In 1978 the Advisory Board of Deans established a modest program to encourage professional development among ACM faculty members. Since its inception, the program has sponsored numerous meetings, including recent gatherings of classicists, economists, Medievalists, and faculty in both American and environmental studies. Meetings can also center on interdisciplinary issues, such as past years’ grants in teaching Islam, media studies, and peace studies. Mathematicians, economists, and geologists have also developed a visiting scholar program, which allows individuals from one campus to visit other campuses for the purposes of professional discussion.

Disciplinary or cross-disciplinary groups are encouraged to submit brief proposals describing the proposed multi-campus activity (meeting, workshop, seminar, visiting scholar program) to the ACM office not later than February 15, 2008. Proposals should be two to three pages in length, and include:

- a clear description of the goals of the project;
- a description of the importance of the issues to faculty within a discipline or across a range of disciplines;
- an explanation of the outcome of the project, including how it will contribute to curricular aims of the ACM colleges;
- a preliminary agenda outlining the topics to be covered, the mode of interaction envisioned, and the outside speakers, if any, to be included;
- an indication that faculty in the host institution, and in other ACM institutions, have been involved in the planning.

Proposals should include a preliminary budget, which may include food and lodging for one participant from each college, administrative costs, and travel expenses and support costs for a visiting scholar. Each participating ACM college will pay travel costs for one person to attend a proposed meeting. Colleges may send more than one individual to meetings, but will have to bear the full costs of such participation. Ordinarily a request for funding should not exceed $1,500. Special consideration of expenses up to $2,000 can be given provided there is a compelling justification.

An endorsement by the dean should also be included. Faculty proposing projects should, if possible, indicate follow-up activities to signify that the project will have impact. Following the workshop, organizers will provide a report to the ACM office on the content and costs of the meeting.

Proposals received by February 15 will be reviewed by the Executive Committee of the Advisory Board of Deans and final recommendations will be submitted to the full Board at the March meeting. Sponsors of successful projects should know by April that support for the following academic year...
or summer will be available. We expect that three projects can be funded each year.
5/79  **ACM Historians’ Conference** (Beloit) ACM history faculty met to discuss the teaching of history and possible faculty visit exchanges within the consortium.

1977-79  **ACM Visiting Speakers Program for Economics** Economists from ACM colleges visited other ACM schools to speak on various topics in economics.

1979-80  **ACM Geologists Speakers’ Circuit** Geologists from ACM schools gave talks at other ACM institutions.

4/80  **ACM Librarians’ Conference** (Beloit) ACM librarians met to discuss usage, budgets, personnel, resources, statistics and future cooperation.

10/80  **ACM/GLCA Classicists’ Conference** (Lake Forest) ACM and GLCA faculty and students in classical studies met to share ideas, discuss mutual problems (present and future), and develop a network among departments.

10/81  **Creative Writing Conference** (Beloit) One teacher of creative writing from each ACM school was invited for an exchange of ideas and materials regarding the teaching of creative writing on ACM campuses, including workshops, panels and a public reading.

9/82  **Teaching Undergraduate Psychology** (Lawrence) One to two psychology faculty from each ACM school were invited to discuss departmental issues, pedagogy, and professional concerns regarding the teaching of undergraduate psychology.

3/83  **Teaching Non-Western Religions** (Macalester) One to two faculty members from each ACM school interested in the teaching of non-Western religions in small, liberal arts colleges, as well as faculty from some GLCA and Twin City area institutions, met to share experiences, learn of new resources, and discuss common concerns of teaching non-Western religions.

9/83  **Teaching About Post-War Japan** (Macalester) Conference for ACM and GLCA social scientists and humanists who wished to add components to their courses focusing on some aspect of the Japanese experience in the Post World War II era. (Co-sponsored by ACM/GLCA Japan Studies Program, Midwest Japan Seminar and ACM Professional Development Grant.)

10/83  **Anthropology, Liberal Arts, and General Education** (Beloit) One participant was invited from each ACM anthropology department to exchange information and ideas about the structure of anthropology programs in relation to the organization of general education on ACM campuses.

10/84  **Teaching Modern China** (Carleton and St. Olaf) Faculty from different disciplines, both specialists and non-specialists, met to discuss issues and pedagogy in teaching about modern China.

10/84  **The History of Science** (St. Olaf) One or two faculty from each ACM college discussed
issues related to the history of science and how the field can be presented in a liberal arts college curriculum.

ACM/GLCA Classicists’ Conference (Lake Forest) ACM and GLCA faculty met to review the status of the Classics at those institutions, to discuss current and future directions, and to investigate contemporary resources and directions in pedagogy and research.

Writing Across the Curriculum Programs: Theory and Practice (Lake Forest) From each ACM school, one or two faculty with involvement in Writing Across the Curriculum programs met to discuss the topic as it involves student placement, recruitment, and motivation of faculty, commentary on students' papers, writing in the disciplines, the role of writing/learning skills centers and administrative support for the programs.

Legal Studies in a Liberal Arts Context (Beloit) One or two faculty from each college from various disciplines who taught, or were interested in teaching, courses related to law, and a few, select faculty from law schools as speakers, met to discuss the structure, context, and pedagogy of law-related courses in a liberal arts context, and to form a network and possible faculty exchange.

Studying Peace Studies (St. Olaf) One or two faculty and students were invited from each ACM college to explore the scope and character of Peace Studies programs across the country, the changing complexion of Peace Studies programs, and curriculum development and pedagogy of Peace Studies.

Latin American Studies at ACM Institutions (Carleton and St. Olaf) ACM faculty in Latin American Studies, and guest speakers, met to exchange information and further strengthen Latin American Studies at ACM institutions. (Coordinated with Midwest Latin American Studies Association.)

Computers and the Teaching of Writing (Ripon) Two representatives from each ACM school were invited to meet and discuss the application of computer resources to writing development, including demonstrations, panel discussions, and hands-on experience.

ACM/GLCA Classicists’ Conference (Lake Forest) ACM and GLCA faculty met to build upon the insights of earlier Classicists’ conferences.

Theatre and the Liberal Arts (Beloit) Theatre faculty and others met to examine theatre as an integral component of a good undergraduate education; to consider the educational significance of theatre as a humanistic and artistic discipline; and to share interests, challenges and practical information in support of theatre programs.

Teaching About Technology in the Liberal Arts College (Macalester) Twenty representatives from ACM schools met to stimulate faculty interest and know-how about the design and teaching of courses that would advance technological awareness/literacy among liberal arts students.

Educational Studies and Liberal Learning (Knox) About a hundred people from thirteen ACM schools met to examine how liberal arts colleges can play a significant role in addressing the demand for good teachers in America's public schools. (Also funded by The Joyce Foundation)
11/91 **Languages Across the Curriculum** (St. Olaf) Teams of language faculty and other discipline faculty from nine ACM colleges met to share experiences and explore new directions in language learning across the curriculum.

6/92 **Computer Applications in Music** (Ripon) Forty-six participants from ACM, GLCA, and Wisconsin institutions met for presentations exploring various ways computers could be used in teaching and studying music, and to examine a variety of hardware and software related to the topic.

2/93 **Environmental Studies Conference** (Grinnell) The conference was organized around four main themes: environmental science, environmental ethics, environmental management, and environmental education and environmental activism. ACM faculty shared information on the variety of ways in which these areas are treated in the ACM.

9/93 **Teaching U.S. History** (Beloit) The workshop, attended by nine ACM U.S. history teachers, focused narrowly on U.S. history and specific ideas for teaching, including: teaching in the light of postmodernism and multiculturalism, reconsidering the primary narrative approach to U.S. history, sharing of syllabi, and common readings.

10/93 **ACM/GLCA Classicists** (Lake Forest) Nine ACM and eleven GLCA classicists met to continue their cross-consortial network, with working sessions ranging from the state of the Classics on their own institutions to pedagogy, Classics majors, curricula, and national policy.

6/94 **Writing in Multicultural Classrooms** (Colorado) Eight ACM participants focused on multiculturalism in relation to teaching writing by sharing ideas and bibliographies and developing implementation plans for their campuses.

9/94 **Teaching Institutional Economics** (St. Olaf and Carleton) In connection with the Veblen Symposium, sixteen ACM Economists learned pedagogy, shared ideas about teaching, and examined the challenges and advantages of teaching Economics in a liberal arts environment.

4/95 **Anthropology in the Liberal Arts** (Beloit) Thirteen ACM Anthropologists gathered to compare curricula, discuss effective ways of presenting anthropological perspectives, and plan a fall 1995 ACM/Ford Curriculum Workshop for Anthropologists in Colorado.

10/95 **Jewish Studies** (Macalester) The conference, held jointly with GLCA faculty and the Midwest Jewish Studies Association, allowed faculty to discuss common concerns, share ideas, and establish a network of communication around Jewish Studies issues.

3/96 **CICALS** (Lake Forest) ACM faculty participated in this regional workshop on Environment and Development in Africa, Latin America, and the Caribbean. Participants discussed issues of trade, the environment, sovereignty, biodiversity, land use, as well as art and literature and the environment.

3/97 **Challenge and Opportunity in the Undergraduate Economics Major** (Colorado) The conference allowed economists to gather and discuss shared interests regarding teaching economics on the undergraduate level. Issues discussed included revitalized curriculum, declining enrollments, and economics in the liberal arts.
6/97  **Statistical Education: An Interdisciplinary Approach** (Macalester) Twenty-four participants from eleven ACM colleges and at least five different disciplines exchanged examples and ideas about how to teach statistics to different groups of students, and considered the evaluation of text-books, the use of ICPSR, software and case studies.

10/97  **ACM/GLCA Classicists Conference** (Lake Forest) ACM and GLCA classicists continued their on-going discussion of curriculum, evolving student interests, and interest in a consortial program in Greece.

10/98  **Bibliographic Instruction: Indispensable or Irrelevant in the Age of Technology?** (St. Olaf) Ten ACM colleges were represented at the meeting, with sixteen participants from nine colleges and a group of seven from the host college. The participants concluded that issues of bibliographic instruction were important and there was a continuing need for dialogue between faculty and librarians to develop best approaches.

2/99  **ACM Pre-Healthcare Advisors** (Colorado) Advisors from six ACM colleges attended and engaged in a lively exchange outlining their common concerns and their different approaches to serving their students. (Meeting originally scheduled for 8/98.)

4/99  **ACM and GLCA Conference of Mathematicians** (Lake Forest) The workshop compared mathematics curricula and considered how the calculus reform movement has affected the entire curriculum. The workshop resulted in the creation of a website to encourage further communication and collaboration.

10/99  **Historical Perspectives on Black-Jewish Relations** (Knox) The workshop, originally scheduled for the spring of 1999 and moved to October, was canceled.

10/99  **Virtual Art – Real Questions** (Beloit) Participants discussed the integration of electronic media into the art curriculum and considered ways to incorporate technology into art instruction.

10/99  **Technology in the Teaching and Learning of Foreign Languages** (Beloit) The workshop considered the use of technology as a pedagogical tool, and examined demonstrations of new technology.

12/99  **Moving Women’s/Gender/Feminist Studies into the New Millennium** (Lawrence) Participants discussed how to effect curricular revisions in women’s, gender, and feminist studies in light of developments in scholarship over the past five to ten years.

2/01  **Integrating Global Feminism into the Women’s Studies Curriculum** (Colorado) In four major sessions, participants discussed methods for insuring the success of global feminism scholarship as a permanent part of the curricula at ACM colleges. Topics included research, curriculum, film, and study abroad programs and translation.
Redefining the 18th Century (Lawrence) Participants and panelists addressed issues of recent developments in 18th century scholarship across the humanities and fine arts. Members of the Lawrence Conservatory of Music presented an evening concert of vocal music that spanned the entire century.

ACM/GLCA/ACS Classicists Conference (Lake Forest) ACM and GLCA classicists, with two colleagues from ACS, continued their on-going discussion of curriculum, evolving student interests, and ideas on off-campus programs. The Classicists from ACS gave a presentation on their collaborative courses and project.

Shaping Teacher Education in the Information Technology Age (Lake Forest) Education faculty from ten ACM colleges participated in a discussion of the ways in which they are currently addressing technology and information literacy in their programs. The workshop included formal presentations, discussion, and planning for continued collaboration.

Whither Film and Media Studies? (Carleton) Participants discussed further development of ACM Media Studies Programs and considered definitions of the field, generating coherent programs, integrating critical studies and media production, and creating faculty education and development plans. The participants made valuable connections with their consortial colleagues and hope to reconvene in the future.

Exploring Interdisciplinary Thought, Discourse and Communication (Beloit) The workshop addressed the central question of how disciplinary structures and cultures exist within ACM institutions and how authentic interdisciplinary communication can be fostered. Twenty-two faculty attended from seven ACM colleges.

Prairies, Rivers, and Towns: Liberal Arts and the Pedagogy of Place (Ripon) This expanded workshop, with thirty-two faculty from twelve ACM institutions, provided an investigation of how courses in several disciplines integrated local sites into course design and student learning. A series of lively presentations demonstrated varied approaches to using the college location as a pedagogical resource.

Research and Pedagogy in Political Ecology: An Interdisciplinary Workshop on Environment and Development Studies (Macalester) Twenty faculty from eight ACM schools shared experiences and built a network of colleagues to enhance their teaching, research, and scholarship in political ecology. Faculty considered the development or reformulation of courses, as well as possibilities for collaborative research.

ACM Medievalists’ Conference (Beloit) This conference brought together faculty in a variety of disciplines whose research and teaching is primarily concerned with the Middle Ages, for both European culture and other parts of the globe during the centuries from 300 to 1500. The conference provided an opportunity to share experiences in teaching medieval topics in an interdisciplinary way and considered how to plan study abroad for students with interests in the Middle Ages.

Civil War Colloquium (Lawrence) The colloquium focused on incorporating interdisciplinary materials into the teaching of the Civil War and examined texts in history, art history, and literature. Participants devised strategies for broadening the ways in which students conceive of the Civil War.
10/05  **Strengthening Quantitative Reasoning: From Campus Conversations to Effective Curricular Reforms** (Carleton) The workshop centered on developing and implementing quantitative reasoning initiatives at ACM colleges. The workshop addressed efforts to improve student skills in quantitative reasoning and also considered how to engage faculty outside of quantitative areas in the effort to include quantitative reasoning in the curriculum. (Originally scheduled for April 2005.)

2/06  **Teaching Islam and Islamic Civilization** (Lake Forest) The conference explored an academically appropriate manner in which to teach Islam and Islamic Civilizations to college students. Faculty from a variety of disciplines discussed broadening the presence of Islam in the curriculum, Islamic Studies major, and resources for continued education on the topic—for both faculty and students.

Approved  **Global Citizenship** (Lawrence) The conference will examine and discuss the goals of Global or World Citizenship by addressing three questions. The conference will strive to determine what goals should be established for educating students for global citizenship. Consequently, it will identify how educational programs can achieve those goals and also consider faculty development initiatives to help student achieve those goals.