SWEET BRIAR
COLLEGE

April 4, 2015

Re: Dean of Honors College

Dear Dr. Ray and members of the Search Committee,

I am very interested in being considered for the position of Dean of Western Carolina University's Honors College. I believe that I would make an excellent candidate and would be able to lead this program with vision and enthusiasm. The mission of the University is well aligned with my personal ethos and values, and I have devoted my life to the student-centered purpose of thoughtful inquiry and responsible leadership within the larger community.

My letterhead announces my current affiliation with Sweet Briar College, and no doubt you are aware of the situation here, so I will not spend any time in this letter reviewing the *why* behind my leaving this lovely and remarkable institution. As you will see from my curriculum vitae (attached), I lead an academic life that might be described as eclectic – I teach in Chemistry and in the graduate Education program; I direct our successful and innovative Honors Program; I have responsibility for campus-wide program assessment (academic and non-academic); I maintain an active scholarly agenda that is supported through extramural funding; and I am deeply and passionately devoted to the development of community relationships, in particular those built on the convictions of improving STEM education and opportunities for girls. My position and tenure at Sweet Briar College have afforded me the freedom, over many years, to shape my career in this way. Your position announcement for the Dean of Honors was brought to my attention by a colleague, one who understands that, if I were to elect to leave my home here at Sweet Briar for any position, it would be for a full-time position in an Honors College. Thus this opportunity, at this time, seems quite serendipitous.

Over my 22 year career at Sweet Briar, I have participated in nearly every aspect of the academic enterprise and I have an in-depth understanding of the mission and operation of a small, private, liberal arts college. My experiences include budget oversight, personnel management, curriculum assessment, and development. The responsibilities outlined in your position description are well aligned with my experiences and interests, and I have an understanding of the liberal arts tradition that underscores my interest in education, broadly considered.

As the Director of the Honors Program at Sweet Briar College, I collaborate with a group of faculty (the Honors Committee), which has a faculty chair (the Chair of Honors), and is supported by an Associate Administrator. I greatly value the collegiality and input of these collaborators. Our committee includes a junior faculty member who directs our Honors Summer Research Program and leads our MARCUS program (the Mid-Atlantic Regional Conference for Undergraduate Scholarship), one of our signature events. Our MARCUS conference enjoys a very positive regional reputation and brings nearly 300 students and faculty to campus each fall semester to present and discuss undergraduate research and scholarship.

Our Honors committee is also tasked with reading competitive applications for scholarships, research, creative projects, and travel. In 2008-2009, I began to engage our Honors committee in conversations about new program initiatives aimed at increasing retention and better serving the College in recruitment. The resulting vision was articulated in a set of five Honors initiatives, including the creation of a First-Year Honors experience, a re-designed Honors curriculum that provides a new level of Honors recognition, the creation of an Honors Program Student Council, and the re-envisioning of a long-standing scholarship program, known as the Pannell Honors Scholars program. The Pannell program was redesigned to provide our top first year students with an opportunity to compete for funds to carry out a project of their own design during their sophomore year, with emphases on campus-wide connections to resources, and national and international travel opportunities. The Pannell scholarship program has proven to have synergies with our nationally-competitive external awards applications, our Honors Summer Research program, and our Senior Honors Thesis recognition. Our re-visioning process was fully implemented with the graduating class of 2014, students who were recruited under the new Program. These initiatives met *all* of the initial five-year program goals, including enrollment and completion targets. One of our students, Spencer Beall '14, was recognized, in the spring of 2014, by the Virginias Collegiate Honors Council as their inaugural *Scholar of the Year* awardee in a state-wide competition, and she is off to Georgetown Law this fall. I would hold her up as the best example of what our initiatives set out to accomplish in terms of a path for our very best students.

Advising is another an area of academic service in which I have considerable experience. My most recent advising work has been in helping prepare students for national awards. At our small college, we do not have very many students who apply for these awards; however, I have worked very closely with about twenty of our top students in applying for several national awards (including Fulbright, Rhodes, Marshall, Mitchell, Hertz, Boren, and the CIC Graduate Fellowship). Two of the first students I worked with were awarded Fulbright English Teaching Assistantships in Turkey. The one-on-one interactions I have had with these top students has been very rewarding and very interesting - especially since I have been able to learn about these various programs, their priorities, and our students. For at least 18 of my 22 years on the faculty, I have served as a first-year student advisor and I enjoy working with these new students to layout a path, learning about their goals and interests, and helping them to navigate their new environment. I have served as the academic advisor for the Biochemistry and Molecular Biology major for 20 of my 22 years; and for a number of years as the major advisor for Chemistry also. In addition to course and career advising, I have supervised a number of undergraduate Honors Thesis students in Chemistry, functioning in the primary advisor role. This involves a three-semester commitment to working with the thesis candidate one-on-one as she engages in an authentic research project culminating in a thesis defense in front of a committee that includes an external reader. I have also served on several Honors Thesis committees in the sciences. As Associate Dean and Director of Honors, one of my responsibilities is to facilitate and coordinate the Honors Thesis cohort each year across campus. In this role, I work with students, primary advisors, committee members, and department chairs to assure that everyone is informed about the processes, answer questions and facilitate needs. I find that being pro-active and transparent in regard to communications about expectations and progress is the best way to avoid and mitigate problems. I assure you that I have a passion for promoting and maintaining high academic standards, not only through our Honors Program but in my own teaching and scholarship as well. I'm very proud to say that my students have gone on from Sweet Briar College to the best graduate and professional schools in the country, including for example, Harvard, Princeton, Cal Tech, Duke, Notre Dame, Johns Hopkins, Ohio State, Arizona State, University of

Minnesota, UNC Chapel Hill, University of Virginia, Yale, Rutgers, Vanderbilt, University of Alabama Birmingham, and University of Illinois.

My background as a research scientist and two decades of teaching, scholarship, and research in science education provide me with an unusual combination of perspectives and skills. I have a long track record of success as a grant writer. I love working with a team of collaborators to envision a new project and develop the idea into a proposal. More to the point, I love seeing those ideas and plans come to fruition in a well-implemented project or initiative. I am a team leader, but I lead through action. I want my team members to see that I'm fully invested and working as hard and as creatively as possible toward our shared goals. As Dean of the Honors College, I would be looking to develop partnerships within the WCU community, absolutely; but I would also be interested in seeing how partnerships, leveraged by grant writing and external funding, could help the University meet its goals in service to the larger community. My experience has taught me that partnerships are forged when people are engaged in the collaborative and creative work of envisioning a new project or initiative.

My experience in higher education administration demonstrates that I have successfully managed multiple programs and projects simultaneously. It's not unusual for me to teach a class in the morning, meet with a student just after, run an assessment committee meeting over lunch, drive to Lynchburg to meet with teachers, principals, or the school administrators on our project steering committee in the afternoon, get back to campus in time for an Honors Program event or meeting, and run a help-session for a class in the evening. Managing multiple priorities, multiple budgets, multiple constituencies, to me, it is all in a day's work. I flourish in this environment.

While my faculty colleagues certainly do not "report" to me, and I am not their "manager," I will say that involving the entire faculty in meaningful program assessment, including assessment of majors, minors, general education, and department review, is one of the more challenging jobs that I have currently, and also one that many faculty and staff members have remarked that I do very well. Likewise I enjoy working across the campus to help develop useful program assessment plans. In this capacity, I currently work with 67 program heads, e.g., Campus Safety, Libraries, Health Services, Outdoor Programs, Student Housing, Junior Year in France, Athletics, Registrar, the President's Office, etc., including all academic departments as well. I administrate the review of annual program reports, working with our Assessment Committee, which provides feedback to programs in accordance with our campus-wide assessment guidelines. I work closely with our Director of Institutional Research and with an administrative assistant, in addition to the five faculty members and five staff members who serve on the committee. I also work closely with the faculty chair of our Instruction Committee to coordinate assessment of our general education program, and I facilitate the work of six ad-hoc committees (study groups) on various areas of our general education program (writing, quantitative skills, oral communications, etc.). In December 2013, I presented at the annual meeting of the Southern Association of Colleges and Schools Conference on Colleges, to share our work on writing assessment across our general education program, including the development of a rubric consistent with newly articulated learning goals, engagement of faculty in rating student writing, use of our newly implemented ePortfolio system to capture evidence of student work, and cumulative results after seven semesters of data collection and analysis.

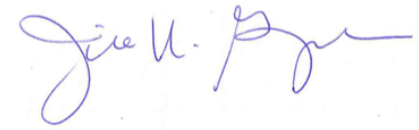
Personally, I have a deep commitment to women's education, particularly to encouraging and supporting girls in science and math. I voluntarily (and as an overload) teach a Service Learning course in order to involve our undergraduate science students in our larger community. Working

with my Service Learning students, we host a regional science fair for Amherst County children in grades 4-8, and a Brownie (Girl Scout) Science Try-It Day. Over the years, more than 3000 children have participated in these events. I have been an active member of Iota Sigma Pi, the National Honor Society for Women in Chemistry, and, having helped to establish a chapter here in the Lynchburg area, I served as the President of the Lynchburg Area chapter for 12 years, and served for three years on the National Council as Student Awards Chair. Recently I was also a consultant on a national project funded through the National Science Foundation's ADVANCE program. In this project, I was involved in an alliance of women science, technology, engineering, and math professors from primarily undergraduate institutions, aimed at identifying institutional practices and policies that support women in the academy.

I value collaboration and enjoy working with other people of common interests and purpose. I value diversity in all of its forms. I have a laid back personality, a good sense of humor, and a high "chaos coefficient" – all honed skills from raising four active children. My oldest son is a recent graduate from Roanoke College; my older daughters are students at Goucher College and the College of William and Mary; and my youngest is a high school student in the public school system. I enjoy working with young people and have a flexible attitude when it comes to working with them. I understand their schedule limitations and am very willing to be accommodating. Further, I enjoy participating in student-centered and student-led activities on and off campus. I would be eager to talk with the Honors College students at WCU to learn about their traditions and ideas for new programs and events. I am energized by the idea of your all-student Board of Directors, very interested in how that works, and, if invited to campus, I would hope to have a substantial amount of time to meet with the leaders of that group.

Thank you for your consideration of my application for this position.

Sincerely yours,



Jill Nelson Granger
Associate Dean of Academic Affairs and Professor of Chemistry
Sweet Briar College
[redacted]

Jill Nelson Granger

Dean's Office: [redacted]
Chemistry Office: [redacted]
Home: [redacted]
Email: [redacted]

EDUCATION

Purdue University, W. Lafayette, IN Ph.D. Analytical Chemistry, July 1993.
Butler University, Indianapolis, IN B.S. Chemistry, *cum laude*, ACS Endorsement, May 1988.

PROFESSIONAL EXPERIENCE

Sweet Briar College, Sweet Briar, VA

Associate Dean of Academic Affairs — July 2007 - present

Areas of Responsibility: Director of The Honors Program; administrative oversight of Academic Resource Center (7/2007 – 6/2010); Chair of Assessment Committee (responsible for college-wide program assessment); Chair of External Awards; member of various administrative committees (including Eligibility, Orientation, Retention, Chairs Council), and coordination of the ePortfolio working group.

Department of Chemistry

Chair	July 2005 – June 2007
Professor	July 2005 – present
Associate Professor	July 1999 – 2005
Assistant Professor	July 1993 – 1999

Purdue University, West Lafayette, IN

Research Assistant — May 1989 – Jan 1990 and May 1990 to Aug 1993

Research in the field of antisense DNA, structural studies using high field multi-dimensional NMR techniques. Synthesis and purification of dithiophosphate oligonucleotides. Operation of Varian 600 MHz, 500 MHz, and 200 MHz NMR Spectrometers, HPLC, CD, UV-Vis Spectrophotometer, IRIS 25S-4D workstation with AMBER and MIDAS software, SUN 4/110 workstation with VNMR software.

Teaching Assistant — Aug 1988 – May 1989 and Jan 1990 – May 1990

Classes included *Spectroscopic Methods* and *General Chemistry*. Responsible for preparation of recitation lectures and exercises, one-on-one tutoring, grading of coursework, and training in laboratory techniques.

Ph.D. Thesis Title: *2D NMR, Structural analysis and physical properties of dithiophosphate DNA analogs.*
Committee: David G. Gorenstein, R. Graham Cooks, F. Regnier, and C. R. Leidner

Merrell Dow Pharmaceuticals, Indianapolis IN

Co-op (Student Research Assistant) — May 1987 – Aug 1988

Research and Development. Research in the molecular biology group included assaying of various potential chemotherapeutic agents against reverse transcriptase. Utilized cell culture techniques in the growth and maintenance of HeLa cells.

HONORS and AWARDS

2011 - Virginia Math and Science Coalition, a *Programs that Work* award *"in recognition of the significant work invested in the design and implementation of their program, Inquiry Approaches to STEM Professional Development for Grade 3-8 Teachers, and its impact on mathematics and science education."*

HONORS and AWARDS (continued)

2007 - Selected as a Participant in NSF ADVANCE project "Collaborative Research on Horizontal Mentoring Alliances", Kerry Karukstis (Harvey Mudd College, PI), a project that tests horizontal mentoring for senior women faculty in Chemistry and Physics in liberal arts colleges.

2007 - American Association of University Women of Virginia, *The 2007 Education Advocate of the Year*.

2000 - Virginia Math and Science Coalition, a *Programs that Work* award in recognition of the project "Achieving Science SOLs with a Hands-On Approach."

1994 - Mednick Fellowship from the Virginia Foundation for Independent Colleges.

1992 - General Electric/Purdue Foundation teaching Incentive Award.

1991 - Monsanto, Phi Lambda Upsilon Travel Award.

1990 - 1993 - NIH Cancer Center Training Grant.

SELECTED PUBLICATIONS

Work in Progress: Textbook project under contract with Oxford University Press. Scheduled for press in 2016. CoAuthor and primary writer for five chapters.

Hank Yochum, Arlene Vinion-Dubiel, Jill Granger, Lynne Lindsay, Theresa Maass, and Sarah Mayhew, "Electromagnetic Induction: an inquiry investigation about electromagnetism helps students understand and use scientific and engineering practices," Science and Children, Vol. 51, No. 2, 2013.

Ruth Beeston, Jill Granger, Darlene Loprete, Leslie Lyons, and Carol Ann Miderski,," Support from Academe: Identifying Departmental and Institutional Resources, Policies, and Infrastructure to Support Senior Women STEM Faculty," ACS Symposium Series, Vol. 1057, *Mentoring Strategies To Facilitate the Advancement of Women Faculty.* January 1, 2010, 95-105.

Jill Nelson Granger, Nucleic Acids By Shawn Doonan (University of East London). Royal Society of Chemistry, Cambridge. 2004. vi + 185 pp. ISBN 0-85404-481-7. (Book Review), *Journal of Natural Products*, 2006, 69 (4), p 726.

Jill Nelson Granger, "Introducing Spectrophotometry in Grades 6-12 Using a College-Based Spectrophotometer Loan Program", Spectroscopy Letters, Vol. 37, No. 2, pp. 159-1717, 2004.

J. Micah North, Michael H. Wilson, Terrie H. Luong, Stephanie J. Garcia, Kelly del Campo, Jill Nelson Granger, Karl D. Sienerth, Michael Sabat, and Robert M. Granger, "Synthesis, and Characterization of the First Homoleptic Diimine Complex of Pt(IV): [Pt(1,10-phenanthroline)3][PF6]4", Journal of Undergraduate Chemistry Research, Vol. 1, No. 3, pp. 95-100, 2002.

J. N. Granger, "Achieving Science SOL with a Hands-On Approach", The Journal of Mathematics and Science: Collaborative Explorations, Vol. 3, No. 2, pp. 69-80, 2000.

Robert M. Granger, Jill N. Granger, Kelly del Campo, Molly B. Becherer, and Phillip E. Fanwick. "Synthesis and Crystal Structure of Tetrachloro(1,10-phenanthroline)platinum(IV)," Virginia Journal of Science, Volume 50, Number 1, Spring 1999.

D. G. Gorenstein, C. Karslake, J. N. Granger, Y. Cho, and M. E. Piotto. "DNA-The Ultimate Phosphorous Polymer: 31P One and Two Dimensional NMR Spectroscopy of Oligonucleotides and Protein-DNA Complexes," ACS Symposium Series No. 486, Phosphorous Chemistry: Developments in American Science, (E.N. Walsh , E. J. Griffith, R. W. Parry and L. D. Quin, editors), 1992, Chapter 16, pp. 201-217.

M. E. Piotto, J. N. Granger, Y. Cho, N. Farschtschi, and D. G. Gorenstein. "Synthesis, NMR and Structure of Oligonucleotide Phosphorodithioates," Tetrahedron, Symposium in Print on Bioorganic Chemistry (D. Boger, Ed.), 47, 2449-2461, 1991.

M. E. Piotto, J. N. Granger, Y. Cho and D. G. Gorenstein. "^{1}H 2D Nuclear Magnetic Resonance Spectra of Oligonucleotide Phosphorodithioate, d(CGCTpS_2^-TpS_2^-AAGCG). An Unusual Hairpin Loop Structure," Journal of the American Chemical Society, 112, 23, 8632-8634, 1990.

SELECTED PRESENTATIONS

STEM4Teachers.org – is our web-based teacher resource publication for inquiry teaching in the STEM fields. We publish project information as well as featured K-8 classroom lessons written by Central Virginia teachers.

Jill Nelson Granger, Hank Yochum, Arlene Vinion-Dubiel, "Identifying Quality Inquiry-based STEM Lessons," Virginia Association of Science Teachers, Norfolk VA, November 2014.

Jill Nelson Granger, et al. "Assessing Writing in the General Education Program," Southern Association of Colleges and Schools (SACS) annual meeting, Atlanta GA, December 2013.

Jill Nelson Granger and Arlene Vinion-Dubiel, *panelists on* "Job-Embedded Professional Learning / Professional Learning Communities," Mathematics and Science Partnership Conference, Washington DC, September 2013.

Jill Nelson Granger, et al. "Assessing STEM lessons: Use of lesson plan analysis to measure the level of inquiry in lessons developed in a teacher professional development program"; Gordon Conference on Chemistry Education Research and Practice, Davidson College, June 26 – July 1, 2011.

Jill N. Granger, et al. "Science is a verb: Engaging teachers in classroom inquiry", symposium on MSPs: How K-12/College Partnerships Have Improved Chemistry Instruction;" 21st Biennial Conference on Chemistry Education, University of North Texas, August 1-5, 2010.

C.A. Miderski, R. Beeston, L. Lyons, D. Loprete, J. Granger, "Model approach for mentorship involving senior women chemistry faculty at liberal arts colleges," Symposium on Successful Mentoring Strategies to Facilitate the Advancement of Women Faculty, American Chemical Society National Meeting, SanFrancisco CA, March 21-25, 2010.

Jill Nelson Granger, et al. "Overcoming the Energy Barrier: Chemistry as a Catalyst in the Development of a Learning Community", Gordon Conference on Chemistry Education Research and Practice, Colby College, June 21 – June 26, 2009

Jill Nelson Granger, "Creating a Learning Community: Sharing Faculty Expertise with a Wider Audience", Professors Teaching Teachers: How Should Chemistry Faculty Participate in Teacher Education, Biennial Conference on Chemistry Education, July 28, 2008.

Jill Nelson Granger, "Pre-service elementary teacher education in the sciences: Teaching chemistry by inquiry", Professors Teaching Teachers: How Should Chemistry Faculty Participate in Teacher Education, Biennial Conference on Chemistry Education, July 28, 2008.

Jill N. Granger, "Chemistry 'By Inquiry' For the Future Elementary Teacher", Gordon Research Conference on Chemistry Research and Practice, Connecticut College, New London CT, June 2005

Jill N. Granger, Hank Yochum, Michael Bentley, "Making Science Professionally Relevant For Future Elementary School Teachers: Development Of A Standards-Driven, Inquiry-Based Science College Curriculum For Pre-Service Teachers", Lilly Conference on College Teaching, Miami University, Oxford OH, November 2003.

Jill N. Granger, Robin Davies, and Hank Yochum, "Light, Color, and Energy Activities for Grades 6-12", Virginia Association of Science Teachers (VAST) annual meeting, Portsmouth VA, November 2003.

Jill Nelson Granger, "Introducing Spectrophotometry in Grades 6-12 Using a College-based Sectrophotometer Loan Program". Federation of Analytical Chemistry and Spectroscopy Societies (FACSS) national meeting, Providence, Rhode Island, October 12-15, 2002.

Jill N. Granger, Robin Davies, Jim Alouf. "Achieving Science SOLs with a Hands-On, Inquiry-based Approach", Virginia Math and Science Coalition (VMSC), "Programs That Work" Conference, March 2000. (invited talk and poster)

Jill N. Granger, Robin L. Davies, Scott D. Hyman, and Thomas P. Loftus, "Affecting a Cultural Change at a Small Liberal Arts College Through Research Programs in the Sciences", Southeast Regional Meeting of the American Chemical Society (SERMACS), Knoxville, TN October 19, 1999.

M. E. Piotto, J. N. Granger, Y. Cho, N. Farschtschi and D. G. Gorenstein, "Synthesis, NMR and Structure of Oligonucleotide Phosphorodithioates", National American Chemical Society Meeting, New York, New York, August, 29, 1991.

Grants – External

DNA Research (1993-1999): External Awards for DNA Research Projects = $201,395

- National Science Foundation, Instrumentation for Laboratory Improvement Grant (NSF-ILI), "High Pressure Liquid Chromatography Experiments in the Undergraduate Laboratory", $36,000 award granted in May 1994. Journal of Chemical Education, vol. 71, October 1994, A244-A251.
- Virginia Academy of Science, Small Project Research Grant, "Synthesis of Novel Organoplatinum(IV) compounds and DNA Binding Analysis", $1145 award granted in May 1995.
- Thomas F. Jeffress and Kate Miller Jeffress Memorial Trust Award, "Dithiophosphate DNA: Studies on their Purification and Anti-Viral Activity", $15,000 award granted in May 1996.
- National Institutes of Health, Academic Research Enhancement Award (NIH-AREA), "Applications of Dithiophosphate DNA Analogs", a collaborative project with Dr. Robin Davies, Sweet Briar College, $114,000 award granted in June 1996.
- Thomas F. Jeffress and Kate Miller Jeffress Memorial Trust Award, renewal award for "Dithiophosphate DNA: Studies on their Purification and Anti-Viral Activity", $10,000 award granted in May 1997.
- co-investigator, Thomas F. Jeffress and Kate Miller Jeffress Memorial Trust Award, "Synthesis and Characterization of a series of platinum(IV)diimene complexes", awarded to principal investigator Robert M. Granger, Virginia Military Institute, $14,000 award granted in May 1997. This award covered my expenses to travel to the University of Mississippi Medical Center to work with Dr. Jonathan B. Chaires during the summer of 1997 to learn more about measuring DNA binding of metal complexes.
- Thomas F. Jeffress and Kate Miller Jeffress Memorial Trust Award, renewal award for "Dithiophosphate DNA: Studies on their Purification and Anti-Viral Activity", $10,000 award granted in May 1998.
- Virginia Academy of Science, Small Project Research Grant, "Dithiophosphate DNA: Studies on their Purification and Anti-Viral Activity", $1250 award granted in May 1998.

Grants – External

Science Education Research and Practice (1999-2014): External Awards for Science Education Research and Teacher Professional Development Projects = $2,091,299

- State Council of Higher Education for Virginia (SCHEV) Dwight D. Eisenhower Professional Development Program, "Achieving Science SOLs with a Hands-On Approach", $50,417 awarded in January, 1999.
- Gwathmey Trust, "Achieving Science SOLs with a Hands-On Approach", $12,000 awarded in June, 1999.
- The Camille and Henry Dreyfus Foundation, "Real World Science Laboratories for Grades 6-12", $30,000 awarded in January 2000.
- State Council of Higher Education for Virginia (SCHEV) Dwight D. Eisenhower Professional Development Program, "Achieving Science SOLs with a Hands-On, Inquiry-based Approach", $64,283 awarded in January, 2000. Co-PIs Robin Davies and Hank Yochum.
- National Science Foundation, Course, Curriculum and Laboratory Improvement Grant (NSF-CCLI), "A Standards-Driven, Inquiry-Based Science Curriculum for Future Elementary School Teachers", $54,000, Spring 2002. Co-PIs David Orvos, Hank Yochum, and Rebecca Ambers.
- State Council of Higher Education for Virginia (SCHEV) Dwight D. Eisenhower Professional Development Program, "Achieving Math and Science SOLs with a Hands-On Approach", $40,000 awarded in January, 2001. $16,333 supplement awarded in June 2002.
- State Council of Higher Education for Virginia (SCHEV) Dwight D. Eisenhower Professional Development Program, "Concept & Connection: Hands-On Science and Math for K-5", $59,756 awarded in January, 2002.

- Gwathmey Trust, "Using Spectrophotometry to Achieve Science and Technology SOLs in Grades 6-12", $15,000, awarded in May, 2003. Co PIs Robin Davies and Tim Loboschefski
- State Council of Higher Education for Virginia (SCHEV) No Child Left Behind Title II, Part A, Improving Teacher Quality,"Essential Concepts for Quality Instruction: Hands-On Investigations", $71,528 awarded in June, 2003.
- State Council of Higher Education for Virginia (SCHEV) No Child Left Behind Title IIA, Improving Teacher Quality, "Investigate and Understand: Math and Science by Inquiry", $122,324 awarded in June 2004.
- State Council of Higher Education for Virginia (SCHEV) No Child Left Behind Title IIA, Improving Teacher Quality, "Inquiry Approaches to Math and Science: Grades 3-8", $142,705 awarded in June 2005.
- State Council of Higher Education for Virginia (SCHEV) No Child Left Behind Title IIA, Improving Teacher Quality, "Inquiry Approaches to Math and Science: Grades 3-8", $191,787 awarded in June 2006.
- State Council of Higher Education for Virginia (SCHEV) No Child Left Behind Title IIA, Improving Teacher Quality, "Inquiry Approaches to Math and Science: Grades 3-8", $177,983 awarded in June 2007.
- State Council of Higher Education for Virginia (SCHEV) No Child Left Behind Title IIA, Improving Teacher Quality, "Inquiry Approaches to Math and Science: Grades 3-8", $200,063 awarded in June 2008.
- Gwathmey Trust, "Synergy in the Classroom: Integrating Science with Math and Reading," $14,602; June 2009.
- Busan (Korea) Institute of Gifted Education, Summer Institute for Visiting Teachers, "Inquiry Teaching in STEM Fields", $12,000, August 2009.
- State Council of Higher Education for Virginia (SCHEV) No Child Left Behind Title IIA, Improving Teacher Quality, "Developing Experts and Advocates of Inquiry Teaching", $116,204 awarded in June 2010.
- Virginia Department of Education, Math and Science Partnership, "Central Virginia Collaborative for Developing STEM Lessons to Improve Learning in Grades 4 and 5" $199,502 awarded February, 2011.
- Virginia Department of Education, Math and Science Partnership, "Introduction to Inquiry: A Professional Development Model to Reform Teacher Practice" $137,726 awarded March, 2012.
- Virginia Department of Education, Math and Science Partnership, "A Successful Teacher Development Model for Inquiry Teaching in STEM," $181,760 awarded in March, 2013.
- State Council of Higher Education for Virginia (SCHEV) No Child Left Behind Title IIA, Improving Teacher Quality, "Expanding Inquiry Teaching in STEM Across Central Virginia," $181,326 awarded in June 2014.

Grants – Internal

Internal Awards for Research, Student Research Support, and Travel = $35,916 (in total, 1993-2011)

Examples:

- Sweet Briar College Faculty Grant-in-Aid, $1222, November 1993.
- Mednick Fellowship, from the Virginia Foundation for Independent Colleges, $250, March 1994.
- Lectures Committee Award, Sweet Briar College Lectures Committee, $1152, April 1995.
- Sweet Briar College Faculty Grant-in-Aid, $4,478, April 1998.
- Sweet Briar College Faculty Grant-in-Aid, $3,100, April 2000.
- Sweet Briar Summer Honors Research Fellow, Faculty Sponsor, Kathryn Davis, $5,500, Summer 2003.
- Sweet Briar College Faculty Grant-in-Aid, $3,657, December 2011.

Courses Taught

Undergraduate, CHEM and HNRS courses:

Advanced Lab I and II
Analytical Chemistry
Biochemistry, I and II
Biochemistry of Human Nutrition
Chemistry by Inquiry
Chemistry for the Liberal Arts, I and II
General Chemistry, I and II
General Chemistry Laboratory, I and II
Honors: Cancer
Honors: Drugs
Honors: Molecules
Honors: Topics in Contemp. Science
Instrumental Methods of Analysis
Intermediate Laboratory, I and II
Service Learning in Science Outreach

Graduate Level, EDUC courses:

Inquiry Approaches to Math and Science
Inquiry Design and Methodology
Inquiry Implementation and Assessment
Inquiry Methods in Math and Science
Introduction to Inquiry
Chemistry by Inquiry: Art and Science
Physical Science by Inquiry: Light and Energy

Campus Committee Responsibilities

Admissions Committee, 1995-1999, 2005-2012

Academic Advising (Average 14 advisees per year from 1993-1999; Average 10 advisees per year 2000-2005)
- Biochemistry and Molecular Biology Majors, 1994-1999, 2003-2010, 2011-present
- First and Second Year students, 1994-1999, 2004-2009, 2011-present

Board of Directors
- Enrollment Committee, 1995-1998
- Educational Programs Committee, 2005 - 2007
- Development Committee, 1998 - 2001

Club: Faculty Advisor
- ACS Student Affiliate Chapter at Sweet Briar, 1994-2007, 2010-2012
- Sweet Briar Bum Chums, 1994-1998.
- Helped to schedule Campus Blood Drive, spring 1997

Committee for Academic Computing, 1994-1996

Environmental Studies Advisory Board and Search Committee, 1994-95 and 1995-96

Executive Committee of the Faculty, 1996-1997

Faculty Grants Committee, 1995-1999
- Chair, Spring 1999

Faculty Senate, 2001-2003

Lectures and Events Committee, 2003-2006
- Co-Chair, 2003-2004 and 2004-2005

Maria Crawford Society, campus group organized to support student needs, 2012-present

Personnel Committee, 2004-2007 and 2011-2014

Presidential Advisory Task Force on Hazing, Spring 1998

Retention and Quality of Experience working group, 2009-2013

Safety Committee, 1994-1997

Search Committees (outside of Chemistry):
- Director of Environmental Studies
- Librarian, Head of Technical Services
- Dean of Co-Curricular Life
- Admissions Counselors
- Vice President of Development
- Director of the Academic Resource Center
- Honors Faculty Fellow

Science Initiative Committee, Chair 2010 to present

Steering Committee, “Women Succeeding the Sciences" Conference, 1996-1997

Teacher Education Advisory Committee, 1994-1995, 2005-2007

Professional Affiliations

Council Undergraduate Research

The American Chemical Society (ACS)

Secretary of the Virginia Blue Ridge Section, 1998-1999

The Virginia Academy of Science (VAS)

The Virginia Association of Science Teachers (VAST)

American Association of University Professors (AAUP)

American Association of University Women (AAUW)

Iota Sigma Pi, National Honor Society for Women in Chemistry

National Council, Director of Student Awards, 2011-2014

President, Lanthanum Chapter (Lynchburg, VA area) 1998-2010

Lanthanum chapter chartered in Spring 1998.

Honorary member of Alpha Lambda Delta, inducted 1997.

Project Kaleidoscope, Faculty for the 21st Century, Class of 1998

Women Education Leaders of Virginia, regional leadership group since 2010

National Science Teachers Association (NSTA)

Personal Interests and Community Involvement

Girl Scouts – Virginia Skyline Council
Troop Leader, Troop #544:
Daisies 2001-02, 2004-05; Brownies 2002-2007; Juniors 2004-2011, Cadettes 2011-2013

Amherst United Soccer Club – Adult Volunteer (2007-2010)

Cub Scouts – Pack #43, Amherst Virginia

Advancement Chair, 2000-2002

Madison Heights Youth Baseball Association "A" League, Team Mom, spring and summer 2000.

Perrymont Elementary School Career Day, May, 1999

Lynchburg Regional Science Fair Judge, 1994 and 1996. Keynote address, 1997.

Emmanuel United Methodist Church – Member, volunteer (1993 – present).

Elon Elementary School, PTO Volunteer and School Improvement Committee. Volunteered numerous times in the classroom and for special school functions and fund raisers, including assisting students preparing for the Young Author's program, chaperone for school field trips, and working with teachers to do science experiments in the classroom. (1997 - 2011)

Monelison Middle School MVP's, parent booster organization. Assisted with student registration, providing materials for classroom, fund raisers, social events, field trips. (2003 – 2012)

Amherst County High School, PTO Volunteer. Assist with teacher appreciation luncheons, other events on request. (2006 – present)

Press

Quoted in: New York Times, "Small, Yes, but Mighty: The Molecule Called Water," July 10, 2007, by Natalie Angier.

Quoted in: The Chronicle of Higher Education, "Is Having More Than 2 Children an Unspoken Taboo?" June 30, 2009 by Robin Wood.

Chapter in: H_2O – The Mystery, Art, and Science of Water. http://witcombe.sbc.edu/water/chemistry.html
The site was selected by the National Science Teachers Association (1999-2002) as a "SciLinks" destination. This website is cited frequently on the internet.

References for Jill Nelson Granger

I have provided names and contact information for ten references and have created the list to provide a broad spectrum of perspectives and work-related relationships. I would happily provide additional names as needed, particularly if you have specific questions about specific aspects of my prior work. - Thank you.

1. Jonathan D. Green
   Provost and Dean of the Faculty
   Illinois Wesleyan University
   Bloomington, IL 61701
   [redacted]

2. Amy Jessen-Marshall
   Vice President of Academic Affairs and
   Dean of the Faculty
   Sweet Briar College
   Sweet Briar, VA 24595
   [redacted]

3. Hank Yochum
   Director of the Margaret Jones Willie '45
   Engineering Program and
   Professor of Physics
   006 Guion Science Center
   Sweet Briar College
   Sweet Briar, VA 24595
   [redacted]

4. James L Alouf
   Professor of Education, Emeritus
   (*and former Director of the Graduate Education Program)*
   P.O. Box 483
   Ivy, VA
   [redacted]

5. William Kershner
   Division Director of Performing Arts
   202 Babcock Theatre
   Sweet Briar College
   Sweet Briar, VA 24595
   [redacted]

6. John Gregory Brown
   Director of the Creative Writing Program
   Department of English and Creative Writing
   204 Fletcher
   Sweet Briar College
   Sweet Briar, VA 24595
   [redacted]

7. Cathy Gutierrez
   Professor of Religion *(and former Associate Dean of Academic Affairs)*
   203 Pannell
   Sweet Briar College
   Sweet Briar, VA 24595
   [redacted]

8. Christy Cole
   Director of Institutional Research
   Fletcher Hall, Box 1053
   Sweet Briar College
   Sweet Briar, VA 24595
   [redacted]

9. Julie Hemstreet
   Honors Program Associate Administrator
   Sales Building, Honors Center
   Sweet Briar College
   Sweet Briar, VA 24595
   [redacted]

10. Raina Robeva
    Professor of Mathematical Sciences
    A204 Guion Science Center
    Sweet Briar College
    Sweet Briar, VA 24595
    [redacted]

Statement of Philosophy on the Role of an Honors College
within Western Carolina University

Jill Nelson Granger
4/4/2015

The National Collegiate Honors Council (NCHC) provides a description of an Honors College that is "fully developed" in terms of basic characteristics. The NCHC's descriptors can useful for identifying programmatic points of distinction as well as fundamental features that help to define a program as essentially "honors." Likewise, the NCHC's best practices can help to focus resources on important priorities and goals. I have served as an external reviewer for the Honors Programs at DePauw University and Hampden-Sydney College, and these experiences, along with my work in the Honors Program at Sweet Briar College, have helped to form my personal philosophy about the role of Honors in the shifting landscape of higher education today.

In the simplest description, an Honors College serves to attract and retain top students by providing these high-achievers with challenging academic opportunities and enrichment through academic and co-curricular life. But it's not really that simple. Honors Colleges help to create and sustain a campus culture that values and celebrates curiosity, inquiry, engagement, and challenge, and they help to cultivate the habits of mind that lead to life long success – things like persistence, metacognition, creativity, empathy, and application. These learning essentials are mission-central for an Honors College, boosting its value to the larger institution and extending its impact beyond the honors student cohort to the whole of the campus and the larger community. Thus a more inclusive description of an Honors College will acknowledge its importance in maintaining and nurturing a campus culture that is highly engaging for all.

The Honors College also bears the responsibility for setting the bar when it comes to establishing expectations for excellence. This applies across the entire sphere of programming; from student performance to teaching, in and outside the classroom, an Honors College is defined by and judged by its ability to deliver on excellence. Because of this responsibility, Honors Colleges should be beyond reproach when it comes to data-driven assessment of outcomes and performance, and should likewise demonstrate an ethos of continuous improvement. As one of my mentors used to say in regard to program evaluation, "Terminal contentment is not an option."

An Honors College, as part of a larger more complex research university, can also provide its students with many of the educational values – such as small class sizes, personal attention, the opportunity to develop close personal relationships with faculty and staff, individualized class content, course structures and research opportunities, and a closely coordinated academic and co-curricular life – values that are associated with a smaller college environment, within and alongside the extraordinary opportunities that exist within the research university structure. Not only does this integration (of small and large, of intimate and corporate, of undergraduate and graduate) help to provide affordability for families, but it also helps to make this student-enhanced educational environment available to students who would never consider a smaller college. Thus the Honors College helps to round-out and diversify the academic options and landscapes available to students today.

Finally, an Honors College, at its core, is not merely defined by opportunities of enrichment, but is also defined in terms of its ability to foster and reward *initiative*. Honors programming should be a natural springboard for student leadership to emerge; including personal leadership, classroom leadership, and extracurricular leadership. I believe that Honors should offer up a myriad of opportunities to students, opportunities to which honors students will avail themselves, rather than a more restrictive or regimented inflexible set of program requirements. Through quality programs that are in tune with student interests and which offer a diverse array of choices, students can make informed decisions about how Honors can best help them to meet their own personal goals, and help them to reach beyond the familiar. Thus it is essential that Honors continuously work to develop a climate that fosters inclusivity, personal responsibility, mutual respect, broad-mindedness, and student empowerment within a built structure in which it is safe to take intellectual risks, and it is acceptable to stretch out of one's comfort zone into a new area. Top quality advising plays a key, supporting role. Honors should celebrate milestones of initiative and accomplishment, which lead to life-long learning and an educated citizenry.

The Honors College at WCU looks to be an exemplar based on the NCHC guidelines and the materials available to me as an outsider. I would be eager to find out more from those in the program and discuss goals and ideas for the future.