manage blended team of eleven librarians and instructional technology consultants
- Responsible for collection development, research instruction and support, and instructional uses of technology

NITLE: NATIONAL INSTITUTE FOR TECHNOLOGY AND LIBERAL EDUCATION

Participant Relations Manager, 2006 to 2009

MITC: MIDWEST INSTRUCTIONAL TECHNOLOGY CENTER

Associate Director, 2002-2005

GRINNELL COLLEGE

A. W. Mellon Instructional Multimedia Technology Specialist, Social Studies, Office of the Associate Dean and Office of Information Technology Support, 1998-2002

Assistant Professor, Department of Sociology, 1997-1998

DRAKE UNIVERSITY

Visiting Assistant Professor, Department of Sociology, 1996-1997 and Fall 2000

Lecturer, Department of Sociology, Spring 1996

FRAMINGHAM STATE COLLEGE

Instructor, Department of Sociology, Spring 1987

BOSTON COLLEGE

Progressively responsible professional positions in the Office of Information Technology ranging from *Lead Technical Support Advisor* to *Assistant Manager of Information Processing Support*, 1988-1995

Statistical Consultant, Graduate School of Nursing and Harvard Medical School 1985-88

Teaching Assistantship, Teaching Apprenticeship, Department of Sociology, 1983-1985, 1987, 1988

Alexander Wirth-Cauchon

RECENT SELECTED PAPERS AND PRESENTATIONS

- Forthcoming chapter, "The Evolving Liaison Model at Mount Holyoke College," in *Excellence in the stacks; strategies, practices and reflections from ACRL-award winning small college libraries*, Jacob Hill (Ed.) Woodhead Publishing Ltd., Cambridge, UK
- Presenter, "Culture, Collaboration, and Context: Forging Strategic IT/Library Partnerships in times of Change" EDUCAUSE National Conference, October 2011
- Presenter, "Seeing 2020: Exploring the Future of IT/Library Collaborative Academic Support," NERCOMP SIG, January 2011
- Presenter, "New Fundamentals of Academic Support," NITLE Summit, March 2010.
- Presenter, "The Future of Academic Support: Thought Workshop," pre-conference seminar, NERCOMP Annual Meeting, March 2010
- Invited speaker, "The Promise and Challenge of Collaborating Across Professions and Institutions," ICPSR Official Representatives Meeting, October 2007
- Presentation, "Getting IDEAS: Liberal Arts Colleges Collaborating on Digital Collections for Asian Studies" EDUCAUSE National Conference, October 2005
- Article, "Who are the wolves? A feral professional at the ACRL National Conference" in *College and Research Libraries News*, Vol. 66, No. 6, 2005

RECENT MAJOR EVENTS LED

- "NITLE Summit," Philadelphia, PA, March 2009 and San Francisco, CA, April 2008
- "Addressing Institutional Priorities: Making Resource Allocations for Information Services," Washington, DC, December 2007
- "NITLE Summit," St Paul, MN, April 2007
- "State of the Art Art History," Grinnell College, September 2005
- "Instructional Technologists at Liberal Arts Colleges: Facilitating Innovation," Denison University, June 2005
- "Media, New," Grinnell College, June 2005

COMMITTEES AND SERVICE

- Member, Presidential Commission on Work-Life-Family, Mount Holyoke College, 2010 to present
- Member, Presidential Task Force on New Markets, Mount Holyoke College, 2011
- Member, EDUCAUSE 2009 Midwest Regional Program Committee, Chair, "Building Information Services Together: Emerging Practices for Library and IT Collaborations" track, 2009
- Adjunct reader, EDUCAUSE 2008 Midwest Regional Program Committee, Teaching and Learning Track, 2007
- Adjunct reader, EDUCAUSE Annual Conference Program Committee, Teaching and Learning Track, 2007

Curriculum Vitae

Andrew D. Asher

Office Address:
107 Research Services
The Bertrand Library
Bucknell University
Lewisburg, PA 17837

Mailing Address:
1043 Washington Ave.
Lewiburg, PA 17837

Tel. 217-819-9439
E-mail:
andrew.d.asher@gmail.com

Education

- PhD (2008) **University of Illinois at Urbana-Champaign**
Department of Anthropology
Dissertation Title: "Borderline Europeans: European Union Citizenship on the Polish-German Frontier."
- MA (2005) **University of Illinois at Urbana-Champaign**
Department of Anthropology
MA Paper Title: "Bridging the Divide? Ethnic Identity and Transnational Consumption in a 'European City.'"
- BA (2000) **Northwestern University, Evanston, IL**
Departmental Honors (Anthropology)
Honors Thesis Title: "Intersecting Identities: Organizational Change at a Polish Brewery."

Professional Experience

- July 2010-Present **Scholarly Communications Fellow**
The Bertrand Library, Bucknell University, Lewisburg, PA
- July 2009-June 2010 **Lead Research Anthropologist**
The Ethnographic Research in Illinois Academic Libraries (ERIAL) Project
Illinois State Library, Library Services and Technology Act (LSTA) Research Grant.

Responsible for research design, data analysis, and the coordination and training of institutional research teams for the ERIAL project, a five-university research study examining how students conduct academic research and utilize library resources.
- Nov. 2008-June 2010 **Resident Anthropologist**
The Ames Library of Illinois Wesleyan University, Bloomington, IL,
and the Brookens Library of the University of Illinois at Springfield, Springfield, IL.

Responsible for collecting qualitative and quantitative research data and leading local university research teams for the ERIAL research study.
- Jan. 2009-Aug. 2009 **Visiting Lecturer**
European Union Center and Department of Global Studies,
University of Illinois at Urbana-Champaign.
- Aug. 2008-Dec.2008 **Adjunct Instructor**
Social Science Division, Lake Land Community College, Mattoon, IL.
- June 2007-Aug. 2007 **Visiting Lecturer**
Department of Anthropology, University of Illinois at Urbana-Champaign.
- Oct. 2005-June 2006 **Visiting Instructor**
Institute of Political Science and Journalism,
Adam Mickiewicz University: Collegium Polonicum, Ślubice, Poland.

Aug. 2004-Aug. 2005 **Editorial Assistant, *Slavic Review*. Champaign, IL.**
Responsible for general editorial and recordkeeping duties for the flagship journal of the American Association for the Advancement of Slavic Studies.

Publications (Selected)

Journal Articles

- 2012 Inventing a City: Cultural Citizenship in "Słubfurt." *Social Identities*. Forthcoming, summer 2012.
2011 A Divided City in a Common Market: EU Citizenship and Everyday Instrumentalities on the Polish-German Border. *Anthropological Journal of European Cultures*. 20(2).
2005 A Paradise on the Oder? Ethnicity, Europeanization, and the EU Referendum in a Polish-German Border City. *City and Society*. 17(1):127-151.

Edited Books

- 2012 *College Libraries and Student Culture: What We Now Know*. Edited with Lynda Duke. Chicago: American Library Association.

Book Chapters and Other Articles

- 2010 The ERIAL Project: Ethnographic Research in Illinois Academic Libraries. With Lynda Duke and Dave Green. "Advancing Towards Liberal Arts 3.0," *Academic Commons*, May 2010.
<http://www.academiccommons.org/>.
2007 Transnational Mythmaking in Post-Soviet Europe: Cold War and EU Monuments in a Polish-German "Divided City." With Jarosław Jańczak. "Art and Politics: Case-Studies from Eastern Europe," theme issue, *Art History & Criticism*. 3:200-208.
2007 Differential Citizenship: Negotiating Labor Mobility and State Sovereignty within the EU. In *The 2004 Enlargement's Influence on the Labor Market in the European Union*. Jerzy Babiak, ed. Pp. 7-12. Poznań, Poland: Wydawnictwo Naukowe Instytutu Nauk Politycznych i Dziennikarstwa Uniwersytetu im. Adama Mickiewicza (Institute of Political Science and Journalism, Adam Mickiewicz University).

Grants and Fellowships (Selected)

- 2010 Council on Library and Information Resources (CLIR) Postdoctoral Fellowship in Academic Libraries.
2007 Dissertation Completion Fellowship. Graduate College, University of Illinois at Urbana-Champaign (\$17,000).
2005 Fulbright-Hays Doctoral Dissertation Research Abroad (DDRA) Fellowship (\$24,000).
2005 United States Department of Education Title VI Foreign Language and Area Studies Grant (Summer) (Poland) (\$2500).
2004 United States Department of Education Title VI Foreign Language and Area Studies Grant (Germany) (\$14,000).

Awards

- 2010 **National Institute for Technology in Liberal Education (NITLE) Community Service Award**
For participation in the "Ethnographic Research in Illinois Academic Libraries" research study.
2005 **Dimitri B. Shimkin Award**
For Outstanding Research Paper in Anthropology:
"Bridging the Divide? Ethnic Identity and Transnational Consumption in a "European City."
Department of Anthropology, University of Illinois.

Conference Papers and Presentations (Selected recent)

Peer-reviewed conferences

- 2011 Search Magic: Discovering How Undergraduates Locate Information. American Anthropological Association Annual Meeting. November 18. Montreal, Canada.
2011 Using Anthropology to Unite with Users: How Hands-on Experiences can Connect You with Faculty and Students. With Sue Stroyan, Lynda Duke, Annie Armstrong, Dave Green, Susan Miller and Jane Treadwell. Preconference Workshop, Association of College and Research Libraries (ACRL) Conference. March 29. Philadelphia, PA.

- 2010 The Market Citizen: Hierarchy and Inequality on a “European Border.” Anthropological Association Annual Meeting. Nov. 18. New Orleans, LA.
- 2010 Ethnography as an Assessment Tool: The ERIAL Project. With Lynda Duke. Association of Research Libraries (ARL), Library Assessment Conference: Building Effective, Sustainable, Practical Assessment. Oct. 26. Baltimore, MD.
- 2010 The Ethnographic Research in Illinois Academic Libraries (ERIAL) Project: Reference Service Implications for Illinois Wesleyan University. With Lynda Duke, Monica Moore, Sue Stroyan, and Sue Wilson. Reference and User Services Association (RUSA) 16th Annual Reference Research Forum, American Library Association (ALA) Annual Conference. June 27. Washington, D.C.
- 2010 Information Literacy and First Year Students: Evaluating Knowledge, Needs, and Instruction. With Lynda Duke. National Resource Center Annual Conference on the First-Year Experience. Feb. 16. Denver, CO.

Sarah Willie-LeBreton
(also known as Sarah Susannah Willie)
Curriculum vitae

Department of Sociology & Anthropology
Swarthmore College
500 College Ave.
Swarthmore, PA 19081
(w) 610/690-2044

3 Azalea Lane
Media, PA 19063
(h) 610/892-2772
swillie1@swarthmore.edu
fax: 610/328-7754

Education

1995 Ph.D., Sociology, Northwestern University, Evanston, IL
1988 M.A., Sociology, Northwestern University, Evanston, IL
1986 B.A., Sociology, Haverford College, Haverford, PA
1984 *Exchange Student, Spelman College, Atlanta, GA*

Areas of Scholarly Interest

Higher Education • Social Inequality • Social Theory
African American Culture • Work & Occupations

Work Experience

Swarthmore College
2009-present
2000-present
2010-2011, 1998-2005
2005-2008
1997-2000

Chair, Department of Sociology & Anthropology
Associate Professor, Sociology
Coordinator, Black Studies Program
Associate Provost of the College
Assistant Professor of Sociology

Pendle Hill
2010
2009

A Quaker center for Study and Contemplation
Workshop Faculty, Fall "At Peace With Work", "Creative Work"
Class Faculty, Spring "Work & Spirit"

Bard College
1995-97
1996

Assistant Professor, Sociology
Faculty, Summer Language & Thinking Writing Workshop

Colby College
1991-95

Colleges for Faculty Diversity Pre-doctoral Fellow, Sociology
Visiting Instructor, then Assistant Professor, African American
Studies, Sociology, Women's Studies

Distinction/Awards (selected)

2009 *The William E. Sheppard Award*, honoring the late Director of Alumni Relations Bill Sheppard '36, is given for exemplary service to Haverford College Alumni Activities, October 3.

2008 Mellon 23 Initiative on Black Studies at Liberal Arts Colleges with Professors Dorsey and Foy (cohosted conference at Swarthmore College).

2007 *Distinguished Sociologist in Residence*, Skidmore College, Saratoga Springs, NY, October 16-18

2007-09 Mellon Tri-College Seed Grant (To plan conference in 2010 on the 40th anniversary of Toni Cade Bambara's book, *The Black Woman* with Professors Beard, Chireau, Hucks, and Ngalamulume)

2006 *Woman of Distinction*, National Association of Women in Catholic Higher Education, Georgetown University, June 9

Projects In Progress

- Books:
- *Transforming Higher Education: From Auto ethnography to Public Policy*
 - *Librarians at the Gate: Vocation, Identity, and Technology at the 21st Century*
 - *Antiphony: Autobiographical Essays on life in the United States.*
- Articles:
- "Family First: A New Look at African American Working Families" with Donna Marie Peters, Temple University

Publications (Publications before 2009 under Sarah S. Willie or Sarah Susannah Willie)

Book (selected)

2003. *Acting Black: College, Identity, and the Performance of Race*, Routledge.

Chapters, Reviews, & Articles

2011 "HBCUs: Continued Relevance in the New Century" for *Diversity in American Higher Education*, (Routledge), Lisa M. Stulberg and Sharon L. Weinberg, Editors.

2009 "Ethnography of a Disease," Swarthmore College Alumni Magazine, Fall Issue, a Review of Carolyn Moxely Rouse's *Uncertain Suffering: Racial Health Care Disparities and Sickle Cell Disease*, University of California Press (2009).

2005 "Beverly McIver's Canvas," *Contexts*, a journal of the American Sociological Society, Fall.

2005 "Black, White, and Brown: The Transformation of Public Education in America," with Charles V. Willie, *Teachers College Record*, Columbia University, Volume 107, No. 3, March, pp. 475-495.

2002, "Performing Blackness: What African Americans Can Teach Sociology About Race," in *Race Odyssey 2001: A Critical Analysis of African Americans and Sociology*, edited by Bruce Hare, Syracuse University Press.

2001 "Thinking Through Differences: a '5 Girls' Discussion Guide," co-authored with Lyn Mikel Brown. For use with the Public Broadcasting Station's October airing of the documentary "5 Girls," a Project of Active Voice/ American Documentary, Inc.

2000 "Outing the Blackness in White: Analyzing Race, Class, and Gender in Everyday Life," *Annals of Scholarship*, Temple University Press, Darrell Moore and Phyllis Jackson, guest editors, Marie-Rose Logan, general editor, Vol 14, No 1, pp125-136.

Conferences, Workshops and Keynote Speeches (selected)

2011 "Racism and Anti-Racism", Discussant, Panel of the American Sociological Association Annual Meetings, Las Vegas, NV, August 20.

2011 Keynote Address for Black History Month Convocation, "Lessons From the Montgomery Bus Boycott," Haverford College, February 25.

2011 "Bearing the Burden, Wearing the Telescope: How to Encourage the Intersectional Lens Among our Students," invited panelist for *Intersectionality: Examining Girls and Women of Color*, Eastern Sociological Society Annual Meeting, Feb 24-27, Philadelphia.

2010 "Teaching Difference when the Teacher Represents Difference"; Discussant for Panel at the American Association of Anthropology Annual Conference, November 16, New Orleans, LA.

Christopher T. Dole
Assistant Professor of Anthropology
204 Morgan Hall
PO Box: AC# 2226
413-542-5816
cdole@amherst.edu

Research and Teaching Interests

- medical anthropology
- psychiatric and psychological anthropology
- healing, recovery, and care
- theories of subjectivity
- secularism, citizenship, and Islam
- anthropology of religion
- Middle East, Turkey, United States

Selected Publications & Works in Progress

- Dole, Christopher. *Healing Secular Life: Loss and Devotion in Modern Turkey* (forthcoming, University of Pennsylvania Press)
- Csordas, Thomas, Christopher Dole, Allen Tran, Mathew Strickland, Michael Storck. 2010. "Ways of Asking, Ways of Telling: A Methodological Comparison of Ethnographic and Research Diagnostic Interviews." *Culture, Medicine and Psychiatry* 34:29-55.
- Polich, Ginger (AC '06), Christopher Dole, and Ted Kaptchuk. 2010. "The Need to Act a Little More 'Scientific': Biomedical Researchers Investigating Complementary and Alternative Medicine." *Sociology of Health & Illness* 32(1):106-122.
- Dole, Christopher. 2009. "Security and Insecurity in a Global 'War on Terrorism': Arab-Muslim Immigrant Experience in a Post-9/11 America." In *International Migration and Human Rights: The Global Repercussions of US Policy*, Samuel Martinez, ed. Berkeley: University of California Press.
- Dole, Christopher. 2008. "Traditional Medicine in Turkey." In *Encyclopedia of the History of Science, Technology, and Medicine in Non-Western Cultures*, Helaine Selin, ed. Dordrecht: Kluwer Academic.
- Dole, Christopher. 2006. "Mass Media and the Repulsive Allure of Religious Healing: The Cinci Hoca in Turkish Modernity." *International Journal of Middle East Studies* 38(1):31-54.
- Kerr, Daniel and Christopher Dole. 2005. "Cracking the Temp Trap: Day Laborers' Grievances and Strategies for Change in Cleveland, Ohio." *Labor Studies Journal* 29(4):87-108.

Dole, Christopher. 2004. "In the Shadows of Medicine and Modernity: Medical Integration and Secular Histories of Religious Healing in Turkey." *Culture, Medicine and Psychiatry* 28(3):255-280.

Dole, Christopher, and Thomas Csordas. 2003. "Trials of Navajo Youth: Identity, Healing, and the Struggle for Maturity." *Ethos* 31(3):357-384. [Translated into Portuguese as "Provações dos Jovens Navajos." *Religião & Sociedade* 22(2):9-36.]

Book Reviews:

Dole, Christopher. 2008. *Teaching Religion and Healing*, Linda Barnes and Inés Talamantez, editors. *American Anthropologist*, 110(1):85-86.

Dole, Christopher. 2000. *Theorizing the City: The New Urban Anthropology Reader*, SETHA M. LOW, editor. H-Urban, H-Net: Humanities and Social Science Online.

Reports:

Kerr, Daniel and Christopher Dole. 2001. "Challenging Exploitation and Abuse: A Study of the Day Labor Industry in Cleveland, Ohio." Report submitted to Cleveland City Council for special hearings on the state of the temporary day labor industry in Cleveland, Ohio.

Selected Awards and Honors

- NIMH Postdoctoral Training Fellowship, Department of Social Medicine, Harvard Medical School
- Miner Crary Sabbatical Research Fellowship, Amherst College
- Dissertation Research Grant, National Institute of Mental Health
- Predoctoral Research Fellowship, American Research Institute in Turkey
- Dissertation Writing Grant, Institute of Turkish Studies, Georgetown University
- Andrew W. Mellon Dissertation Fellow, Seminar in History and Literature, Case Western Reserve University

Curriculum Vitae Rick A. Lopez

Associate Professor, Amherst College, Department of History & Program
in Environmental Studies

Education

Ph.D. Yale University, 2001.

B.A. Amherst College, 1993.

Books

Crafting Mexico: Intellectuals, Artisans & the State after the Revolution (Durham, NC: Duke University Press, Nov. 2010)

Co-edited with Beatriz Canabal, Aline Hemond, et al, *Moviendo Montañas: Transformando la Geografía del Poder en el Sur de México* (Chilpancingo, Guerrero: Colegio de Guerrero, 2003).

Articles

"Nature as Subject and Citizen: The Royal Botanical Expedition to New Spain (1787-1803),"

Environmental Histories of Modern Mexico, edited by Chris Boyer (forthcoming)

"The Noche Mexicana and the Exposition of Popular Art: Two Ways of Exalting Indianness," in *The Eagle and the Virgin: National Identity, Memory and Utopia in Mexico, 1920-1940*, edited by Mary Kay Vaughan and Stephen Lewis (Durham: Duke University Press, 2006). [Download PDF](#)

"Forging a Mexican National Identity in Chicago: Mexican Migrants and Hull-House, 1920-1937," *Pots of Promise: Mexicans, Reformers, and the Hull-House Kilns, Chicago, 1920-1940*, edited by Cheryl R. Ganz and Margaret Strobel (Chicago: University of Illinois-Chicago Press, 2004). [Download PDF](#)

"Visiones cartográficas de un Guerrero Bronco, 1791-1940," in *Moviendo Montañas: Transformando la Geografía del Poder en el Sur de México* (Chilpancingo, Guerrero: Colegio de Guerrero, 2003). [Download PDF](#)

"The India Bonita Contest of 1921 and the Ethnicization of Mexican National Culture," *Hispanic American Historical Review* 82(2) (May 2002): 291-328. [Download PDF](#)

"The Morrows in Mexico: Nationalist Politics, Foreign Patronage, and the Valorization of Mexican Popular Aesthetics," in *Casa Mañana: The Morrow Collection of Mexican Popular Arts*, ed. Susan Danly (Albuquerque: University of New Mexico Press, 2002). [Download PDF](#)

Manuscripts in Progress

Science, Nationalism, and Aesthetics in the Shaping of Mexico's Environmental Imagination (book monograph in progress).

Fascism á la Mejicana: Doctor Atl and his Network of Radical Nationalist Ideology (monograph in progress).

Distinctions

Faculty Research Award (FRAP), Amherst College, 2009.

J. Paul Getty Postdoctoral Fellowship in the History of Art & the Humanities, 2005-2006.

Class of 1952 Dean Eugene S. Wilson Faculty Development Fellowship, 2005.

Ford Foundation Diversity Fellowship, National Research Council (declined), 2005.

American Council of Learned Societies (ACLS) Fellowship (alternate), 2005

Faculty Research Award (FRAP), Amherst College, 2005.

Presidential Initiative grant to create the Interdisciplinary Study of Latin American Environmental History Curricular Project, Amherst College, 2004.

James Alexander Robertson Prize for Best article, American Historical Association (AHA) and Conference on Latin American History (CLAH), 2002.

Best Dissertation Prize by the New England Council of Latin American Studies (NECLAS), 2002.

Copeland Fellow in Residence, Amherst College, 2001.

Scholarly Presentations

"Researching Writing, and Teaching about Violence," Mexican Studies Committee Meeting, January 2010.
"Turning Your Dissertation into a Book," Presidential Roundtable, Annual Meeting of the Conference on Latin American History, January 2010.

"Visualizing Nature, Empire, and Nation in the Mexican Botanical Garden, 1787-1821," Annual Meeting of the American Historical Association, January 2010.

"Nature as Subject and Citizen in the Mexican Imagination (1787-1829)," Cornell University, 19 October 2009.

"Mexico's Historical Odyssey: In Search of Democracy and Development," Greenfield Community College, 16 October 2009.

"Natural History and National Identity in the Mexican Botanical Garden (1787-1829)," Yale University, 5 June 2009.

"Natural History and National Identity in the Mexican Botanical Garden (1787-1821)," Annual Meeting of the American Society for Environmental History, Tallahassee, FL, forthcoming March 2009.

"Transnational Markets, the National State and Local Power Struggles: The Laqueros of Olinalá, 1940-1970s," panel title: "Identity, Nation, and Beyond: A Comparison of Ethnicity and Political Activism in 20th-Century Mexico and Guatemala," Annual Meeting of the New England Council of Latin American Studies (NECLAS), Providence, RI, forthcoming October 2008.

Professional Activities

Chair, Mexican Studies Committee, Conference of Latin American History, 2010-2011.

Mellon 23 Grant workshop participant. "Collaborative workshop on Nature, Race, and Ethnicity: Curriculum and Pedagogy" (coordinated by Kathy Morse and Susan Burch of Middlebury College), 2010-2011.

Co-chair, Agrarian and Rural Studies, Latin American Studies Association, Toronto, 2010.

Co-organizer (with Mark Overmyer-Velazquez of the University of Connecticut and Gilbert Joseph of Yale University). Conference title: "Nuevas Fronteras: New Trends and Transformations in Modern Mexican History," with a focus on the methodological and conceptual frameworks shaping new directions in the study of culture and politics of Mexico. Yale University, May 2009, with major funding from the Edward J. and Dorothy Clark Kempf Fund.

Chair, Five-College Latin American Studies Coordinating Council, 2008-2009.

Executive Council Member, New England Conference of Latin American Studies, 2008-2009.

Organized a three day conference and workshop on Latin American Environmental History. Participants, other than myself: John Soluri, Cynthia Radding, Lise Sedrez, Myrna Santiago, Chris Boyer, and Emily Wakild, January 2007.

Amherst College Representative, Five-College Latin American Studies Coordinating Council, 2002-2005.

Co-organized a US Latino Studies Lecture series, created as part of an initiative to found a Latin American/US Latino Studies Program at Northwestern University, Evanston, IL, 2002-2003.

Co-organized an international interdisciplinary conference on violence and political marginalization in Southern Mexico. Conference title: "Moviendo Montañas: Transformando la Geografía del Poder en el Sur de México (Moving Mountains: Transforming the Geography of Power in Southern Mexico)," Acapulco, Guerrero, México, March 2001. Major funding provided by the Hewlett Foundation.

[Department of History](#)

23 Chapin Hall — [Amherst College](#) — Amherst, MA

(413) 542.5846 — ralopez@amherst.edu