Appendices

A. Organizational Chart, Office of the Dean of the Faculty, November 2012
B. Students Graduating with Departmental Honors, 2012
C. Department and Program Reviews
D. Internal Grants Awarded to Faculty in 2011-2012
E. External Grants for Academic Programs Active in 2011-2012
F. Grants and Fellowships Awarded to Students in 2011-2012
G. Graduate Fellowships Awarded to Students and Alumni in 2011-2012
H. Exhibitions, Bates College Museum of Art, 2011-2012
I. Highlights of the Athletics Program, 2011-2012
J. Faculty Hired in 2011-2012 for the 2012-2013 Academic Year
K. Endowed Professors
L. Selected Collaborations, Bates College Imaging and Computing Center, 2011-2012
H. Exhibitions, Bates College Museum of Art, 2011-2012
Introduction

It is my pleasure to introduce this report of the activities of the Office of the Dean of the Faculty in the 2011-2012 academic year and into the fall semester of 2012. Its purpose is twofold. First, the report is designed to inform trustees, faculty, staff, and interested students about the range of our work in the dean’s office. Second, it offers an overview of the values, goals, and functions of the dean’s office for President Spencer, the dean’s search committee, and prospective candidates for the position of vice president for academic affairs and dean of the faculty.

I am honored to be serving as vice president for academic affairs and dean of the faculty in 2011-2012 and 2012-2013, while the college welcomes a new president who will work with faculty and staff to conduct a national search for a new dean. As an alumna and a member of the biology faculty, I have been able to experience this remarkable institution from many different perspectives. As a student, I was introduced to a world of ideas and ways of thinking that were literally life-changing. As a professor, I have worked with some of the brightest young adults of our day, students who have gone on to make important contributions in our world. As a scholar, I have had the support of the college in pursuing a research program that has enhanced our understanding of diseases and involved students as research colleagues in the process. And finally, as dean, I have been able to work with our distinguished faculty, with Interim President Nancy J. Cable and the senior staff, and with the dedicated staff in departments that support the academic program, and now with President Spencer, focusing on college-wide initiatives to enhance teaching, learning and scholarship at Bates.

The report that follows offers an overview of the activities of the Dean of the Faculty’s office and the offices that report directly to the office. In supporting the work of the faculty—the heart of the college—the Dean of the Faculty’s office oversees the activities of the academic departments and programs. We also guide the work of Athletics; the Bates College Museum of Art; the Harward Center for Community Partnerships; the Bates College Imaging and Computing Center; the Learning Commons, including the Mathematics and Statistics Workshop and the writing programs; the Office of the Registrar and Academic Systems; and the Office for External Grants. Beginning in 2012-2013, we also oversee the work of the Bates Career Development Center.

Our work and this report of our activities are structured around the principles outlined in the Bates mission statement:

Since 1855, Bates College has been dedicated to the emancipating potential of the liberal arts. Bates educates the whole person through creative and rigorous scholarship in a collaborative residential community. With ardor and devotion—Amore ac Studio—we engage the transformative power of our differences, cultivating intellectual discovery and informed civic action. Preparing leaders sustained by a love of learning and a commitment to responsible stewardship of the wider world, Bates is a college for coming times.

I am proud of our accomplishments in the past year. They result from the contributions of everyone in the office, and I heartily thank them for their daily contributions, from attention to the smallest details to strategic planning: associate deans Matthew Côté and Judy Head; assistant dean Kerry O’Brien; and director
of faculty research Kathryn Low, who in August 2012 replaced Professor Côté as associate dean; and our colleagues who keep everyone on track: Theodore Coulombe, Shareen Gustin, Alison Keegan, Nancy LePage, Lori Ouellette, and Michael Thomas. Without their dedication, institutional commitment, and good cheer, none of what you read about here would have been realized. An organizational chart of reports to the vice president for academic affairs and dean of the faculty may be found in Appendix A.

I welcome your comments on this annual report. You may contact me at 207-786-6066 or email me (pbaker@bates.edu).

Pamela J. Baker
Vice President for Academic Affairs and Dean of the Faculty
The emancipating potential of the liberal arts

The Academic Program

The foundation of a great college is its academic program. The Bates curriculum and our related co-curricular ventures honor the tradition of the liberal arts – the close reading of texts, the analysis of evidence, the creation and interpretation of artistic works, the examination of the relevance of ideas in the world – and look to the future through emerging knowledge, technologies, and pedagogies. The academic program is organized around four academic divisions: humanities, interdisciplinary programs, natural sciences and mathematics, and social sciences. The divisions, in turn, comprise departments and programs that offer depth through the major; many departments and programs also offer a minor. General Education concentrations represent a third organizing principle of the curriculum. The General Education concentrations—or GECs—include four courses that students choose from a list developed by the faculty to achieve breadth and depth around a unifying theme. Almost all students take a first-year seminar and all are required to complete a thesis or capstone project in the senior year.

Teaching and Pedagogy

Each fulltime faculty member teaches five courses and supervises a number of senior theses or capstone projects annually. Courses guide students from the first-year seminar toward the senior thesis or capstone experience. In the first year, writing- and speaking-intensive seminar courses, each limited to 15 students, offer a foundation of knowledge and skills. First-year seminar faculty are also academic advisors for those 15 students until they declare their major (by 1 March of the sophomore year). Higher-level courses require increasingly independent work and deeper knowledge in a discipline or cross-disciplinary area. Teaching approaches vary from interactive lectures in larger courses, to discussions based on close reading, to hands-on work in lab, the studio, or the community, and are designed to move students toward more sophisticated methodology and theory and advanced techniques necessary for them to become successful scholars in their major.

The research areas of the faculty often influence their courses. English professor Lillian Nayder’s recent biography on the wife of Charles Dickens, for example, has influenced her courses on Dickens’ works. Geology professor Dyk Eusden’s research and writing on Maine’s geological history translates directly to his introductory course, Katahdin to Acadia: Field Geology in Maine, and a first-year seminar on the same subject. Sociology professor Emily Kane’s upper-level seminar Gender and Family is enhanced by research for her recent book *The Parent Trap: Parents and Pitfalls in Raising Boys and Girls*.

New Majors and Minors

In March 2011 the Bates faculty approved the college’s thirty-fourth major—in dance—the first new major since 1997, when Chinese, Japanese, and neuroscience were formalized as majors. The dance major comes at a time of growing emphasis on the arts at Bates. The current program took shape under director emerita Marcy Plavin, who launched the dance program at Bates in 1965. Under the direction of Professor Carol Dilley, with Professor Rachel Boggia and several studio dance instructors, the
program encourages original choreographic work and provides a variety of performing opportunities for students at all levels of experience. As part of the major, students must enroll in at least one three-week professional education program through the Bates Dance Festival, a summer series that provides dance immersion with top professional dance-makers from around the world, in addition to its renowned performance series.

In 2012, the faculty also authorized a new interdisciplinary major in European Studies, which will begin formally in 2013-2014 after further planning. The faculty established the program and a faculty Committee on European Studies to set the requirements for the major. An interdisciplinary program in Latin American studies was established in October 2012. The faculty also approved a minor in geology and elimination of the minor in sociology.

Academic Advising

Advising is an important learning experience for students and a teaching commitment for faculty. Each faculty member is advisor to several majors. In addition, advising is an important focus of the first-year seminar program. Bringing advisors up to speed is a feature of a late summer workshop for first-year seminar faculty conducted jointly by the offices of the dean of students and dean of the faculty. Advising incoming students helps them consider the role of a liberal arts education in their lives, launch a successful career at the college, move forward in fulfilling their General Education requirements, and begin to think about their lives beyond Bates. First-year seminar faculty members serve as advisors to fifteen students beyond the seminar semester and until each declares a major. This arrangement gives the advisor and the advisee the chance to know each other well.

Incoming first-years register during the summer preceding their first semester when they are not on campus, and they must rely on their parents or on their own wits to sort out which courses to take. To alleviate first-year registration confusion, two faculty members take calls from incoming first-year students during the registration period, giving incoming students the opportunity to consult with a faculty member when selecting courses. Thanks to a prominent web presence describing the summer advisors, the two faculty members were overwhelmed with calls in 2012. As a result we will expand the hours and number of faculty available for summer advising in 2013.

Interdisciplinarity

Interdisciplinary teaching and learning are hallmarks of a Bates education. Though more than 90% of faculty members are appointed in academic departments, at least one-third taught courses in 2011-2012 that were listed in one or more disciplines or interdisciplinary programs. Most faculty members also reach across the college connecting their courses with interdisciplinary topic-based General Education concentrations.

The growth of interdisciplinarity demands the careful examination of the curriculum so that students’ needs are met and faculty resources are allocated fruitfully. The dean and the Committee on Educational Policy review proposals for interdisciplinary programs, which are approved by vote of the faculty. This transformation of Bates from a college organized by disciplines to an intellectual center that embraces inquiry at and across the boundaries of knowledge is a welcome change, yet one that poses staffing challenges in a period without additional faculty lines.

General Education

The current General Education requirements were adopted in 2006 and launched in 2007 with the Class of 2011. The new organization of General Education replaced disciplinary distribution requirements for breadth across the liberal arts and sciences while leaving depth primarily to the major. The new structure brings interdisciplinarity front and center and more fully integrates breadth and depth. The faculty views this broad investigation of knowledge as developmental; students are expected to fulfill General Education requirements throughout their Bates career at the introductory, intermediate, and advanced levels. The General Education requirements focus on key competencies, habits of mind, and approaches to intellectual questions. The goals of General Education are to:

1) foster an understanding of how the academic disciplines function and what they can teach us. This goal is met through a "Major Plus Two," usually major and two four-course GECs, through which students
achieve both depth and breadth in fields of inquiry beyond the major (see Fig. 1, below);

2) help every graduate meet the challenge of writing correctly and persuasively. This goal is met by a series of three writing-attentive courses that connect critical thinking and clear writing taken at distinct points in their Bates careers (W1, W2, W3);

3) ensure that all students have formal instruction at the college level in scientific and quantitative reasoning. This goal is met by taking three distinct courses that call for scientific reasoning, a laboratory experience, and quantitative reasoning (S, L, Q).

Assessment of the Academic Program

General Educational Assessment
The General Education legislation required a report to the Educational Policy Committee in 2012. During 2011-2012, associate dean Matthew Côté (chemistry), Melinda Plastas (women and gender studies), and several staff members collected and analyzed quantitative data as well as responses to open-ended survey questions related to the implementation of the General Education program. Thanks to the exceptional leadership of Côté and Plastas, a comprehensive fifth-year General Education report was completed in the summer of 2012. The report is available online through the Lyceum system (access requires a Bates password). As part of the assessment, we revisited the goals established when the program was adopted and considered whether they still seem appropriate. We also focused on the logistics and implementation of the General Education program.

The key findings of the fifth-year assessment were that the core philosophy embodied by the program, as described above, continues to align with the faculty's vision of General Education at Bates, and that specific implementation issues that complicate students' and faculty's experience with the program should be addressed. Some of these logistical issues are specific to the General Education program. Others predate this General Education program but are more problematic now because of the new program's reliance on specific courses rather than categories of courses to satisfy many requirements.

Part of the assessment identified specific components of GEC requirements that could be streamlined or clarified. For example, some students who pursue GECs that include courses from several disciplines find it challenging to fulfill the four-course concentration when the schedule of courses offered is unpredictable or when multiple courses that students need to satisfy requirements are offered at the same time. Scheduling conflicts within a discipline are usually predictable and therefore avoided when departments and programs design their course schedule grids. Because GECs often draw courses from many disciplines, and because there are over 80 GECs, the potential for scheduling conflicts is significant. Interdisciplinary programs that rely on other departments for courses to fulfill the program's major requirements have been experiencing a similar problem for many years.

There are several ways to satisfy the "Major-Plus-Two" requirement for breadth and depth, through combinations chosen from among 35 majors, 26 minors, and 82 GECs (see Fig. 1). The assessment gave us a sense of how students are actually satisfying the Major-Plus-Two requirement. Two approaches dominate: students complete 1) a major and two GECs or 2) a major plus one GEC and one minor. The next most popular option is far less common and includes two majors and one GEC. Most students include at least one GEC in their Major-Plus-Two.

![Fig. 1. Major-Plus-Two options for achieving breadth in General Education. Students complete a major (MJR) and two other curricular elements, which may include General Education concentrations (GEC), minors (MIN), or additional majors (MJR). This chart shows declaration patterns among students in the classes of 2011, 2012, and 2013. The majority declare a major and two GECs or a major, a minor, and a GEC.](image-url)
When department and program chairs asked their colleagues to look at course-taking patterns and Major-Plus-Two declarations among their majors, faculty members who reported back stated that they were satisfied that their majors’ course-taking patterns and the Plus-Two declarations were consistent with desired General Education outcomes. Several chairs noted that some students declare a GEC or minor that supports their work in their major field, while the second GEC or minor is intellectually further removed from their major (a biology major with GECs in Public Health and The Early Modern World, for example); faculty members were satisfied with this level of breadth. This observation is also borne out by heat map data on enrollments.

The General Education assessment took place after only one class of students (the graduating Class of 2011) had completed the new requirements. We are continuing to track enrollment patterns to guide longer-range planning for the curriculum, the GEC requirements, and course scheduling. In 2012-2013 the General Education Report and its findings will be presented by the Committee on Educational Policy (EPC) to the full faculty, and the EPC will lead the faculty in a discussion of the assessment findings.

**Pedagogy and Assessment of Writing**

The Bates faculty expects every Bates student to develop as an articulate and effective writer. To write well a student must think well, with nuanced understanding, careful analysis, reasoned use of evidence, and effective communication. W1, W2, and W3 courses are a developmental progression in writing. W1 courses target first-year college writers. W2 courses are intermediate-level courses across the curriculum, which include a writing-attentive component; these courses are taken by sophomores and juniors. W3 writing is primarily a focus of the senior thesis.

Writing assessment began in 2007-2008 with a discussion about writing objectives among broad groups of faculty. In June 2011 and again in June 2012, faculty members were invited to a session of formal assessment of first-year writing. Using the W1 rubric developed in 2009-2010, faculty readers scored approximately 50 randomly selected essays from fall 2010 and fall 2011 first-year seminars. Readers rated each essay both holistically and for each of the five learning goals: Inquiry, Argument, Evidence, Organization, and Style (see bates.edu/dof/teaching-and-advising/writing-attentive-courses/writing-guidelines-for-w1-courses/).

These assessments suggest that first-years at Bates have a fairly good sense of what college-level prose looks and sounds like—that is, they can write clean and sometimes quite eloquent sentences—but they do not always have a solid grasp of how to make and support an argument. Because the student writers in our sample scored lowest in the Evidence category, the writing staff designed a number of student and faculty workshops for fall 2011 to address the evaluation, integration, and representation of source material.

In 2011-2012 the Committee on First-Year Seminars and Writing released guidelines for W2 courses, parallel in intent and structure with the revised W1 guidelines released in 2019-2010 (the W2 guidelines can be found at bates.edu/dof/teaching-and-advising/writing-attentive-courses/writing-guidelines-for-w2-courses/).

Hillory Oakes, director of Writing at Bates and the Learning Commons, gathered faculty teaching W2 courses in the fall of 2011 and again in the fall of 2012 to concentrate on the transition between W1 and W2. By discussing the W1 guidelines, the grading rubric for W1-level essays, and the results of W1 assessment, faculty were better able to understand the skill levels students have when they reach their W2 courses. The faculty and writing specialists then devised practical ways faculty could incorporate writing instruction into their content-rich courses to help students move beyond the W1 level.

**Quantitative Assessment**

In 2009 Bates and Bowdoin colleges received a grant of $148,780 from the Teagle Foundation’s Systematic Improvement in Student Learning initiative for a three-year collaborative project to address the acquisition of quantitative reasoning skills among our students. This project extended and deepened our understanding of the quantitative reasoning components in our respective general education curricula and fostered ongoing conversations among the colleges’ faculty about quantitative outcomes for our students: What constitutes quantitative literacy and astute quantitative reasoning in a Bates or Bowdoin student, and how do we measure that?
Together the Bates-Bowdoin team developed a 30-item measure to assess quantitative literacy in entering students. In the fall of 2011, the first Quantitative Reasoning Assessment (QRA) was administered at Bates to incoming first-year students. In September 2012, a second round of QRAs was completed by the new cohort of first-years in the Class of 2016. Information about students’ preparation for college-level quantitative courses promises to be a useful advising tool in the first year. The results of the assessment were made available to academic advisors for use during first-year orientation in September 2012. The QRA will be re-administered to students in their senior year in order to measure change in their quantitative literacy over the college years. In addition, the relationship between improvement in QRA scores and enrollment patterns can be analyzed in order to identify those courses that are most effective at increasing quantitative proficiency.

**Senior Thesis Assessment**

A Bates education is multifaceted, but is focused on preparing students for the required capstone experience in the major, which is a senior thesis for 97.5% of our students. The senior thesis demonstrates to graduate schools and prospective employers a student’s intellect, competence, and work ethic, and is for students a milestone in their education. The traditional senior thesis involves one or two semesters of original research, writing or creative work, culminating in a substantial paper on a research topic of the student’s design or creative project.

Undertaking a senior thesis builds a close connection between faculty member and student through weekly one-on-one or small-group meetings. Some theses are related to a professor’s research project. Senior Haley Manchester’s look at gene expression associated with arsenic exposure, for example, was connected to Rebecca Sommer’s (biology) NIH-funded study on the toxicological impacts of arsenic. Many faculty members supervise theses on topics completely governed by student choice; Claire Lampen ’12 completed a thesis on education in Nazi Germany that was supervised by Professor John Cole (history), a scholar of ancient Greece and Rome and early modern Europe. Indeed, Ms. Lampen’s thesis was important in her successful application for a Fulbright research fellowship to Germany in 2012-2013.

Since 2008-2009 the college has employed a process for setting learning goals and for assessing the senior theses within majors to improve student understanding of faculty expectations. Through a series of meetings with the staff of the Learning Commons and the associate deans, individual departments and programs articulate the learning goals they have for their majors, and designate which of these goals might be evident in the senior thesis. These discussions also give faculty the opportunity to identify ways to strengthen curriculum and W2 and W3 writing in the major. The following departments and programs have been involved in the thesis assessment: anthropology and classical and medieval studies (2008-2009); geology and mathematics (2009-2010); history, neuroscience, sociology, and women and gender studies (2010-2011); and Asian studies, English, politics, and psychology (2011-2012).

Bates is distinctive in requiring a capstone of all students. Faculty advise theses in addition to the full-time teaching load of five courses. We attempt to recognize this significant faculty commitment by awarding a course release after a faculty member has supervised 20 semesters of theses, yet in many cases, faculty are not able to take the course reduction because one-course replacement faculty are not available. Despite the challenges of having every senior complete a thesis or capstone project, the faculty values this requirement as the pinnacle for students. Assessment in the form of feedback from alumni corroborates its pivotal importance in the Bates experience.

**The Honors Program**

Among liberal arts colleges, Bates has a particularly rigorous honors thesis program that involves about 10% of each class. These students undertake an ambitious thesis project that spans two semesters and often includes research in the summer before the senior year. Honors candidates are nominated by their department or program, and are required to report on their progress in department and program seminars throughout the year.

After submitting a written thesis, each honors candidate presents an oral defense of his or her work before an honors committee that includes faculty from the student’s major and from another Bates discipline or interdisciplinary area, as well as an
expert in the field from another institution. That committee determines whether the student has earned the honors distinction. Visiting honors examiners often compare Bates undergraduate honors theses with masters-level work.

A list of May 2012 honors recipients appears in Appendix B.

The Honors Program is supervised by a faculty committee. The work of the committee in 2011-2012 focused on collaboration with faculty, students, and Information and Library Services to manage the honors review process and archive honors theses in SCARAB (Scholarly Communication and Research at Bates), an online database (bates.edu/curricular-research-computing/project-gallery/scarab/). The committee also solicited standards and processes for nominating students for honors and for awarding honors that are being reviewed by the committee in fall 2012.

**Department and Program Reviews**

An academic program of our caliber needs constant attention; we must be keen observers and critics of the curriculum. We honor the traditions of the liberal arts, but we must also be nimble and responsive, willing to shift gears in order support the best possible academic outcomes for our students. Usually departments and programs volunteer to participate in this process with each department and program reviewed about once every dozen years. Occasionally, a review is required by the dean and the division chairs, particularly when retirements are in the offing or a faculty position is to be considered for reauthorization.

A typical review calls for an extensive self-study by the department or program, which addresses a specific set of issues identified by the faculty in conjunction with the deans and the division chairs. The self-study is followed by a review by an internal committee of three Bates faculty members from other disciplines, and then a review by a committee of two or three peers in the discipline from other liberal arts colleges and Research I universities. Following these reviews and discussion with the dean, the department or program offers a response and develops a measurable plan for the near and long term.

In 2011-2012 we revised the guidelines for the department and program review process, putting academic assessment at the center of the process. In the revised guidelines (June 2012) the department or program under review is asked to examine the curriculum as well as student learning and scholarship by assessing student learning for majors and non-majors, the senior thesis or senior project, and the role of the department or program in General Education, including first-year seminars and General Education Concentrations (GECs). The department or program is asked to evaluate enrollment data to discern patterns of enrollment, including over- or under-enrollment. In addition, they are asked to examine the role of scholarship by faculty and students; consider the culture of the department (collegiality, identity, climate); and assess the resources available and/or needed (faculty, academic staff, space, equipment, budget). This kind of close scrutiny is essential if the department or program is to put forward constructive plans for the future, which are also part of the self-study.

In 2011-2012 the College undertook reviews of the Department of Anthropology and the Department of Spanish. A review of the Department of English began in winter 2012, including the production of the department’s self-study and the work of the Internal Committee; the work of the External Committee followed in the fall of 2012. Preliminary planning for the review of the Department of Art and Visual Culture and the Program in Women and Gender Studies also took place in 2011-2012. A table showing reviews may be found in Appendix C.

**The Registrar and Academic Systems**

The Office of the Registrar and Academic System provides advanced technological academic services to students and faculty and develops and updates systems in collaboration with the programmer/analysts of the Systems Development and Integration (SDI) group in Information and Library Services. In 2011-2012, the Registrar’s office and SDI focused on launching an online degree audit system that enables students and advisors to check student progress toward meeting major, minor, and General Education requirements, and helps them plan future course registration. The Registrar’s office hired Brittany Humphrey as a degree audit specialist to
scribe the sometimes unconventional requirements in the Bates curriculum into the degree audit program and the system went live in September 2012.

The online major/minor/GEC declaration application was updated to ensure that students are not able to drop below the Major-Plus-Two threshold once they have completed this declaration for the first time. In other words, students can no longer declare a Major-Plus-Two in order to remove sophomore registration holds, and then drop one or more of the declarations without declaring something else. The Registrar’s office and SDI continue to design and test alternative algorithms for randomizing students into courses so that students can identify their courses selections in rank order. This is a priority of the Dean of the Faculty’s office, in an effort to ensure that students can enroll in the courses that they most need and in as many of their top choices as possible.

The Registrar’s office works closely with the Committee on Curriculum and Calendar (CCC) and the Educational Policy Committee (EPC). In 2011-2012, at the request of the Bates Career Development Center and the EPC, the Registrar’s office revised transcript notations to include internships.

To best meet the requirements of our curriculum and needs of our students, it is important to study enrollment patterns and our course schedule. The data for this ongoing evaluation are provided by the registrar’s office. Over the past few years, the CCC has reported increasing numbers of requests for course enrollment limits based on new pedagogies and course goals. Currently, new courses are required to have a minimum enrollment of 15 (for seminars), 30, or 40 students, depending on the design of the course. The "Maxi-Flex" scheduling grid has also come under review, and will be the subject of ongoing conversations in both EPC and CCC in 2012-2013. Some have observed that the grid’s generous time slots designed to create flexible class meeting times may make it more difficult for students to schedule courses to meet General Education requirements.

Faculty Committees and Shared Governance

Key faculty committees focus on the academic program, providing leadership in the governance of the college. The duties of faculty committees are outlined in the Faculty Handbook. The president and the vice president for academic affairs and dean of the faculty are ex officio members of all faculty committees. The governance committees listed here receive administrative support from the dean’s office.

Of the many standing and ad hoc committees on which faculty sit, the central governing committees work closely with the dean’s office. They include:

~ The Committee on Faculty Governance (CFG), which organizes faculty elections; assigns members to appointed committees; reviews proposed legislation; consults with the president, dean of the faculty, and division chairs; and sets the agenda for faculty meetings. The CFG also meets with the trustees at least twice a year, and last year developed a document describing the role in the shared governance of the college of trustees, faculty, and administrators.

~ The Educational Policy Committee (EPC), which reviews the overall curriculum and educational policy of the college and proposes changes, including the addition or removal of majors or minors, and manages the General Education program.

~ The Committee on Curriculum and Calendar (CCC), which oversees the curriculum at the course level, reviewing new course proposals, course enrollments, and General Education concentrations. The CCC also proposes the academic calendar, which is approved by the faculty. The registrar’s office provides administrative support to the CCC.

~ The Committee on Personnel, which reviews tenure-track faculty for reappointment, tenure, and promotion, and reappoints and promotes long-term part-time faculty (lecturers).

~ The Division Chairs, comprising one faculty member from each of the four divisions, elected by the full faculty. The division chairs advise the dean of the faculty, and with the dean form a governing body called the Committee of Five. The committee awards Phillips Fellowships, sabbaticals, pre-tenure leaves, and leaves of absence, and considers requests for replacements for faculty on leave. Most significantly, the committee oversees resource allocation, determining which faculty lines are renewed and which are redirected to other departments or programs. Thoughtfully allocating faculty positions...
while considering the future direction of the curriculum is critically important in a period when tenure-track positions have not been added to the faculty in more than a decade.

A group of faculty members have called for a close examination of the structure of committees and the allocation of resources. While the CCC makes decisions about individual courses, EPC decides on elements and future of the curriculum, and the Committee of Five decides the fate of vacated faculty positions.
Educating the whole person through creative and rigorous scholarship

Creative and Rigorous Scholarship among the Faculty

Bates strongly advocates the model of the teacher-scholar in the liberal arts tradition: faculty who are engaged in scholarship and creative work create a dynamic academic program in which teaching and thesis advising are informed by the latest developments in their field and by the values and habits of the scholar. Faculty members who are active scholars serve as important role models, and often include students in their work. Because of the many benefits to the college of scholarly rigor and innovation, support for faculty scholarship is among our highest priorities. The college offers financial support for faculty research through a number of programs. Bates' sabbatical programs are described at bates.edu/dof/faculty-scholarship/.

Sabbatical and Enhanced Sabbatical Programs

Sabbaticals are essential to an outstanding faculty because they support a period of focused, concentrated time to pursue the scholarship, artistic work, research, and pedagogical study that sustain the excellence of a Bates education. Traditionally, faculty members have taken a semester leave at full pay or a yearlong leave at 50% of annual base salary every seven years. For the last several years we have sought to strengthen the sabbatical program with an additional option providing funding for yearlong leaves while encouraging faculty to seek external funding for their work. A four-year, $1,000,000 grant from the Andrew W. Mellon Foundation supported this effort beginning in 2007-2008. Funds for "enhanced sabbaticals" cover the costs of hiring visiting faculty to replace those on yearlong leaves.

The program enables eligible faculty members who make a timely and substantial effort to obtain external funding in support of their work to apply for a yearlong sabbatical at 80% of annual base salary. In requiring a faculty member to apply for outside funding, we ask them to think clearly and methodically about their planned leave and develop a sound research strategy. Thus, even if they do not garner external funding, we expect that this process will lead to a more meaningful and productive sabbatical. The development of the enhanced sabbatical program has increased the number of faculty away for a full year. While increasing the scholarly productivity of our faculty, it also has increased the pressure on the budget and on faculty in departments and programs that must search for temporary faculty to replace colleagues who will be on leave during the next year.

In 2011-2012, faculty members receiving enhanced sabbaticals were Rebecca Corrie (art and visual culture), Matthew Côté (chemistry; taking his leave in 2012-2013), Margaret Creighton (history), Sylvia Federico (English), and Pallavi Jayawant (mathematics).

Phillips Fellowships. Each year the college grants up to three Phillips Fellowships to support research in the next year. These Phillips Fellowships, supported by an endowment from Charles Franklin Phillips, fourth president of Bates, and his wife, Evelyn M. Phillips, award excellence among Bates' scholar-teachers and are the most prestigious scholarship awards made by the college. The fellowships provide a full-year leave at their full base salary and up to $4,000 on a reimbursement basis during the year of the fellowship.
for travel and research expenses in order to pursue significant scholarship. Fellowships include support for the replacement of the faculty recipient.

Faculty receiving Phillips Fellowships for 2011-2012 were David Cummiskey (philosophy), Dolores O’Higgins (classical and medieval studies), and Michael Retelle (geology). Each will deliver a presentation on his or her work at faculty dinners in 2012-2013. Phillips Fellows for academic year 2012-2013 are James Hughes (economics), James Richter (politics), and Shuhui Yang (Chinese). Those awarded Phillips Fellowships for 2013-2014 are Craig Decker (German), Karen Melvin (history), and Mark Okrent (philosophy).

**Pre-tenure Leaves and the Whiting Fellowship.** Bates is committed to supporting tenure-track faculty, who are establishing themselves as first-rate teachers at the college while they pursue scholarly careers that will make lasting contributions to our understanding of the world and our place in it. The college grants a one-semester, full-salary pre-tenure leave after three years of fulltime teaching to all tenure-track faculty members who request it.

In 2007 the Mrs. Giles Whiting Foundation awarded Bates a four-year grant of $100,000 each year to support a member of the junior faculty whose work is in the humanities. This funding will support pre-tenure faculty in the humanities through 2013-2014. The Whiting Fellowship recognizes the link between robust scholarship and outstanding teaching. The criteria for the award focus on excellence in teaching, and the funding supports the faculty member’s scholarship by providing funds for a yearlong pre-tenure leave at full pay. In 2011-2012, Eden Osucha, assistant professor of English, was named the Whiting Fellow; she spent her leave working on her manuscript, "Post-Racialism: The Privatization of Race in American Public Culture." In 2012-2013, the Whiting Fellow is Lauren Ashwell (philosophy), and the final Whiting Fellow will be Brian Steininger (Japanese and Asian studies) in 2013-2014.

**New Faculty Development**
New tenure-track faculty members receive start-up funds to support their scholarship and mentoring in their home department or program. They also receive particular attention through programs for new faculty directed by Kathryn Low (psychology). During orientation, new faculty members are introduced to the teacher-scholar model and to mutual mentoring. Over the course of the first year, there are monthly meetings for new faculty to support both pedagogy and research. In the last year, visiting and new faculty members established writing groups, sought mentoring from senior faculty both here and at other institutions, and met with representatives of the dean’s office and the Office for External Grants to review their scholarly trajectories. In November 2011 faculty from Bates, Colby, and Bowdoin gathered for a dinner at which they discussed possible mentoring or research collaborations. In May 2012 Bates organized a mutual mentoring workshop with Bowdoin and Colby. The featured speaker was Mary Deane Sorcinelli, associate provost at the University of Massachusetts, who offered a variety of models for faculty development through mentoring. Other support for projects and conference attendance is available from the Bates Faculty Development Fund.

**The Committee on Faculty Scholarship and Internal Funding for Scholarship**
The Committee on Faculty Scholarship, an elected faculty committee overseen by Kathryn Low, director of faculty research and scholarship, promotes and supports the scholarly and professional work of the faculty, advising faculty and consulting with the administration about the resources and infrastructure required for scholarly and professional work. The committee develops intramural grant programs and distributes institutional funds for faculty scholarship and professional activities. The committee also assists faculty seeking external funds, and works to bring greater visibility to the scholarship of the faculty and the intellectual life of the College.

The Committee on Faculty Scholarship directs the Bates Faculty Development Fund. This pooled fund includes operating support from the Office of the President; endowment support from the Christian A. Johnson Foundation, the Kathleen Curry Akers Fund, the McGinty Fund, and the Schmutz Fund; and generous annual gifts from the Ladd family. The fund is also supported by the Glaser Fund, established by former dean of the faculty Jill Reich and her husband Richard Glaser with significant contributions from the faculty in honor of Jill’s years of service as dean. In addition, the faculty development grant program is supported by a fund established through pooling a portion of indirect cost funds from external grants.
The Bates Faculty Development Fund offers grants of $500 to $10,000 to faculty proposing exemplary scholarly work. In 2011-2012, the committee awarded Bates Faculty Development Grants to faculty members from all ranks and all academic divisions of the College. Awards totaling $162,272 were made to 47 faculty members in for projects ranging from bench science to finishing book manuscripts.

The faculty scholarship committee also awarded faculty-student summer research grants. Faculty members have access to an annual allotment for travel to conferences, and the Committee, working with the dean, increased this allotment effective in 2012-2013. In 2011-2012, the committee also discussed definitions of scholarship as they relate to tenure and promotion rules, revised the fund’s website, and reviewed issues related to federal compliance and research integrity. The dean’s office provides administrative support to the committee.

Including start-up funds, conference travel, sabbaticals and enhanced sabbaticals, and intramural grants, the college awarded over $1,000,000 to faculty members 2011-2012 in support of scholarship and teaching. A list of internal grants awarded to the faculty from the Bates Faculty Development Fund and other college sources may be found in Appendix D.

**Research Integrity**

The federal government continues to implement policies designed to insure the integrity of the research carried out in federally funded projects and institutions. For example, both NIH and NSF have revised their regulations around conflict of interest and research integrity in the last year. In 2011-2012, Joseph Tomaras, associate director of the Office for External Grants, in consultation with Kathryn Low, updated conflict of interest policies and procedures for the college to comply with the new NIH regulations. In the summer of 2012, all faculty receiving federal funds to support their research underwent conflict of interest training and submitted financial disclosure forms. Review of the disclosures was completed by October 2012 and indicated no conflicts of interest. The America Competes Act also requires that all those engaged in research have adequate training to insure the integrity of the research. As a result, Kathy, in consultation with the college’s Institutional Review Board, ensured that all individuals participating in research complete the NIH human-subjects ethics training on line. Further, all first-year seminars in fall 2012 included training on academic integrity. It is likely that there will be ongoing conversations about ethics and research training for students in the coming years.

**Office for External Grants**

The Office for External Grants (OEG), led by director Philip Walsh and associate director Joseph Tomaras, with support from Katie Currie, has reinvigorated interest in external funding in 2011-2012. The newly named office, which historically reported to the Office of College Advancement as the Office of Foundation, Corporation, and Government Relations, now reports to the dean of the faculty. The office moved from Lane Hall to a larger space in Coram Library, providing room for a grants library and for consultation. Both Phil and Joseph are available for individual appointments and prospecting with faculty members. The OEG, in consultation with director of faculty scholarship Kathryn Low, planned a series of well-attended grant lunches in 2011-2012 that are continuing in 2012-2013, with topics ranging from applying for an NSF grant to seeking external funding for enhanced sabbaticals. The volume of appointments with the OEG and attendance at sponsored lunches is an indication of growing faculty interest in external funding to support scholarship.

In FY 2012 (1 July 2011 – 30 June 2012), the office submitted 31 grant proposals ($4.3 million in requests), winning 21 of them and $1.6 million in external funding. The OEG is also critical in managing grants post-award, and ensuring that grant reports are submitted promptly. The office is currently managing 58 active grants, amounting to $12.4 million.

A list of all sources of external funding for academic programming active in fiscal year 2012 may be found in Appendix E.

**Institutional Grants for Teaching and Scholarship**

Some of the major institutional grants supporting faculty and student scholarship are outlined below. The Mellon CBB Collaborative Faculty Development Grant program was designed to encourage Bates, Bowdoin, and Colby scholars with common interests to meet, exchange ideas, and form far-reaching collaborative networks. The first round of the three-
The year grant program ended in 2008 and was renewed with an additional $300,000 in 2009 through September 2012. During the program the grant steering committee—comprising deans and faculty from Bates, Bowdoin, and Colby—granted 24 sub-awards that brought together more than 250 CBB teacher-scholars in ways that enrich the intellectual landscape of each campus and of Maine.

The multi-year Freeman Foundation grant for Asian studies, received in 2008-2009, includes $200,000 from The Freeman Foundation and $100,000 in matching funds from private donors to support teaching and scholarship in Asian studies. Among the sub-grant proposals funded in 2011-2012 were two that enhance language learning, fundamental to a strong Asian studies program. One grant brought a second native-speaking Japanese language teaching assistant to the campus in 2011-2012, joining an assistantship program that brings one native speaker in each of our modern languages to Bates each year. The second supported a learning associate in Chinese, a doctoral candidate in Chinese language pedagogy at Nanjing University. Freeman funds also supported four student internships abroad in summer 2012. Two were in Shanghai; one, in Ho Chi Minh City; and one, in Taidong County, Taiwan.

**Creative and Rigorous Scholarship among Students**

The faculty believes that every Bates student is an emerging scholar. In addition to the thesis, students have many opportunities to participate in research during the academic year and the summer.

**Funding for Student Research**

The Dean of the Faculty’s office provides financial support for student-faculty research collaborations and for independent student research. Student research grants are competitive; students submit written proposals that are reviewed by faculty and faculty-staff committee members who devote many hours to reading proposals and dispensing funds fairly. These committees awarded more than $250,000 in support of student research in 2011-2012. The Student Research website (www.bates.edu/academics/student-research/) provides information and application forms for students interested in securing funding for research.

During the academic year, the college encourages students to pursue research associated with courses, independent studies, and the senior thesis. Grants provide financial assistance for the acquisition of books, data sets, musical scores, supplies and equipment, community engagement, and travel to research facilities and scholarly conferences. During the summer, there are many opportunities for students to assist Bates faculty members active in scholarly research. These opportunities offer stipends rather than academic credit and are available directly from faculty researchers funded through faculty grants or summer research grant programs administered by the Dean of the Faculty’s office. Students are encouraged to explore off-campus summer research opportunities as well; funding is available to support off-campus fieldwork and student research at other research facilities.

Of the funding for these opportunities, roughly 10% is from the operating budget of the dean’s office. The remainder is funded through institutional grants from such sources as the Arthur Vining Davis Foundations, The Freeman Foundation, the NIH-funded Maine IDeA Network of Biomedical Research Excellence (INBRE), and the Andrew W. Mellon Foundation, and many gifts and endowments, including the Feldman Family Fund, the Hoffman Fund, the Otis Endowment, the Phillips Endowment, the Rawlings Fund, the Ruggles Fund, the Scher Fund, and the Stangle Fund. We are very grateful to members of the Board of Trustees, who in 2011-2012 authorized a redirection of $1 million in endowment funds, the partial income of which (approximately $50,000 annually) will support student research in the sciences beginning in 2012-2013.

The students who received grants in 2011-2012 through the Dean of the Faculty’s office and the Harward Center for Community Partnerships are listed in Appendix F.

**The Mount David Summit**

A developing scholar should be able not only to conduct careful, well-documented research; he or she must also be able to effectively communicate that scholarship and defend his or her methodology and results. Bates students are encouraged to present their
research at regional, national, and international meetings. They also have many opportunities to present their academic work on campus at events throughout the year. Departments and programs sponsor student talks and poster sessions, and the annual Parents and Family Weekend Poster Session in the fall provides an opportunity for students who conducted summer research projects to share their results with students, faculty, and families. At the end of the winter semester, the campus community gathers for the Mount David Summit, the year’s largest on-campus research forum.

The eleventh Mount David Summit took place on Friday, 30 March 2012, with over 330 students participating, advised by 70 faculty members. In concurrent sessions throughout the afternoon, students presented research posters, short talks, literary readings, and photography exhibitions. Public health in Lewiston, Middle East politics, oceans governance, immigration, community-based scholarship, scenic design, and applied mathematics in biology were among the topics covered in talks as well as two sessions of readings: one on the art of poetry translation and the other featuring seniors who authored creative writing theses. Research posters focused on cell and molecular biology, animal physiology, marine ecology, biochemistry, chemistry, geology, environmental studies, neuroscience, psychology, sociology, and African studies. The summit culminated in an evening concert by the Bates College Modern Dance Company. The Mount David Summit attracts an audience of well over 1,000 students, faculty, staff, parents, donors, and prospective students to Bates. The summit is coordinated by assistant dean Kerry O’Brien with assistance from Alison Keegan and Ted Coulombe, in collaboration with many offices on the campus.

The Mount David Summit has evolved into a comprehensive showcase of student academic achievement at Bates. The presentations represent thousands of hours spent by students in experimentation, analysis, discovery, and creativity, and by the dedicated faculty who advise them. The caliber of the students’ academic work at the summit and their joy and confidence in sharing what they know reflect the excellence of the college’s academic program. Demonstrating the strength of the curriculum through the summit has proven to be effective for admission recruiting, parent stewardship, and donor recognition. More information on the Mount David Summit is at bates.edu/summit/.

Graduate Fellowships

At Bates we expect our students to excel after they leave the college. Consequently, we support their efforts to secure extraordinary opportunities for advanced study and independent research. We are delighted to report that nine students and alumni were awarded prestigious fellowships in 2011-2012 through Bates. One was awarded a Watson Fellowship; one, a Goldwater Fellowship; one, a Fulbright scholar fellowship; and six, Fulbright teaching fellowships.

Robert Strong, graduate fellowships advisor and lecturer in English, and faculty members of the Graduate Fellowships Committee, and Nancy Kleckner (biology) and the Watson Fellowship Committee, work with applicants to strengthen their applications and counsel faculty on letters of recommendation. Each fellowship applicant has a faculty mentor, who with a few other faculty readers, reviews the application with the student. The staff in the Bates Career Development Center work with students on their resumes and in finding fellowships not sponsored by the Watson or Graduate Fellowships committees. Whether they receive awards or not, the students benefit from the application process as it prepares them for applications to graduate schools, grants, and employment.

We are proud to celebrate the accomplishments of our students and alumni. For a list of recipients, see Appendix G.

The Museum of Art

The Bates College Museum of Art contributes to the academic mission of the college and to educating the whole person by providing an environment for broad audiences to explore and discover connections created by the visual arts across the academic disciplines. The museum works collaboratively with artists, students, faculty, other museums, and area K-12 schools to create educational programming and exhibitions that offer innovative and diverse scholarly explorations. Attendance at the museum’s exhibitions, 72 on-campus programs, and 12 off-campus programs
exceeded 19,500. Bates students hone their pre-professional training while contributing to the goals and programming through the museum's internship program, undertaken in conjunction with the Department of Art and Visual Culture. Interns work in one of three areas—curatorial, collections management, and education—and receive hands-on training with museum staff. Six students completed semester-long internships in 2011-2012.

The museum continues to strengthen the collection by growing it with significant works of art and objects that broaden its use as a resource across the academic disciplines. In 2011-2012, 113 works were given to the collection by 20 donors. The Museum has a very small acquisitions fund, but makes judicious purchases; 30 works, primarily prints, drawings, and paintings were purchased in 2011-2012.

The museum has a small staff of three professionals, part-time visitor services staff, and students. Director and chief curator Dan Mills, curator William Low, and education curator Anthony Shostak implement exhibitions, collections stewardship, programming and education for students, the Bates and local communities, the state of Maine, and beyond. Thanks to a grant from a private foundation, in 2011 the Museum hired an education fellow, Catherine Jones, who developed and implemented class projects for area schools and assisted the education curator.

A list of the museum's exhibitions in 2011-2012 may be found in Appendix H.

The Bates Arts Collaborative

According to its mission, the Bates Arts Collaborative is an interdisciplinary group of faculty, staff, and students dedicated to infusing the arts and creative process into a broad range of our liberal arts education. We support art makers and scholars, coordinate collaborative work in the arts, advocate for the arts in college planning, and give the arts a voice in the leadership of the college. We envision the college with a flourishing creative environment that reaches multiple constituencies within and beyond our campus.

The collaborative promotes a culture of the arts by enriching the curricula in and through the arts, serving more students more effectively, engaging the community in new ways, increasing the visibility of the arts, and improving communication about the arts. Most fundamentally, the Arts Collaborative has brought together diverse arts stakeholders who are working together on shared projects for the first time. The collaborative has forged dynamic alliances among the academic departments in the arts—art and visual culture, music, theater and dance, and creative writing within the English department—and the high-profile co-curricular entities that engage the arts and the public: the Bates College Museum of Art, the Bates Dance Festival, and the Harward Center for Community Partnerships. The collaborative also has effectively brought together students, faculty, and staff to develop programs and strategies for foregrounding the arts at Bates.

The members were assisted in 2011-2012 by Kathryn Maloney, hired as arts coordinator with support from a grant to the President's Office to support the planning process from the Andrew W. Mellon Foundation. The collaborative undertook several initiatives, including community-college partnerships through such programs as the Thousand Words Project, Rollin' to Olin school program, F.A.B. Dance, Bates Downtown, Dawoud Bey artist residency, Marc Bamuthi Joseph performances and residencies, and the Bates Dance Festival at the Franco-American Cultural Center. The collaborative sponsored the now-annual Arts Crawl, a popular mid-winter evening's roving celebration of the arts all over campus. The student members of the collaborative helped to establish the Arts House, a themed residence house in which arts-focused students live and develop student-led programming in the arts. Members of the collaborative also played a key consultative role in the renovation of Chase Hall, advocating for flexible chem-free spaces, many with a focus on the arts, to provide student gathering spaces that celebrate the arts and deemphasize alcohol as a point of social contact.

Athletics and Educating the Whole Person

At Bates we believe that athletics play an important role in the education of the whole person. Participation in athletics promotes education of body,
mind, and character. All Bates students are required to complete four physical education credits in order to graduate. The athletics program focuses on teamwork, leadership, responsibility, self-discipline, trust, critical thinking, time management, accountability, adherence to rules, persistence, winning with grace and losing with resolve to do better. The coaches and athletics staff help student-athletes develop cognitive abilities and forms of intelligence that complement training in other disciplines. Bates fields 31 intercollegiate sports for men and women as well as many club and intramural sports. Bates students are physically active and enjoy athletic competition. Their commitment to physical fitness balances their rigorous academic work and prepares them for a life of physical well-being.

The athletics program focuses on issues of inclusion, particularly regarding sexuality through its Bates Allies program to fight homophobia in athletics and everywhere on campus. Student-athletes perform community service individually and in teams, including L/A Community Day, which featured several free youth instructional sport clinics run by Bates coaches; a field day involving about 200 Bates student-athletes and nearly 300 local school children, and an ongoing program through all athletes, with members of a different team working each month volunteer at the Good Shepherd Food Bank.

A summary of highlights of the 2011-2012 athletics season may be found in Appendix I.
Engaging the transformative power of our differences, cultivation of intellectual discovery, and informed civic action

Supporting an Innovative Faculty

The Bates curriculum and co-curricular entities support the connection between intellectual inquiry and civic action. Many courses and GECs specifically engage diverse perspectives and an intellectual atmosphere that is enriched by difference. Through recruitment and faculty development we cultivate a faculty that supports these aspects of the college’s mission.

Faculty Recruitment

A great faculty must be cultivated and sustained, beginning with recruitment. We recruit the most promising and talented faculty, and we compete for them against the top colleges and universities in the country. Faculty search committees devote considerable time and energy to searches, ensuring that the most qualified teacher-scholars fill positions at Bates. The Dean of the Faculty’s office oversees the process through which academic departments and programs hire faculty for tenure-track and temporary replacement positions, from securing and allocating funds for faculty lines, placing ads, managing dossiers, and interviewing to negotiating offers, preparing contracts, securing visas (when necessary), locating offices, providing technology, and shepherding faculty through their first year with programs for new faculty.

Bates has a proud history of inclusion, from our founding, opening our doors to all qualified persons, regardless of race, gender, religion, or national origin. The college continues to place great value on diverse perspectives as essential to a meaningful education enterprise: we are committed to recruiting students and faculty members from diverse backgrounds and life experiences. In 2011-2012, 26 of our 165 full time faculty members were from underrepresented groups. To intensify the focus on recruiting a faculty more representative of our nation, in 2011-2012 the dean’s office worked closely with Heather Lindkvist, special assistant to the president for diversity and inclusion, and with the faculty to develop intentional strategies to recruit outstanding colleagues with the skills, knowledge, and experience to teach an ever more diverse student body. Before the search begins for each tenure-track faculty position, the department or program develops a unique "Active and Inclusive Search Plan," indentifying inclusive outreach and recruitment efforts to ensure a proactive approach to equity and inclusion in recruiting. Such a plan includes 1) assessing needs and opportunities for developing intercultural knowledge and competence and creating an inclusive environment for students; 2) assessing existing diversity in the department or program and at the college; 3) identifying strategies to attend to diversity, inclusion and excellence in the search, including search committee composition, recruitment efforts, job description, and advertising for the position and in reviewing candidates’ dossiers.

In 2011-2012 the faculty and deans completed searches for seven tenure-track hires, in biology, dance, economics, German, history, psychology, and religious studies. Two of these new professors are from groups traditionally underrepresented in the academy. The faculty and deans also completed
seventeen searches for lecturers and temporary replacement faculty in anthropology, art and visual culture, biology, chemistry, economics, English, geology, history, mathematics, music, physics, politics, sociology, Spanish, and theater.

A list of faculty hired in 2011-2012 can be found in Appendix J.

Faculty Tenure and Promotion in 2011-12

Essential for building and sustaining an outstanding faculty is a comprehensive review process. Tenure-track faculty are reviewed in their second year by the department or program in which they are appointed. They have a reappointment review by the Committee on Personnel in their fourth year (and beginning in 2012-2103, during their third year); if they are reappointed, they stand for tenure in the sixth year. These regular evaluations help junior faculty develop as teachers and scholars by providing constructive feedback on their work from colleagues, faculty from other institutions, students, and recent alumni. The Committee on Personnel is an elected committee of seven tenured faculty from the three academic divisions and the interdisciplinary programs. The Dean of the Faculty's office manages the complex process of personnel review, legislated by the faculty to ensure thoroughness and integrity. We congratulate those colleagues who were reappointed to the faculty without limit of tenure in 2011-2012:

Myron Beasley, Associate Professor of African American Studies and American Cultural Studies
Dale Chapman, Associate Professor of Music
Sue Houchins, Associate Professor of African American Studies
Nancy Koven, Associate Professor of Psychology

We congratulate those who were promoted in 2011-2012:

Todd Kahan, Professor of Psychology
Michael Reidy, Senior Lecturer in Theater

In addition to tenure and promotion reviews, the Committee on Personnel oversaw five second-year reviews for tenure-track colleagues.

A similar review process is in place for physical education faculty and head coaches. In 2011-2012 the faculty approved legislation that regularized a procedure for awarding the faculty status of lecturer to head coaches who complete successful reviews in the sixth year and earn master's degrees or higher in appropriate fields. Head coaches must show excellence as coaches and teachers to complete successful sixth year reviews. Finally, the legislation reconfigured the Physical Education Personnel Committee (PEPC) to include more members with expertise in athletics. Important objectives of the change are to clarify the review process, bring our standards for promotion in line with those of comparable colleges and improve the college's competitiveness in hiring head coaches.

We congratulate those head coaches who have been reappointed as a result of in-depth reviews in 2011-2012:

Brett S. Allen, Lecturer in Physical Education and Head Coach of Women's Lacrosse
Jennifer L. Hartshorn, Lecturer in Physical Education and Head Coach of Women's Track and Field

The Kroepsch Award for Excellence in Teaching

In recognition of the faculty's long commitment to excellence in teaching, the late Robert H. Kroepsch '33, LL.D. '71, established the Ruth M. and Robert H. Kroepsch Endowed Fund for one or more annual awards to members of the faculty "in recognition of outstanding performance as a teacher during the previous twelve-month period." The Dean of the Faculty's office invites all students and alumni from the past five years to submit letters of nomination for the award. From those nominees each year, the Kroepsch Award is bestowed on the faculty member who is judged to best stimulate student interest in the subject and foster desire for further learning and who is able to help students understand subject matter and its importance in a broad context. The Kroepsch awardee must demonstrate innovation in teaching and inspire a high level of performance among students, and he or she must effectively integrate teaching and scholarship, demonstrating a deep commitment to student learning.
We congratulate the winner of the 2011-2012 the Kroepsch Award for Excellence in Teaching, Katalin Vecsey, Senior Lecturer in Theater. In addition to teaching courses in voice, speech, and gender, she is a vocal coach to students in Bates Theater productions as to those beyond Bates who need to communicate impeccably. Through Maine Gender Resource and Support Services, she provides vocal coaching for male-to-female transsexuals.

Endowed Professorships
Through a program of endowed professorships, Bates honors individual faculty members who have made singular contributions in their field through inspiring teaching, inventive scholarship, and dedicated service. By extension, endowed professorships honor all the faculty of the college by recognizing the importance of effective pedagogies, and scholarly contributions of new knowledge. Endowed professorships are established by generous donors who have a particular commitment to the intellectual life of the college and work to recognize faculty excellence in the liberal arts tradition.

In 2012, Interim President Nancy J. Cable and the Board of Trustees named six faculty members to endowed professorships:

- Marcus Bruce, Benjamin E. Mays Distinguished Professor of Religious Studies
- Jane Costlow, Clark A. Griffith Professor of Environmental Studies
- Rebecca Herzig, Professor of Women and Gender Studies and Christian A. Johnson Professor of Interdisciplinary Studies
- Glen Lawson, Charles A. Dana Professor of Chemistry
- Lynne Lewis, Elmer W. Campbell Professor of Economics
- Erica Rand, Whitehouse Professor of Art and Visual Culture and Women and Gender Studies

The full list of distinguished faculty who hold endowed chairs is found in Appendix K.

The Retirement Program
The college must take the long view of faculty trajectory in its planning. The Dean of the Faculty's office has been analyzing the demographic profile of the faculty since 2007. Our analysis has predicted significant challenges and opportunities related to faculty retirements in the next several years. For example, among tenure-track faculty, if professors continue to retire at the time they reach eligibility for full Social Security benefits, 22.2% will retire between 2012 and 2016; another 9.5%, between 2017 and 2021; and 18.3% between 2021 and 2026. In other words, 50% of tenured or tenure-track faculty will be eligible to retire in the next 15 years. These faculty represent the retiring baby-boomers, many of whom were hired when Hedley Reynolds was president. To meet his goal of making Bates a national college, President Reynolds began by developing and expanding the faculty. Many net additions were secured during his presidency, and the youthful influx in the 1970s is now getting ready to retire.

The large number of retirements, especially of persons in tenured positions, provides us with a strategic opportunity to assign faculty lines where they are most needed and where, more importantly, we believe they will be needed many years into the future, since tenure-track positions may represent forty-year commitments between the college and the professor. As fields of knowledge morph and change, we must be nimble enough to respond while maintaining a core liberal arts focus. The number of faculty lines available in the next decade and a half gives us a unique opportunity to build a faculty for the twenty-first century. These decisions will not be easy; but we must study the direction of the curriculum as a whole in order to chart the right course.

In 2008 the Board of Trustees adopted a revised retirement incentive plan. To participate, tenured faculty and physical education head coaches with a rank of assistant or associate professor must enter into a retirement agreement on or before 1 July of the year in which they reach their full Social Security retirement age and if they have 15 years of full-time service to Bates.

The plan asks participants to resign tenure and choose from two leave-and-compensation options:
Two-Year Plan: Participants teach or coach full time for the first year at full salary and take a special leave in the second year with 120% of salary.

Three-Year Plan: Participants teach or coach half time for three years and receive 100% of their annual salary in the first year and 80% in the final two years.

The retirement program remains voluntary and the benefits are unchanged. Retirees have access to the Rowe Fund for undergraduate tuition assistance for dependent children. Until they reach 65 years of age, retirees may purchase health insurance through Bates at the college’s group rates. Through the Office of Human Resources, we have offered workshops to help faculty prepare for retirement. More information on the College Retirement Plan can be found at bates.edu/hr/benefits/retirement-benefits/.

We congratulate those faculty colleagues who retired in 2011-2012 and were awarded emeritus status: Paul Heroux (art and visual culture) and Denis Sweet (German).

Supporting the Academic Program

A wide range of co-curricular offerings enhance intellectual discovery and the learning experience, and include off-campus study, summer research, career internships, community engagement, and arts ensembles. The Museum of Art, the Bates Dance Festival, and the Bates College Imaging and Computing Center also engage students within the curriculum and beyond. Students are supported in their academic work through a host of resources organized under the Learning Commons, including Writing and Speaking at Bates, the Peer Writing Program, the Mathematics and Statistics Workshop, and Peer-Assisted Learning in the Sciences.

The Learning Commons

The Learning Commons fosters an ongoing campus dialogue about ways of thinking, communicating, learning, and teaching and supports both student and faculty development. Under the leadership of Hillory Oakes, director of the learning commons and director of writing, planning for a physical space for the Learning Commons in Ladd Library moved forward in the fall of 2011. Bates engaged Barba + Wheelock Architecture + Preservation to undertake initial space planning for the renovations. Essential library renovations will take place in summer 2013, while the schedule for the Learning Commons renovations has been extended to allow for more planning. In summer 2012, the Mathematics and Statistics Workshop (see below) moved from Canham House on Wood Street into Ladd Library to integrate it more completely with other aspects of the Learning Commons.

On the programming side, the Learning Commons inaugurated a new series of faculty talks, Fits and Starts: Faculty Conversations about Creativity and Scholarship. This year’s speakers, Myron Beasley (African American studies and American cultural studies), Francisca López (Spanish), David George (Spanish), and William Corlett (politics), drew appreciative audiences of faculty, students, and staff as they talked about their own processes of delving into research and creating knowledge.

Staff from Ladd Library, the Math and Statistics Workshop, and Writing at Bates collaborated on a series of interrelated workshops for students and faculty in fall 2011. Three workshops for students, with three linked pedagogy workshops for faculty, focused on issues of evidence (such as different disciplinary expectations and use of data in writing assignments). Although the workshops were targeted at first-year students and first-year-seminar faculty, they were open to all. A workshop, Writing with Data, was offered in partnership with the Bates-Bowdoin Quantitative Collaborative. Two faculty writing groups—one for humanities and one for social sciences—met over a meal once or twice each month during the academic year to discuss book proposals and other ongoing writing and research projects. Finally, the Learning Commons was a sponsor of the Andrews lecture given by Scott Belsky, entrepreneur and author of Making Ideas Happen, with a follow-up conversation about building time for reflection and renewal in a busy academic climate.

Since 2006, with the adoption of the new General Education curriculum, the Bates College faculty and staff have gathered during May in a daylong conference to think and talk about what and how we teach. Organized by the Learning Commons, this year’s conference, Re-Orienting Oversight of the
Bates Curriculum: Faculty Governance in Academic Affairs focused on possible changes in the offering in light of the assessment of the General Education curriculum, Clayton Spencer’s arrival as president in July 2012, and the search in 2012-2013 for a new vice president for academic affairs and dean of the faculty.

Writing at Bates. A pivotal component of the Learning Commons, Writing at Bates supports students writing and faculty teaching writing across the college. Professional writing specialists present workshops about writing, speaking, and other topics, work with faculty on writing assignments and syllabi, and confer one-on-one with students about writing from the first year through the senior thesis. In fall 2012, Lauren Vedal joined Writing at Bates as the writing specialist in the humanities, complementing writing specialists in social sciences, Misty Beck, and in science, Seri Lowell. Drawing on her experience working with English Language Learning students, Lauren headed up outreach to international and multilingual writers, collaborating with the Office of Intercultural Education on tutoring hours and programming, and meeting with James Reese, associate dean of students, and others to discuss the support best suited to Bates’ international students.

Peer Writing Support. Peer writing support is another important part of Writing at Bates and the Learning Commons. From its beginning in 2007, the Peer Writing Program has worked to create a culture of writing at Bates, one student at a time, by making it convenient and comfortable to share work in progress, talk, reflect, and revise. Peer-writing support has proven a boon to faculty and an exceptional learning opportunity for student writing assistants.

In 2011-2012, the Peer Writing Program, headed by Joanne Cole, marked another productive year: 3,000 one-to-one full conferences; direct support for 35 first-year seminars in the fall, 13 writing-focused courses in the winter, and three Short Term courses. Fifty-six student writing assistants enjoyed mentoring opportunities. Course writing assistants not only discussed drafts and modeled planning, research, and revision practices, but also provided oral communication and visual design support to students, including draft posters, PowerPoint presentations, and Prezis.

Peer-Assisted Learning in the Sciences. Peer-Assisted Learning in the Sciences (PALS) offers regularly scheduled, out-of-class, peer-facilitated collaborative study sessions to help students master the material in traditionally challenging gateway science courses. Each PALS session integrates study strategies with course content; students and peer leaders compare notes, discuss course material, and apply what they are learning. Sessions are open to all students in the course.

PALS is a Bates version of Supplemental Instruction, a widely accepted “best practice” for supporting inclusion and success of students from diverse backgrounds. It fits well for Bates’ egalitarian community of learners because attendance is voluntary, allowing students to decide whether the sessions are helping them in the course. Using this model, PALS supports student learning, faculty teaching, and provides leadership and teaching opportunities for students.

Peer science leaders are students who have successfully completed a course and who are interested in helping others become better learners in that course. Leaders receive training about the ways students learn and strategies for tutoring and facilitating group sessions. Leaders meet weekly with the professor for the course to discuss common problem areas for particular topics and to assemble worksheets or problem sets. They also gather weekly with Seri Lowell, the PALS supervisor, for ongoing training and support.

In 2011-2012, PALS employed 20 peer science leaders and served core courses that enrolled more than 1,000 students in four science departments, including Organismal Biology, Cellular and Molecular Biology, Atomic and Molecular Structure, Chemical Structure and Its Importance in the Environment, Chemical Reactivity, Chemical Reactivity in Environmental Systems, Organic Chemistry I and II, Scientific Approaches to Environmental Issues, Classical Physics) and Modern Physics.

Mathematics and Statistics Workshop. An educated person—regardless of his or her primary field of study—must be able to understand quantitative information and make informed judgments based on that understanding. Since 2000, the Mathematics and Statistics Workshop has been an important resource
for the college, supporting learning in mathematics and quantitative literacy by teaching and tutoring students and supporting faculty in several disciplines. Grace Coulombe, who also teaches in the mathematics department, directs the Math Workshop and trained and supervised the 39 student math tutors who staffed the Math Workshop in 2011-2012.

The Math Workshop offers services on both a drop-in basis and by appointment. Student support is available through individual tutoring sessions (offered by peer tutors and Ms. Coulombe), tutors attached to Calculus I, Calculus II, and Probability courses, who worked with students individually or in groups, and calculus help sessions manned by two to three tutors every Monday through Thursday during the semesters. While 76% of tutoring sessions focused on calculus, students also received individual tutoring in other courses, including Working with Data, Mathematics across the Sciences, Mathematics for Social Justice, Linear Algebra, Multivariable Calculus, Differential Equations, Abstract Algebra, Econometrics, and Biostatistics. A total of 285 students used the services of the Math Workshop, including 1,162 drop-in sessions, and 644 individual tutoring sessions. Of the students seeking help, 55% were first-years, 31% were sophomores, 8% were juniors, and 6% were seniors.

The workshop also provides tutorial sessions in the use of graphing calculators; software programs such as MATLAB, Minitab, Maple, SPSS, and Excel; and in typesetting mathematical documents using LaTeX. Tutors, too, benefit; they receive extensive training before they begin their work, and as tutors, they gain experience as teachers of math and quantitative studies thereby solidifying their own understanding of the material as they help other students learn. After Bates, many go on to teach mathematics at the secondary or college level.

**The Bates Summer Scholars Program**

At Bates we know that we must cultivate future scientists from a wide range of backgrounds if we are to flourish in a diverse society and make contributions to an increasingly complex world in which science and technology play a pivotal role. In 2007 and 2008, a grant from the Howard Hughes Medical Institute funded a pilot summer program designed as an accelerated introduction to math and sciences for students from groups traditionally under-represented in these disciplines. The goal of the program was to recruit, retain, and support students from diverse ethnic, educational, and socioeconomic backgrounds who plan to pursue studies in mathematics and science. Since 2010, generous gifts from the Chevron Corporation and anonymous donors have supported the Bates Summer Scholars Program.

Ten members of the Class of 2016 enrolled in the 2012 program. The summer scholars took two courses: Musical Acoustics, taught John Smedley (physics) and Great Ideas in Mathematics, taught by Meredith Greer and Catherine Buell (mathematics). The course and lab contact hours in the summer program equaled the contact hours in courses during the regular Bates 12-week semester. The faculty and students were assisted by teaching assistants Nicole Hastings, an assistant in instruction in physics and math major Bryan Carrillo ’13. The residential life program was coordinated by residence fellows Bethel Kifle ‘14 and Jessica Washington ‘13, assisted by Lee Seguin of the Office of the Dean of Students. Overseeing the program were Kerry O’Brien, assistant dean of the faculty, and Carmita McCoy, associate dean for student transition.

Assessment of the program is extensive, with in-depth interviews and transcript analysis. As our classes of scholars move through Bates, we are also tracking their choice of majors, their summer research activities, and, eventually, their graduate outcomes. The most striking trend among summer scholars concerns retention. There have been 62 summer scholars to date; three have left the college. The retention rate is 95.2%. By contrast in 2012, the four-year retention rate among all Bates students was 84.8%; among African Americans, 62.6%; and among Hispanics, 71.6%.

Before 2011, students applied for admission to the summer scholars program. For the 2011 and 2012 cohorts, students were selected by the faculty and admission officers and were invited to participate. As we predicted, inviting students rather than accepting applications yielded academically stronger classes, though the invitations proved not to be a particularly effective as an admission yield tool.
The Bates College Imaging and Computing Center

The Bates College Imaging and Computing Center is at the forefront of innovative teaching and scholarship, providing support for curricula and research that investigates, visualizes, and communicates knowledge. Located in Coram Library, the imaging center houses optical and computer equipment to capture, interpret, and analyze information in visual formats.

In 2011-2012 the imaging center worked with 740 students in 38 courses, and supported 41 seniors conducting theses in 12 disciplines. Twenty-two faculty members in nine disciplines used the imaging center for their own research. Matthew Côté, associate dean of the faculty and associate professor of chemistry, is the director; Mathieu Duvall is the manager and a member of the Information and Library Services staff; and William Ash is an assistant in instruction.

Several of the imaging center’s many collaborations undertaken 2011-2012 are described in Appendix L.

Bates Career Development Center

The mission of the Bates Career Development Center (BCDC) is to

partner with Bates students and alumni, faculty and staff, and recruiters to deliver exemplary career-related services including career coaching and exploration, skill-building and training.

The BCDC works closely with students and alumni through individual and personalized career exploration to help Bates graduates secure fulfilling work in which they make a significant contribution. The BCDC is committed to respect individuals' interests and goals throughout the career development process, developing customized career exploration and management strategies, collaborating with students and alumni to cultivate a keen understanding of the current marketplace and their own marketability, and providing an array of opportunities to explore career options through experiential and hands-on learning combined with industry research.

In 2011-2012 the BCDC welcomed two major changes. First, David McDonough joined the staff as the director of the center. McDonough came to Bates from Clark University; he has also worked in career development at Brandeis University and Boston University. Second, the center was placed under the direction of the dean of the faculty. This is an exciting prospect for all, enabling us to draw ever closer connections between students' academic pursuits and their career aspirations.

Pre-Medical Advising

By design, Bates does not have a pre-medical major. Students who arrive at Bates planning to attend medical school (and there are many of them) are encouraged to do well in the courses required by medical schools, but also to take courses and pursue majors that are of genuine interest to them. In a recent survey of 20 years of math and science alumni, many physicians responded. The majority of them commented on how Bates gave them essential skills and habits of mind beyond pre-medical prerequisites that serve their practices well: speaking and writing effectively, approaching the patient as a "whole person," navigating the complex economic and political climate of health care today, and respecting the cultural perspective of patients. We believe that liberal arts colleges like Bates are particularly well positioned to prepare excellent physicians.

The Medical Studies Committee, a faculty committee chaired by Lee Abrahamsen (biology) and assisted by Karen Daigler of the Bates Career Development Center, interviews students and writes required composite letters in support of their applications. The application process takes longer than one year, so Abrahamsen and Daigler begin working with students in their first year, and continue throughout their time at Bates; they also work with alumni applying to medical schools. They provide advice on schools, essay writing, and effective interviewing. The Medical Studies Committee also advises students seeking admission to dental school, veterinary school, M.D./Ph.D. programs, and other health professional schools (nursing, public health, pharmacy, etc).

Of the applicants for admission in the fall of 2012, 23 out of 28 applicants to allopathic and osteopathic medical school (82%) were accepted. Nationally, the admission rate to allopathic and osteopathic medical schools is 43% (58,766 applicants; 25,321 admits). In
addition 21 of 23 Bates applicants (91%) were accepted at other graduate schools in the health professions. Overall, 44 of 51 applicants (86%) were accepted at all programs in the health professions.

We join the many students who have sought the advice of the committee in thanking the members, especially Lee Abrahamsen and Karen Daigler, for their dedication to our students' success.

Harward Center for Community Partnerships
The Donald W. and Ann M. Harward Center for Community Partnerships was established in 2002 to honor the sixth president of Bates and his late wife. President Harward's presidency was marked by a deep and abiding commitment to community engagement as a reciprocal benefit to Bates students, faculty, staff, and community members near and far but especially in our home town of Lewiston and neighboring Auburn. The mission of the Harward Center frames its work:

_The Harward Center advances the college's commitment to cultivating informed civic action through reciprocal and sustained partnerships that connect the college and the community. These partnerships meet community needs, enhance academic work, and develop student leaders who are empowered to enact social and environmental change. We foster sensitivity and confidence to engage cross-culturally and encourage collaborative inquiry into issues of local and global significance._

The Harward Center aims to meet real community needs. In 2011-2012, 46,000 hours of academically-based community work were logged by students through courses, independent studies, and senior theses. Almost a third of those hours occurred in the public schools, representing the participation of over 900 students and 34 faculty members from 18 academic departments and programs. Eight Community-Based Research Fellows worked in a variety of settings on issues and facilitated a presentation and discussion at the Mount David Summit on the challenges and rewards of community-based learning.

With funding from the Christian A. Johnson Endeavor Foundation, eight students received fellowships to form the Short Term Action/Research Team (STA/RT), a rapid-response research and action team. They performed research tasks for community partners and in some settings executed actions that were grounded in research evidence, from assessing a community organization to presenting a block party designed to build a spirit of community in a neighborhood.

Fifteen faculty members and two staff members received grants from the Harward Center to support their publicly-engaged academic work. In some cases, the work was curricular, such as support for transporting students enrolled in the Short Term course, Wabanaki History in Maine, on a four-day field trip to three Wabanaki reservation communities in eastern Maine. In other cases, the work involved faculty research, such as conference travel related to intercultural ethics. Environmental studies, music, and the Bates Arts Collaborative received support from the Harward Center to institutionalize civic engagement in their work.

The Harward Center’s Civic Forum series focused on the Androscoggin River, social entrepreneurship, anti-Islamic activism and rhetoric, and social psychological research on emotions and moral judgment and its implications for public policy. Two Harward Center programs develop student leaders. In its third year at Bates, the Bonner Leader Program is part of the Bonner Foundation’s national network of 80 campuses dedicated to student leadership, community service, and academic engagement. This year, 25 Bonner Leaders, first-years through seniors, took part in the program. In addition to completing service hours and participating in working groups, Bonners participated in regular reflection sessions as well as workshops on a wide variety of topics.

The Student Volunteer Fellows Program is a one-year leadership experience in which student leaders recruit volunteers for a community program. In 2011-2012, eight Student Volunteer Fellows led programs at seven community sites ranging from an after-school tutoring program to a soup kitchen.

The Harward Center oversees the Bates-Morse Mountain Conservation Area (BMMCA) and Shortridge Coastal Center, both located in Phippsburg, Maine. The BMMCA includes over 600 acres of woodland and salt marsh with access to one of the most pristine barrier beaches in Maine. This year, five Bates courses brought 113 students to the
BMMCA, and five senior thesis students collected data for their research while housed at Shortridge. The projects mapped geologic formations in the vicinity of BMMCA and investigated the effects of restoration efforts within the area. Students from other colleges and from elementary, middle, and high schools, as well as children from camps and clubs, brought another 1,200 student visitors to these sites.

Following the departure of founding director David Scobey in 2010, Professor Georgia Nigro (psychology) served as interim director of the Harward Center for two years, bringing her longstanding dedication to community-based scholarship and a keen academic focus to the position. Georgia’s familiarity with Lewiston-Auburn, her well-established relationships with community collaborators, and her brilliance at integrating learning and community action made her an exceptional leader in this position. Both the college and the community benefited enormously from her directorship of the HCCP.

In 2011-2012, the Dean of the Faculty’s office undertook a national search for a new director, and in August 2012, Darby Ray began her tenure as director. Before coming to Bates, Darby Ray was a professor of religion and leader of community engagement at Millsaps College in Mississippi. In 2000, she directed the Millsaps Faith and Work Initiative and later became the founding director of the 1 Campus 1 Community Center for Engaged Learning and Living, which builds the capacity of faculty, staff, students, and community members for collaborative learning and problem solving. Ray received her doctorate in religion from Vanderbilt University and has taught courses in Christian thought, history of religions, and the meaning of work. Her books and articles explore how religious ideas and practices relate to the realities of human and ecological suffering and to global forces such as work and the economy.
**Commitment to responsible stewardship of the wider world**

**A Global Curriculum**

The Bates curriculum prepares students well for the complex, challenging questions they will confront as citizens of the world. During their time at Bates, 60 to 70% of students study abroad. In addition to many opportunities for off-campus study, the curriculum at the college introduces students to the world in all the humanities and social sciences, through interdisciplinary programs with foci on Asia, Latin America, Africa, medieval Britain, and science courses that consider climate change and marine ecology in the Arctic, primate behavior in Africa and Asia, and global infections. Courses investigate international political economy, anthropology on four continents, Chinese economics, Islam in the world, literatures in diaspora, psychology and national identity, and world musics. Several General Education concentrations focus on international topics, including Asian Modernity, Colonialism, Considering Africa, War and Disease, Diasporas, Globalization, Latin American Studies, Modern Europe, North Atlantic Studies, Premodern History, Renaissance, and Writing Spain.

**Fall Semester Abroad**

Among the off-campus study offerings, the Bates Fall Semester Abroad (FSA) is unique in that it offers a semester of study abroad with other Bates students, under the direction of two Bates faculty members. Students take two intensive language courses from native speakers, and two topical courses taught by the Bates faculty. In 2011-2012, the FSA program took place in Nantes, a city on the coast of France, directed by Kirk Read (French) and Joseph Hall (history). Professor Read offered the course, French Identity: Migration, Mutation, Exploration; Professor Hall taught Atlantic France, an exploration of France’s relationship with North America and Africa. Each FSA program creates a cadre of students and faculty with shared international experiences and encourages students to continue language study when they return to Bates. By virtue of being directed and taught by Bates faculty, FSA programs ensure a level of rigor, quality, and connection to the curriculum, and they offer a study-abroad option for students who may not be ready to navigate the globe on their own. In fall 2012 students are in Tarragona, Spain, with professors Francisca López (Spanish) and Karen Melvin (history).

**Short Term and Off-Campus Short Term Courses**

The Bates academic calendar includes a five-week Short Term, from the last week in April through May, in which students enroll in one course. Some Short Term courses are designed for students majoring in a particular discipline, methods courses such as those dubbed “History Hell,” which concentrates on historical methodology and theory, and “Math Camp,” an introduction of abstraction for math majors. Others teach techniques essential for the major such as Chemical Sensitivity and Reactivity. Some are hands-on courses, where students learn both theory and by doing, such as Introduction to Puppet Design and Forensic Science.

Each spring four to six Short Term courses connect globally by traveling and studying with Bates faculty abroad or outside Maine. All are linked to the academic program. In spring 2012, students studied...
and traveled with Bates faculty in Saudi Arabia, Cuba, Romania, and participated in an archaeological dig on the Shetland Islands. These opportunities provide new and deep perspectives for our students, all under the guidance of a Bates faculty member. Because these are extra-cost courses, the number offered in a given year is limited by the amount of funds available for supplemental financial aid.

**New Environments for Teaching, Learning, and Scholarship**

The key to an exceptional academic program is the faculty, but resources and infrastructure also are essential. In fall 2011 we were delighted to resurrect two new academic buildings, which have already contributed to teaching, learning, and research.

Venerable historic buildings and former residence halls Roger Williams Hall and Hedge Hall were reinvented as centers of academic and intellectual engagement. Roger Williams Hall houses the language and culture departments and programs: Asian studies, an interdisciplinary program including Chinese and Japanese as well as majors and minors in Asian studies; French and Francophone studies; German and Russian Studies; and Spanish. In addition, the building includes a state-of-the-art language technology center, a kitchen for intercultural meals, and the Office of Off-Campus Study, which moved from Lane Hall, integrating study-abroad advising with language learning. Roger Williams Hall is a physical expression of the college commitment to teaching language and culture, and the central role these disciplines play in preparing citizens of the world.

Nearby Hedge Hall was converted into offices and classroom space for the departments of philosophy and religious studies and the interdisciplinary Program in Environmental Studies, bringing to the central campus three programs that were headquartered for many years in houses on the perimeter. Hedge and Roger Williams were conceived to encourage scheduled and informal interaction among students and faculty members sharing ideas in shared spaces. The stunning, functional, and environmentally sustainable classrooms, study areas, lounges, and offices were designed by JSA Architects. Both buildings include gallery spaces curated by the Museum of Art and featuring works from the museum collections that are relevant to the academic programs in each building.

Hedge and Roger Williams halls received recognition from Maine Preservation, a statewide historic preservation advocacy group, which awarded Bates its 2012 Statewide Historic Preservation Honor Award for Excellence in Rehabilitation.

**International Fellowships and Grants for Students**

Thanks to endowments and grants to Bates, the College is able to offer remarkable opportunities to students who design projects that take them to new cultural contexts and environments. The funded projects are quite independent, so students must be disciplined, resourceful, and mindful global citizens.

The Phillips Student Fellowship, funded by the endowment established by the late president Charles Franklin Phillips and Evelyn Minard Phillips, offers up to $6,000 for a summer project in a new cultural context, which may focus on research, arts, service, or career exploration. Two to four Phillips Student Fellowships are awarded annually.

The Otis Fellowship, funded by Mr. and Mrs. Angus Wurtele, parents of the late Philip J. Otis ’95, provides up to $6,000 for a summer project that investigates the relationship of individuals or societies and their environment. Two to three Otis Fellowships are awarded each year. A major grant from The Freeman Foundation provided funding for four students to undertake summer internships in businesses in China, and the Tanaka Foundation supports the annual Technos Week in Japan, in which two Bates students and one faculty or staff member join others from U.S., British, and Australian colleges and universities for two weeks interacting with students from Japan’s Technos International University.

**The Barlow Fund**

The Barlow Fund encourages intellectual and cultural development in international settings by integrating the off-campus study experience with academic life on campus. Supported by an endowment established by former trustee David Barlow ’79, whose own study-abroad experience was transformative, the Barlow Fund offers students four types of grants programs for students to enhance off-campus study: the Barlow Fellowships help offset the costs of
international study and are awarded to sophomores before their study abroad; the Barlow Enrichment Grants offer financial support to students studying abroad who wish to extend their stay in order to complete an independent project; and Barlow Thesis Research Grants support seniors conducting thesis research that relates to their study-abroad experience; and Campus and Community Activity Grants offer support for student-designed public programming relate to off-campus study experiences, presented on campus or in the community. The Barlow Fund also supports faculty travel to study-abroad program sites to encourage professors to visit and offer critical assessments of the programs for which we award Bates academic credit. Such assessments may be coupled with research trips or international conference travel. The Barlow Fund is overseen by the faculty Committee on Off-Campus Study and is managed through the Office of Off-Campus Study of the Office of the Dean of Students.

Support for International Faculty and Visitors
Teaching and learning are enriched by the diverse experiences of individuals who join the College community. International faculty members bring distinct perspectives across the curriculum, as do visiting scholars and artists invited by faculty to the campus. The Dean of the Faculty’s office manages visas and permanent residency petitions for faculty, and visas for visiting scholars. The dean’s office routinely manages 10 to 12 visas and permanent residency cases a year, including faculty; language teaching assistants; learning associates; artists visiting departments, the Museum of Art, and the Bates Dance Festival. Faculty may work at Bates on H-1B (immigrant track) visas, J-1 (cultural exchange visitor) visas, or TN (Trade NAFTA) visas. Visiting scholars secure J-1, TN, and B-1 (business visas). The dean’s office works with immigration attorneys on H-1B visas and permanent resident petitions.
Looking forward

The college's singular accomplishment in 2011-2012 was the recruitment and appointment of Clayton Spencer as the eighth president of Bates. Appropriately, the academic program was well represented on the search committee; we are indebted to the faculty members who served: Marcus Bruce (religious studies), associate dean of the faculty Matthew Côté (chemistry), Emily Kane (sociology), and John Kelsey (psychology). President Spencer started her tenure officially in July 2012 and was formally installed in October 2012 in a joyous and hopeful campus-wide celebration. The faculty has great expectations for the years ahead, confident in President Spencer’s leadership, dedication to the highest standards, intelligence, energy, and genuine affection for this remarkable college. An atmosphere of enthusiasm and anticipation is palpable on the campus, and the community is ready to forge ahead.

In 2012-2013, Clayton and a committee of faculty and staff will conduct a search for a new vice president for academic affairs and dean of the faculty. The next dean will have some daunting challenges: a perennially underfunded academic program budget; the need to balance class size, faculty teaching load, and the requirements and desires of our students; the imperative to contain costs; changing faculty demographics; pressures to establish new curricular programs; embracing new technologies for teaching and research; and a new faculty governance landscape among them. But the assets and potential are immense: the new dean will inherit a truly exceptional faculty of teacher-scholars who are dedicated to their students, the college, and the pursuit of knowledge. The new dean will oversee a comprehensive and forward-looking curriculum, global in scope yet personalized for each student, and a senior thesis program with few peers. He or she will be able to rely on a deeply committed staff who make the place tick, from academic support services to athletics, from the registrar to the arts; professional and reliable colleagues in departments across the campus; and a dynamic president and a supportive Board of Trustees. Best of all, through his or her oversight of the academic enterprise of the college, the new dean will have the opportunity to guide our amazing students—bright, inquisitive, engaged, talented, creative, courageous, principled—as they prepare to carry knowledge, innovation, civil discourse—and Bates—out into the world.
Appendix B. Students Graduating with Department or Program Honors, Class of 2012
(Advisor’s name is in parentheses)

**African American Studies**
Dukuly, Tasheana: *Child of the Black Atlantic: Negotiating Identities in Helene Cooper’s Memoir*  
(Sue Houchins and Theri Pickens)

**American Cultural Studies**
Goldin, Joanna: *The College and the Community: Exploring the Impact of Service-Learning on the College Aspirations of Community Partners* (Mara Tieken)

Maxwell, Katharine: “An Exceedingly Dirty and Nasty People”: Exploring the Patriotic Forces of 1775 (Joseph Hall)

**Anthropology**
Hare, Sydney: *Las Trans: Negotiating Gender, Personhood, and Citizenship in Chile*  
(Heather L. Lindkvist and Claudia Aburto Guzmán)

**Biological Chemistry**
Manchester, Haley: *Low-dose Development Arsenic Exposure Alters Gene Expression Potentially through Epigenetic Modifications* (Rebecca Sommer)

**Biology**
Barstow, Mariah: *Working toward Pragmatic and Sustainable Exclusive Breastfeeding Practices among Somali Mothers in Lewiston, Maine* (Karen A. Palin)

**Chinese**
Istratii, Romina: *Kaleidoscopic and Non-Monolithic Ethnic Tourism in China: A Case-specific Approach to the Examination of Its Impacts on Minority Identities* (Xing Fan)

**East Asian Studies**
Harrison, Kaitlin L.: *Defining the Japanese OL Body through Modern Advice Literature: Text and Images* (Sarah Strong)

**Economics**
Bardhi, Arjada R.: *Two Essays on the Optimal Control of Infectious Diseases: Examining Discrepancies between Discrete-Time and Continuous-Time Models* (Michael Murray)


**English**
Dukuly, Tasheana: *Child of the Black Atlantic: Negotiating Identities in Helene Cooper’s Memoir*  
(Sue E. Houchins and Theri Pickens)

Long, Erica: *Fred Khumalo: Love, Crime, and Township Identity in Fred Khumalo’s Bitches Brew* and *Seven Steps to Heaven* (Sue E. Houchins)

Napier, Meghan: *The Problem of the Ordinary: Liberating the Fantastic and the Uncanny* (Sanford Freedman)

Rouvalis, Maria: *Charles Dickens and Elizabeth Gaskell: Authorship, Collaboration, and Divergence* (Lillian Nayder)

Thaxton, Charles: *Counting "Whole Persons" in David Foster Wallace’s Fiction* (Sanford Freedman)

Vigne, Sarah: The Evolution of Chivalric Values in the Order of the Garter: Edward III to Elizabeth I (Cristina Malcolmson)

Wirryaman, Katherine: *The Vindication of Spinsters: Winifred Holtby’s Case for Female Satisfaction* (Steven Dillon)

**Environmental Studies**
Creedon, Corey: *World Bank-NGO Entanglements in Ecuador’s Intag Region: Engagements that Favor a World Bank Hegemony or NGO Agency?* (Sonja Pieck)
**Geology**

Doolittle, Heather: *Determining P-T Paths of Metamorphism Based on Mineral Textures and Pseudosection Analysis in Small Point, Maine* (J. Dykstra Eusden)

Dulin, Ian: *New Evidence of a Post-Laurentide Local Cirque Glacier on Mount Washington, New Hampshire* (Timothy Cook)

Lindelof, Jennifer: *Using Sedimentary and Geochemical Proxies for Little Ice Age Climate Change Reconstructions, South Mainland Shetland* (Beverly Johnson and Michael Retelle)

Miller, Peter: *Kinematics of the Phippsburg Shear Zone at Hermit Island and the Wood Islands, Small Point, Maine* (J. Dykstra Eusden)

Sive, Haley: *The Structure and Stratigraphy of Small Point, Maine: D Inverted Transtensional Map-Scale Folds of Neocadrian Provenance* (J. Dykstra Eusden)

**History**
Berry, Jeffrey: *Sigmund Freud, Arthur Schnitzler, and the Birth of Psychological Man* (Jason Thompson)

Carbonell, Caylin: *"In a new plantation it is not known whether man or woman be more necessary": Gender Relations in Seventeenth-Century Virginia* (Joseph Hall)

Cook, James: *A Perfect Triangle: Aaron Lopez and the Colonial Mercantile System in Pre–Revolutionary Newport, Rhode Island* (Hilmar Jensen)

Lampen, Claire: *Hitler’s Children: Education as Indoctrination under the Third Reich* (John Cole)

Merten, Rebecca: *"It’s All Happening at the Zoo": Plural Visions of Landscape, Animals, and Humans in the Early Days of the Bronx Zoo* (Aimée Bessire)

Reinhartd, Josephine: *Los "Chicago Boys": A Powerful Exchange of People and Ideas between Chile and Chicago* (Karen Melvin)

Wallman, Anna: *The Unbending Pillars of John Adam’s Political Philosophy* (John Cole)

**Interdisciplinary Studies**
Hare, Sydney: *Las Trans: Negotiating Gender, Personhood, and Citizenship in Chile* (Heather L. Lindkvist and Claudia Aburto Guzmán)


**Japanese**

**Music**

**Neuroscience**
Neville, Caroline: *The β-lactam Antibiotic Ceftriaxone as a Treatment for the Symptoms of Parkinson’s Disease and L-DOPA Induced Dyskinesia in 6-OHDA-Lesioned Rats* (John Kelsey)

**Philosophy**
Lambright, Daniel: *Objective Chances in a Deterministic World* (Lauren Ashwell)

**Politics**
Elliott, Catherine: *Political Change through Narrative* (William Corlett)

Istratii, Romina: *Dams over Nukes: Explaining Indian Water Treaties* (Jason Scheideman)

LaFreniere, Kelsey: *Commemorating the Holocaust and Communism: The Politics of Hungarian Public Memory* (James Richter)

Lipton, Justin: *Multinational States, Multicultural Nations: The Challenge of Liberal Multiculturalism in Nested Nations* (Clarisa Pérez-Armendáriz)
Sima, Gina: *Revising Sovereignty: A Case Study of Kosovo, East Timor, and South Ossetia* (James Richter)

**Psychology**
Gavin, Kristen: *Perceptual Asymmetries and Lateralization in Adults with Attention Deficit Hyperactivity Disorder* (Kathryn G. Low)

**Rhetoric**
Katon, Ryan: *Nerd Up: The Rise of Media and the Co-Optation of Narrative in Advertising* (Charles I. Nero)

McCandlish, Kevin: *The Categorical Balance of Safeguarding Honor: A Cluster Analysis of Rhetorical Value Hierarchies in the Ninth Circuit’s United States* C. Alvarez (Jan M. Hovden)

**Sociology**
Bugajski, Nicolle: "That was all me. I did it. And the government helped me, definitely, but if I didn’t put forth the effort, I wouldn’t have come anywhere. It was a mix. “Perceptions of Individual Versus Government Responsibility to Help the Poor (Emily W. Kane)

Conwell, Jordan: *The Inverse Relationship between the Black Immigrant Paradox and Black Nonimmigrant Disadvantage: A Comparative Analysis of Test Outcomes for Black Immigrant and Black Nonimmigrant Students* (Emily W. Kane)

Gross, Kerry: "Women’s Rugby isn’t That Feminine": Challenging Gender Norms through Participation in Women’s Rugby (Heidi Taylor)

**Spanish**
González, Dhariana: *La dominicanidad desde la diáspora: Literatura e historiografía en La breve y maravillosa vida de Oscar Wao* (Baltasar Fra-Molinero)

**Theater**
Castellano, Elizabeth: "This is a reckoning." A Project in Directing Henrik Ibsen’s A Doll’s House (Paul Kuritz)
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>African American Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Cultural Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anthropology (inc. joint dept of Sociology, Anthropology)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art and Visual Culture</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian Studies (inc. Chinese, Japanese)**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biological Chemistry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chinese**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classical &amp; Medieval Studies (inc Greek, Latin)**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classical and Romance Lang &amp; Lit (inc French, Greek, Latin, Spanish)**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environmental Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foreign Languages (inc all languages)**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>French**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>German**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>German and Russian Studies**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>German, Russian and East Asian Lang &amp; Lit (inc Chinese, Japanese)**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greek**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>History</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Japanese**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Latin**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neuroscience</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Philosophy (inc. joint review as Philosophy and Religion)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education/Athletics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics and Astronomy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Politics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Religious Studies (inc. joint review as Philosophy and Religion)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Romance L&amp;L (French, Spanish)**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Russian**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sociology (inc joint dept of Soc and Anthro)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theater and Rhetoric (inc Dance)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women and Gender Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix D. Internal Grants Awarded to Faculty, 2011-2012

This covers a period of 1 June 1 2011 through 31 May 2012

Bates Faculty Development Fund Grants—Awarded December 2011 and April 2012

Ambrose, William, Professor of Biology: Spatial and Temporal Variation in the Growth of the Soft-Shell Clam along the Coast of Maine

Ásgeirsdóttir, Áslaug, Associate Professor of Politics: Delineating Maritime Boundaries/Ecomanagement in the Gulf of Maine

Beasley, Myron, Assistant Professor of African American Studies and American Cultural Studies: Ethnography of Place: Aroostook County, Barns, and Cultural History

Carnegie, Charles Valentine, Professor of Anthropology: Constricted Postcolonial Geographies: The Disposal of Privileged Bodies

Cernahoschi, Raluca, Visiting Assistant Professor of German: Conference Travel Support

Costlow, Jane, Professor of Environmental Studies: The Forest in 19th Century Russian Culture

Danforth, Loring, Charles A. Dana Professor of Anthropology: For Man and Nature: The Transborder Prespa Park and Translation into Greek, Children of the Greek Civil War

Decker, Craig, Professor of German: Translation, Consultation, and Eine sehr kleine Frau

Dilley, Carol, Associate Professor of Dance: Collaborative Performance Project with Cellist Madeleine Shapiro

Durst, Michael, Visiting Assistant Professor of Physics and Astronomy: Two-photon imaging in scattering biological tissue

Fatone, Gina, Associate Professor of Music: Multimodal Imagery and Teaching Nonlinguistic Thought: What Manual Gesture and Metaphor in the Music Lesson Can Tell Us about How We Think

Federico, Sylvia, Associate Professor of English: Bodleian MS Douce 299

Greer, Meredith, Associate Professor of Mathematics: Collaborations on Mathematical Ecology

Houchins, Sue, Associate Professor of African American Studies: Travel to Conference on Historiography and Slavery and Research on Sr. Therese

Jayawant, Pallavi, Associate Professor of Mathematics: Free Sums of Polytopes

Kane, Emily, Professor of Sociology: The Gender Trap: Final Manuscript Indexing

Kelsey, John, Professor of Psychology: Incubation of Nicotine-Induced Locomotor Sensitization: A Model for Drug Relapse

Koven, Nancy, Assistant Professor of Psychology: Neuroprotective Effects of Vitamin D in Multiple Sclerosis

Lewis, Lynne, Professor of Economics: Travel to Two Conferences, Summer 2012

Low, Kathryn Graff, Professor of Psychology: Association for Women in Psychology Meeting, “Attitudes toward Placentophagy”

Malcolmson, Cristina, Professor of English: An Edition of Edward Herbert’s Amazon

Maurer-Fazio, Margaret, Betty Doran Stangle Professor of Applied Economics: A Comparative Study of the Well Being of China's Ethnic Minorities

Melvin, Karen, Associate Professor of History: American Alms and Global Catholicism

Miura, Hiroya, Associate Professor of Music: Concert and Workshop with Momenta String Quartet
Nguyen, Trian, Associate Professor of Art and Visual Culture: *Teaching Modern Vietnamese Culture through Film*

Niedzialkowska, Beata, Visiting Assistant Professor of Art and Visual Culture: *Research on Late Medieval Reliquaries in Poland*

Nayder, Lillian, Professor of English: *Dickens 2012*

O’Higgins, Dolores, Euterpe B. Dukakis Professor of Classical and Medieval Studies, *Classics in the Hedge Schools of Ireland*

Okrent, Mark, Professor of Philosophy: *Teleology, Naturalism, and Rational Explanation*

Pettway, Matthew, Assistant Professor of Spanish: *Transculturating Literature in a Society of Dead Poets: Race, Religion, and Ritual*

Pickens, Theri, Assistant Professor of English: *Conferences, Camp, and Couture*

Pieck, Sonja, Assistant Professor of Environmental Studies: *Environmental Citizenship Peru: On the Trail of the Interoceánica*

Plastas, Melinda, Visiting Associate Professor of Politics: *Cultures of Tobacco Control: Race and Gender and the History of Tobacco Control in the United States and Gender and Tobacco in a Transnational Context*

Rand, Erica, Professor of Art and Visual Culture and Women and Gender Studies: *Travel to Cultural Studies Association Conference*

Rice-DeFosse, Mary, Professor of French: *Reimagining the Muse’s Life: Louise Colet as Writer*

Richter, James, Professor of Politics: *Civil Society and the New Authoritarianism in Russia and China: A Comparative Study*

Riera-Crichton, Daniel, Assistant Professor of Economics: *Conference Travel, Data Collection, Journal Submission*

Salerno, Adriana, Assistant Professor of Mathematics: *Advancing and Developing Pre-tenure Research Plan*

Scheideman, Jason, Lecturer in Politics: *Night and Fog: Explaining States of Disappearing Citizens*

Schomburg, Susan, Assistant Professor of Religious Studies: *Research Trip in India*

Thompson, John, Visiting Associate Professor of History: *Wonderful Things: The History of British Egyptology*

Webster, Jonathan E., Visiting Assistant Professor of Mathematics: *Cubic Function Fields*

Wong, Peter, Professor of Mathematics: *Fixed-point Theory of Three-dimensional Flat Manifolds*

**Brandow Family Fund—Awarded December 2011**

Fatone, Gina, Associate Professor of Music: *Ben Arcangel, Sudanese Dancer for Spring Gamelan Concert, 2012*

Faure, Laura, Lecturer in the Arts and Director of the Bates Dance Festival: *red, black, and GREEN: a blues by Marc Bamuthi Joseph and The Living Word Project*

Matthews, William, Alice Swanson Esty Professor of Music, and Vecsey, Katalin, Senior Lecturer in Theater: *Adapting and Staging 1,000 Airplanes on the Roof*

Reidy, Michael, Lecturer in Theater and Managing Director of Theater and Dance: *The Aquila Theater*

**CBB Mellon Collaborative Faculty Enhancement Grants—Awarded September, October, November 2011**

Dearborn, Donald, Professor of Biology: *Creative Pedagogical Exchange for Teaching the Biology of Birds*

Houchins, Sue, Associate Professor of African American Studies: *Imagining the Geography of the Diaspora*

Kahan, Todd, Associate Professor of Psychology: *Mainely Data (Some Theory) Conference on Experimental Psychology in Maine*
Low, Kathryn Graff, Professor of Psychology: New Faculty Development Mutual Mentoring Workshop
Oakes, Hillory, Lecturer in Writing, Director of Writing, and Director of the Learning Commons: Best Practices in Oral Communication

**Early Career Student Research Opportunities in Mathematics and Natural Sciences through the Mellon Presidential Discretionary Fund—Awarded February 2012**

Austin, Rachel Narehood, Professor of Chemistry: Exploring the Structure and Mechanism of Alkane Monoxygenase, a Critical Enzyme in the Global Carbon Cycle
Koviach-Côté, Jennifer, Associate Professor of Chemistry: Synthesis of Ashitabaol
Lin, Hong, Professor of Physics: Synchronization of Vertical-cavity Surface-emitting Lasers Operating with Several Transverse Modes

**Harward Center Grants for Faculty Discretionary Programs—Awarded July, September and November 2011 and January, February, March, April 2012**

Aronson, Krista, Associate Professor of Psychology: Informing the Development of a Teen Parenting Program at the Auburn Public Library
Baker, Cynthia, Associate Professor of Religious Studies: Food and the Sacred
Bessire, Aimée, Lecturer in History: Community Studies
Charles, Anita, Lecturer in Education and Director of Teacher Education: Adolescent Literacy
Eames, Elizabeth, Associate Professor of Anthropology: Nuer Narratives Project
Fraser-Thill, Rebecca, Lecturer in Psychology: Advanced Topics in Developmental Psychology
Palin, Karen, Lecturer in Biology: Biology in the Community
Sandler, Jennifer, Visiting Assistant Professor in Education: Educating for Democracy

**Harward Center Grants for Programs, Departments or General Education Concentrations—Awarded October 2011 and June 2012**

Costlow, Jane, Professor of Environmental Studies: Departmental Support for Community-Curricular Partnership and Summer Internship and Community-engaged Research in Environmental Studies Seminar
Costlow, Jane, Professor of Environmental Studies, and Thomas Wenzel, Charles A. Dana Professor of Chemistry: Developing a Seminar
Matthews, William, Alice Swanson Esty Professor of Music: Music 2011-2012
Parakilas, James, Professor of Music and James L. Moody Jr., Family Professor of Performing Arts: 2012-2013 Artists Residency Program

**Harward Center Grants for Publicly-Engaged Academic Projects—Awarded October 2011 and March, June 2012**

Aronson, Krista, Associate Professor of Psychology: The Story Book Project: Focus on Children of Color
Buell, Catherine, Visiting Assistant Professor of Mathematics: A Bates Sonia Kovalevsky Mathematics Day for Young Women in Mathematics
Cumminskey, David, Professor of Philosophy: Intercultural Ethics, Public Policy, and Democracy
Dauge-Roth, Alexandre, Associate Professor of French: French Afterschool Program through the Maine French Heritage Language Program 2012-2014
Faure, Laura, Lecturer in the Arts and Director of the Bates Dance Festival: Arts Across the College and Community: Marc Bamuthi Joseph, red black & GREEN: a blues
Godfrey, Mollie, Visiting Assistant Professor of English: Making African American History: Preserving the Archives of the Portland NAACP
Pawling, Micah, Lecturer in History: *Learning with the Wabanakis in Three Reservation Communities*

Pérez-Armendáriz, Clarisa, Assistant Professor of Politics: *Disapora Bonds: Development Pipe Dream or Panacea?*

**INBRE Student-Faculty Grants—Awarded February 2012**

Ambrose, William, Professor of Biology: *Use of Biochemical Indices in Detecting Spatial and Temporal Variation in the Growth of Soft-Shelled Clam along the Coast of Maine*

Austin, Rachel Narehood, Professor of Chemistry: *Exploring the Structure and Mechanism of Alkane Monoxygenase (AlkB), a Critical Enzyme in the Global Carbon Cycle*

Bavis, Ryan, Associate Professor of Biology: *Does Chronic Developmental Hyperoxia Alter Ventilatory Responses to Carbon Dioxide?*

Dearborn, Donald, Professor of Biology: *Lyme Borreliosis: Screening for Borrelia DNA in Avian Reservoir Hosts*

Koviach-Côté, Jennifer, Associate Professor of Chemistry: *Mechanistic Studies of the Radical Scavenging Activity of Phenylpropanoid Glycosides*

**Learning Associate Grants—Awarded 2011-2012**

Beasley, Myron, Associate Professor of African American and American Cultural Studies: *Eda Cufer: dance and performance dramaturge*

Bigelow, Gerald, Lecturer in History: *Seth Brewington: anthropologist*

Dhingra, Lavina, Professor of English: *Susann Pelletier, poet*

Douglass, Amy Bradfield, Associate Professor of Psychology: *Karen Newirth: eyewitness identification litigation expert*

Fatone, Gina, Associate Professor of Music: *Wahyu Roche: composer and musician and Achmad Farmis, choreographer*

Faure, Laura, Lecturer in the Arts and Director of the Bates Dance Festival: *Marc Bamuthi Joseph: spoken word artist and dancer*

Godfrey, Mollie, Visiting Assistant Professor of English: *Patricia A. Sullivan: expert on NAACP papers*

Mills, Daniel, Lecturer in the Humanities and Director of the Museum of Art: *Xiaozhe Xie: artist and Babak A. Tafreshi: photographer and science journalist*

Miura, Hiroya, Associate Professor of Music: *Peter Bussigel and Byron Karabatsos: filmmaker and media artist*

Niedzialkowska, Beata, Visiting Assistant Professor of Art and Visual Culture: *Stefan Niedzialkowski: mime artist and teacher of mime*

Pawling, Micah, Lecturer in History: *Donald Soctomah: historian of the Passamaquoddy Tribe*

Pettway, Matthew, Assistant Professor of Spanish: *Daisy Cué Fernández, Cuban literature scholar*

Pickens, Therí, Assistant Professor of English: *Koritha Mitchell: author of Living with Lynching*

Plastas, Melinda, Visiting Associate Professor of Politics and Women and Gender Studies: *Cameka Smith: founder of BOSS, a career-building network for Black women*

Reidy, Michael, Lecturer in Theater and Managing Director of Theater and Dance: *The Aquila Theater*

Strong, Sarah, Professor of Japanese Language and Literature: *Barry Dana, Former Chief, Penobscot Nation*

Thompson, John, Visiting Associate Professor of History: *Kent Weeks, Egyptologist*
Mellon Faculty Innovation Grants—Awarded June and August 2011

Dilley, Carol, Associate Professor of Dance, and Laura Faure, Lecturer in the Arts and Director of the Bates Dance Festival: *Arts Across the Curriculum: A Performing Arts Model*

Eusden, J. Dykstra, Professor of Geology: *Mobile (Field-based) GIS across the Science Curriculum*

Miura, Hiroya, Associate Professor of Music: *Umi: Sound Installation for Fragua Artist Residency*

Melvin, Karen, Associate Professor of History: *Common Enemies: Colonial Mexico, Global Catholicism, and the Muslim Other*

Phillips Fellowships—Awarded September 2011

Hughes, James, Thomas Sowell Professor of Economics: *Human Trafficking and Information Technologies: A Survey of Households in Rural Vietnam*

Richter, James, Professor of Politics: *Civil Society and the New Authoritarianism in Russia and China: A Comparative Study*

Yang, Shuhui, Professor of Chinese: *Translation of Two Ming Dynasty Collections*

Student Research Apprenticeship Grants—Awarded February 2012

Dellachiesa, Alejandro, Assistant Professor of Economics: *Growth, Trade, and the Environment: Water Pollution from Industrial Sources*

Duina, Francesco, Professor of Sociology: *What’s Next? How Americans Make Sense of Transitions in Life*

Kelsey, John, Professor of Psychology: *Incubation of Nicotine-Induced Locomotor Sensitization: A Model for Drug Relapse*

Maurer-Fazio, Margaret, Betty Doran Stangle Professor of Applied Economics: *Audit Study of the Hiring Practices in Chinese Firms*

Theri Pickens, Assistant Professor of English: *Black Spectacular Fiction*

Whiting Teaching Fellowship—Awarded September 2011

Ashwell, Lauren, Assistant Professor of Philosophy: *Introspection and Desire*
Appendix E. External Grant, Fellowship, and Award Funding Active in FY 2012 (1 July 2011 – 30 June 2012)

Faculty Grants

**Ambrose, William, Professor of Biology**
Maine Sea Grant (Subaward, University of Maine Grant): *Spatial and Temporal Variation in the Growth of the Soft-shell Clam (Mya arenaria)*. $77,032, 2012-2013.
Maine Department of Marine Resources: *Growth and Long-term Abundance Patterns of Bloodworms (Glycera dibranchiate)*. $5,000, 2011-2012.

**Aronson, Krista, Associate Professor of Psychology**
CHAS (Subaward, Trinity College Grant): *Developing a Multimedia Tool to Improve Cross Group Interactions and Campus Climate at Bates College*. $1,720, 2012.

**Austin, Rachel, Professor of Chemistry**

**Bavis, Ryan, Associate Professor of Biology**
National Science Foundation: *Time-Dependent Changes in Respiratory Control after Perinatal Hyperoxia*. $210,000, 2008-2011.
American Physiological Society: Giles F. Filley Memorial Award for Excellence in Respiratory Physiology and Medicine. $20,000, 2006-2012.

**Bigelow, Gerald, Visiting Associate Professor of History**
National Science Foundation: *IPY: Shetland Islands Climate and Settlement Project: Multidisciplinary Analysis of Environmental Catastrophes on Northern Coastlines*. $619,080, 2010-2012.

**Buell, Catherine, Visiting Assistant Professor of Mathematics**

**Côté, Matthew, Associate Professor of Chemistry**

**Douglass, Amy, Associate Professor of Psychology**

**Eames, Elizabeth, Associate Professor of Anthropology**

**Eusden, J. Dykstra, Professor of Geology**

**Ewing, Holly, Assistant Professor of Environmental Studies**
National Science Foundation: *Opening Pandora’s Box with a Biotic Key: Can Cyanobacterial Blooms in Nutrient-Poor Lakes Accelerate Eutrophication?*. $367,046, 2009-2012.
National Park Service CESU: *Appalachian Trail Atmosphere Deposition Effect Study*. $100,000, 2010-2014.

**Federico, Sylvia, Associate Professor of English**
American Council of Learned Societies, ACLS Fellowship: *Chaucer and Walsingam*. $40,000, 2011-2012.
Godfrey, Mollie, Visiting Assistant Professor of English

Johnson, Beverly, Associate Professor of Geology

Johnson, Beverly, Associate Professor of Geology and Lynne Lewis, Professor of Economics
National Science Foundation (Subaward, University of Maine Grant): Maine’s Sustainability Science Initiative. $138,464, 2010-2012.

Kleckner, Nancy, Associate Professor of Biology

Lin, Hong, Professor of Physics
National Science Foundation: Perturbation Induced Dynamics. $115,000, 2011-2012.

Lundblad, Nathan, Assistant Professor of Physics

Retelle, Michael, Professor of Geology
National Science Foundation (Subaward, Hampshire College Grant): The Svalbard REU: Holocene and Modern Climate Change in the High Arctic. $38,686, 2011-2012.


Small Point Operating Company, Phippsburg, ME: Coastal Geology Research at Seawall Beach and Adjacent Settings. $4,000, 2011-2012.

Schlax, Paula, Associate Professor of Chemistry
National Institutes of Health/Maine INBRE: Translational Regulation of Ribosomal Protein and RNA Polymerase Subunit Synthesis in Diverse Bacterial Species. $131,039, 2012-2013.

Shaw, Caroline, Assistant Professor of History

Sommer, Rebecca, Associate Professor of Biology

Wenzel, Thomas, Charles A. Dana Professor of Chemistry
National Science Foundation: Chiral NMR Shift Reagents. $237,876, 2007-2012.

National Science Foundation: Collaborative Research: Development of Contextual E-Learning Modules for Analytical Chemistry. $600,000, 2011-2015.

American Chemical Society: Award for Research at an Undergraduate Institution. $5,000, 2010-2012.

Peter Wong, Professor of Mathematics
Institutional Grants

Bates College Museum of Art


The Mr. and Mrs. Raymond J. Horowitz Foundation for the Arts, Inc., Wyeth Exhibition. $17,000, 2011-2012.


Bates Dance Festival

National Endowment for the Arts: Bates Dance Festival Artworks. $30,000, 2012.

Surdna Foundation: Bates Dance Festival. $225,000, 2009-2012.

Harward Center for Community Partnerships

American Association of Colleges and Universities Leadership Grant: Ethical Scenarios. $10,000, 2009-2012.


Davis Family Foundation: Downtown Educational Collaborative. $10,000, 2011-2012.


The Elmina B. Sewall Foundation: Downtown Educational Collaborative. $30,000, 2012.


Other Institutional Academic Grants


Moses Feldman Family Foundation: Student Internships in Environmental Studies. $25,000, 2012-2013.


The Andrew W. Mellon Foundation: Enhanced Sabbatical Program. $1,000,000, 2008-2012.


The Andrew W. Mellon Foundation: Choices for Bates. $150,000, 2010-2013.


Tanaka Memorial Foundation: Tanaka Research Fellowships and the Technos Week in Japan. $10,000, 2011-2012.


Mrs. Giles Whiting Foundation: Whiting Fellows Program in the Humanities. $400,000, 2007-2014.
Appendix F. Grants and Fellowships Awarded to Students in 2011-2012 (including Summer 2012)

**Bates Student Research Fund, supporting research during the academic year**

Anderson '12, Brigit: *Electron Microprobe Analysis of Apatite Grains from Mt. Washington, NH, for Apatite Fission Track Dating Study* (J. Dykstra Eusden, Geology)

Barry '12, Colin: *Hydrologic Groundwater Study of a Ditch-plugged Salt Marsh in Phippsburg, ME* (Beverly Johnson, Geology)

Barstow '12, Mariah: *Working Toward Sustainable Practices of Breastfeeding among Somali Mothers* (Karen Palin, Biology)

Barton '12, Alex: *Contested Landscapes: A Political Ecology of Landscape Identity in South Carolina* (C. Valentine Carnegie, Anthropology, and William Corlett, Politics)

Basij-Rasikh '12, Mustafa: *Economic and Security Transition in Afghanistan, Post-2014* (Jason Scheidman, Politics)

Bewley '12, Kate: *Japanese Architectural Space and the Construction of Japanese Identity* (Brian Steiniger, Japanese)

Buckley '12, Katherine: *The Influence of Media in the Political Career of Jeannette Rankin* (Hilmar Jensen, History)

Camy '12, Genevieve: *Comparing the Prevalence and Relevance of "Fat Talk" among Caucasian Women and Women of Color* (Kathryn Low, Psychology)

DeFiore '12, Caitlyn: *Exploring the Grey Area: Redefining Racial Legacies of the Haitian Revolution* (Karen Melvin, History)

DiSalvo '12, Allison: *Effects of Developmental Hyperoxia on Spiracle Opening in Drosophila melanogaster* (Ryan Bavis, Biology)

Dobish '12, Lauren: *The Collective Impact of the Dud Effect and the Appearance-Change Instruction on Eyewitness Confidence* (Amy Douglass, Psychology)

Doolittle '12, Heather: *Reconstruction the Conditions for Metamorphism in Small Point, ME* (J. Dykstra Eusden, Geology)

Dulin '12, Ian: *Evidence for a Late-Wisconsin Reactivation of a Mountain Glacier in the Great Gulf, Mt. Washington, NH* (Timothy Cook, Geology)

Ellis '12, Dana: *Age-Related Differences in Mental Set when Problem Solving* (Todd Kahan, Psychology)

Fitzgerald '14, Colleen: *Tango: A National Identity through Dance* (Elizabeth Eames, Anthropology)

Grandgeorge '12, Samuel: *Effects of Carotid Body Inhibition on Ventilatory Control of Rats Reared in Chronic Hyperoxia* (Ryan Bavis, Biology)

Harmeling '12, Luke: *Effects of Chronic Hyperoxia on Metabolism in Neonatal Rats* (Ryan Bavis, Biology)

Harrison '12, Kaitlin: *Defining the Japanese Office Lady Body through Modern Advice Literature: Text and Images* (Sarah Strong, Japanese)

Harrop '12, Emily: *Comparison of Second- and Fourth-Digit Ratios and the Development of Social Skills in Autistic and Typically Developing Children* (Krista Aronson, Psychology)

Horvath '12, Margaret: *Youth-Parenting in the Lewiston, ME, Community* (Karen Palin, Biology)

Johnston '12, Amy: *Growth Rate and Shell Analysis of Patella vulgata from Sandwick South, Shetland, UK* (William Ambrose, Biology)

Kageleiry '12, Andrew: *Macroeconomic Conditions and the Utilization of Preventive Medical Services* (Nathan Tefft, Economics)


Kwon '13, Sandy: *Methods for the Purification of E3 Ubiquitin Protein Ligases that Recognize Piconaviral 3C Proteases* (T. Glen Lawson, Chemistry)
Lindelof '12, Jennifer: Bedrock and Groundwater Interaction: A Public Health Hazard? (J. Dykstra Eusden, Geology)

Lindelof '12, Jennifer: Using Sedimentary and Geochemical Proxies for Climate Change to Reconstruct the History of the Old House of Brow, South Mainland Shetland, UK (Beverly Johnson and Michael Retelle, Geology)

Mack '12, Deborah: Using Pictograms to Improve Appropriate Use and Understanding of Prenatal Medications for Somali Women in Lewiston, ME (Karen Palin, Biology)

Madden '12, Kelley: Transcriptional Regulation Analysis through the Isolation and Characterization of Borrelia burgdoferi RNA Polymerase (Paula Schlax, Chemistry)

McManus '12, Kelly: The Effect of Visuomotor Behavioral Rehearsal Training on the Individualized Zone of Optimal Functioning (Susan Langdon, Psychology)

Mo '12, Lesley: Effects of Oxidative Stress on Zinc-Lead Metal Exchanges in Metallothioneins (Rachel Austin, Chemistry)

Naing '12, Swe Htet: Purification and Mechanistic Studies of the Oil-Degrading Enzyme Alkane hydroxylase from Alcanivorax borkumensis AP1 (Rachel Austin, Chemistry) (two grants)

Navarrete '13, Nathalie: Statelessness of Human Rights: A Case Study of Dominico-Haitians (Clarisa Pérez-Armendáriz, Politics)

Neville '12, Caroline: The B-lactam Antibiotic Ceftriaxone Used as Treatment for the Symptoms of Parkinson's Disease and L-DOPA-Induced Dyskinesia in 6-OHDA-Lesioned Rats (John Kelsey, Psychology) (two grants)

Nguyen '12, Giang: Effect of Chronic Hyperoxia on Metabolism of Neonatal Rats (Ryan Bavis, Biology)

Parvez '12, Saba: Mechanistic Inquiry and Purification of AlkB from A. borkumensis (Rachel Austin, Chemistry)

Parvez '12, Saba: Characterization of AlkB Using X-ray Crystallography (Rachel Austin, Chemistry)

Phene '12, Shachi: The Effect of Mortality Salience and Abstraction on Charitable Donations (Michael Sargent, Psychology)

Reilly '12, Margaret: Willingness to Pay for the Fair-Trade Coffee: A Hedonic Study of Consumer Attitudes (Lynne Lewis, Economics)

Sagan '12, Michael: Mobile Telephony in the Developing World: An Economic Analysis (Michael Murray, Economics)

Sima '12, Gina: The Relationship between Disgust and Political Attitudes on the Liberal-Conservative Spectrum (Michael Sargent, Psychology)

Sive '12, Haley: A Ductile Structural Analysis of the Cape Small Synform, ME (Beverly Johnson and J. Dykstra Eusden, Geology)

Sonshine '12, Elizabeth: Using Geochronology to Assess Recovery of Eelgrass Beds in Maquoit Bay, ME (Beverly Johnson, Geology)

Srisamart '12, Saya: Seasonality of Drinking Place Brook Site, Vinalhaven, ME, Based on Oxygen Isotope and Margin Analyses of Archaeological Microgadus (Tomcod) Otoliths (William Ambrose, Biology)

Stillman '12, Kate: The Immediate Effect of Vinyasa-Style Yoga on Attention (Todd Kahan, Psychology)

Su '12, Angela: Investigations of Lead Binding to Metallothioneins (Rachel Austin, Chemistry)

Tobin '12, Olivia: Iron and Folic Acid Deficiency in Pregnant Somali Women and Methods of Improving Health Literacy and Alleviating Anemia through Education (Karen Palin, Biology)

Tobin '12, Kristina: Effects of Intermittent Hyperoxia on the HVR in Neonatal Rats (Ryan Bavis, Biology)

Truglio '12, Vanessa: The Effect of an Extended-Contact Intervention on Prejudice Reduction: A Direct Classroom-Based Intervention (Krista Aronson, Psychology)
High rates of Gestational Diabetes in Pregnant Somali Women: Addressing the Problem (Karen Palin, Biology)

The Effect of Childhood Adversity on Memory Function (Nancy Koven, Psychology)

Sedimentary Analysis of Human Disturbances in a Forested Watershed, Trout Pond, NH (Timothy Cook, Geology)

A Comparison of the δ13C and δ15N Stable Isotopic Values of Modern and Fossil Mya arenaria Shells from Middens in Penobscot Bay and Morton Bay, ME (William Ambrose, Biology, and Beverly Johnson, Geology) (two grants)

Exploring Corruption through Experimental Economics (Michael Murray, Economics)

What Jane Austen Read: How Popular and Classic Literature Influenced Austen’s Novels (Lillian Nayder, English)

NGO Status and Censorship in Guangdong (James Richter, Politics)

 Evaluating the Risk of Snares to Chimpanzees in Kibale National Park, Uganda (Sonya Kahlenberg, Biology)

Geographic Variation of Growth Rates in Adult Soft-shelled Clams, Mya arenaria, along the Maine Coast (William Ambrose, Biology)

Geographic Variation of Growth Rates in Adult Soft-shelled Clams, Mya arenaria, along the Maine Coast (William Ambrose, Biology)

Isolation and Characterization of Neuropeptides Involved in Feeding Modulation in the Central Nervous System of the Pond Snail, Helisoma trivolvis (Nancy Kleckner, Biology)

Does Shipping Late-Gestation Pregnant Rats Alter the Respiratory Control of Their Offspring? (Ryan Bavis, Biology)

Geographic Variation of Growth Rates in Adult-Soft-shelled Clams, Mya arenaria, along the Maine Coast (William Ambrose, Biology)

Synchronization of Vertical-Cavity Surface Emitting Lasers Operating with Several Transverse Modes (Hong Lin, Physics)

Synthesis of Asphitaabaol (Jennifer Koviach-Côté, Chemistry)

Exploring the Structure and Mechanism of Alkane Monoxygenase (Rachel Austin, Chemistry)

Fulbright Internship in Vietnam, Ho Chi Minh City, Vietnam

Argosy XAC Composite Materials Ltd, Shanghai, China

Argosy XAC Composite Materials Ltd, Shanghai, China

Bunun Cultural and Educational Foundation, Taidong County, Taiwan
**Hamill Fund for Research in Anthropology**

Fitzgerald ’14, Colleen: *Argentina’s Contested Narratives around the Tango* (Elizabeth Eames, Anthropology)

**Harward Center for Community Partnerships**

**Summer Student Fellowships, for community-based research and community engagement**

Barbato ’15, Jacob: *Research Assistant, Inmate Reflections on Sentencing, Saratoga Town Court, Schuylerville, NY*

Countey ’14, Jedd: *Program Assistant, Maine People’s Resource Center, Lewiston, ME*

Kassa ’13, Lundat: *Program Coordinator, Ethiopian Community Center Summer Program, Washington, DC*

Landry ’14, Madeline: *Downtown Summer Gardens Leader, Lots to Gardens, Lewiston, ME*

Ogilvie ’14, Margaret: *Case Management Intern, District Court, Lewiston, ME*

Sullivan ’13, Kimberly: *College Application and Financial Aid Support Program Coordinator, Tree Street Youth, Lewiston, ME*

Toohey ’13, Margaret: *Volunteer Lawyers Project Intern, Pine Tree Legal Assistance, Portland, ME*

**Hoffman Fellowship, for summer research**

Ilyas ’13, Amna: *Sacred Musical Tradition of Hamd and Naat in Pakistan* (Gina Fatone, Music)

Longdon ’14, David: *Funding Low-Income Farmers in Ghana: The Eden Tree Limited Initiative* (Alejandro Dellachiesia, Economics)

Myint ’14, Aung: *Foreign Policy in Myanmar and U.S. Foreign Policy in Southeast Asia* (James Richter, Politics)

**Maine INBRE Fellowship, for summer research in molecular sciences**

Bergeron ’14, Jennifer: *Molluscan Neuropeptides in the Regulation of Feeding-Related Behaviors* (Nancy Kleckner, Biology)

Brown ’13, Jennifer: *Mechanistic Studies of the Radical Scavenging Activity of Phenylpropoanoid Glycosides* (Jennifer Koviach-Côté, Chemistry)

Chelangat ’13, Winnie: *Exploring the Structure and Mechanism of Alkane Monooxygenase* (Rachel Austin, Chemistry)

Cohen ’13, Lianna: *Application of Protein Transfections toward Evaluating EMCV 3C Protease Toxicity* (T. Glen Lawson, Chemistry)
Cravero ’13, Anne: Arsenic and Environmental Plasticity in Killifish (Bruce Stanton, Mount Desert Island Biological Laboratory)

DeAngelis ’13, Kate: Does Chronic Developmental Hyperoxia Alter Ventilatory Responses to Carbon Dioxide? (Ryan Bavis, Biology)

March ’13, Ryan: Does Chronic Developmental Hyperoxia Alter Ventilatory Responses to Carbon Dioxide? (Ryan Bavis, Biology)

Ordemann ’15, Jacqueline: Exploring the Structure and Mechanism of Alkane Monooxygenase (Rachel Austin, Chemistry)

Reedich ’13, Lisa: Biochemical Indices in Detecting Spatial and Temporal Variation in the Growth of Soft-shelled Clams along the Coast of Maine (William Ambrose, Biology)

Tilchin ’13, Carla: Lyme Borreliosis Screening for Borrelia DNA in Avian Reservoir Hosts (Donald Dearborn, Biology)

Mount David Research Fellowship, for summer research in the sciences

Ansari ’14, Saad: Modeling Photonic Crystals (Hong Lin, Physics)

Chiao ’13, Chester: The Biogeochemical Cycling of Nitrogen and the Importance of Marine-Derived Nutrient Delivery to Nequasset Lake, Woolwich, ME (Beverly Johnson, Geology)

Forrest ’13, Samantha: Opiate Kappa Receptor Antagonist nor-BNI May Reduce the Aversive Consequences of Opiate Withdrawal (John Kelsey, Psychology)

Kenlock ’14, Kathilee: Photothermal Imaging of Nanoparticles and Mitochondria (Michael Durst, Physics)

Lewis ’13, Mary: Developing Catalysts for the Hydrodeoxygenation of Biofuels (Rachel Austin, Chemistry)

Max ’13, Laura: The Effect of Novel Drug Rasagiline on Cognitive Deficits of Parkinson’s Disease (Nancy Koven, Psychology)

Otis Fellowship

Kennedy ’14, Brian and Sturtevant ’14, Joshua: Unpeeling the Banana Coast of Greenland

Favaloro ’14, Sonja: Collective Farming and Living at Red Earth Farms, MO

Otis Environmental Internship

Bennett ’13, Alison: Intern for the U.S. Fish and Wildlife Service (Susan Russo, U.S. Fish and Wildlife Service)

Breger ’14, Benjamin: Intern for the Amherst (MA) Conservation Department (David Ziomek, Amherst Conservation Department)

Geng ’13, Tianhen: Internship at Squam Lakes Natural Science Center (Amanda Gillen, Squam Lakes Natural Science Center)

Otis-Feldman Environmental Internship

Paladin ’15, Kate: Intern for Green Action (Bradley Angel, Green Action)

Phillips Student Fellowship

Fetrow ’13, Kate: Overcoming Machismo Culture: Understanding the Struggle for Women’s Rights in Ecuador (Clarisa Pérez-Armendáriz, Politics)

Huang ’14, Nicole: Disability Services in Cochabamba, Bolivia (Francisca López, Spanish)

Smith ’14, Conor: Improving Conservation Education around Kibale National Park, Uganda (Sonya Kahlenberg, Biology)

Pribram–Ruff Research Fund in Physics

Afuye ’14, Olalekan: Two-Photon Imaging in Scattering Biological Tissue (Michael Durst, Physics)
Rawlings Fellowship for Research in Mathematics
Carrillo ’13, Bryan: *The Riemann Zeta Function and Prime Numbers* (Dawn Nelson, Mathematics)

Ruggles Fellowship, for non-science pre-thesis summer research
Ilyas ’13, Amna: *Sacred Musical Tradition of Hamd and Naat in Pakistan* (Gina Fatone, Music)
Navarrete ’13, Nathalie: *Statelessness and Human Rights: A Case Study of Dominico-Haitians* (Senem Aslan, Politics, and Mary Rice-DeFosse, French and Francophone Studies)

Scher Fellowship, in support of student research at Memorial Sloan-Kettering Cancer Center
Dolcen ’13, Deniz: *Research Internship at Memorial Sloan-Kettering Cancer Center, NY* (Stephanie Richards, Biology)

Seedlings Foundation Grant

Ellen Seeling Design Fellowship
Jones ’13, Travis: *Experiencing Circus Performance and the Circus Performer Experience* (Martin Andrucki, Theater)

Stangle Fellowship for Economics and Law
Longdon ’14, David: *Funding Low-Income Farmers in Ghana: The Eden Tree Limited Initiative* (Alejandro Dellachiesa, Economics)
Myint ’14, Aung: *Foreign Policy in Myanmar and U.S. Foreign Policy in Southeast Asia* (James Richter, Politics)

Summer Community Work-Study Fellowships, for community-based research and community engagement
Ailes ’14, Kathryn: *Children’s Department Assistant and Summer Reading Program Coordinator, Lewiston Public Library, Lewiston, ME*
Bolden ’15, Alexander: *Tree Street Youth Program Coordinator, Tree Street Youth, Lewiston, ME*
Bou ’14, Erik: *Tree Street Youth Program Coordinator, Tree Street Youth, Lewiston, ME*
Qambi ’15, Naima: *Hillview Family Development Summer Program Coordinator, Lewiston Housing Authority, Lewiston, ME*

Summer Research Apprenticeship, faculty-student research collaborations
Regan ’13, Kevin: *What’s Next? How Americans Make Sense of Transitions in Life* (Francesco Duina, Sociology)
Akinruntan ’13, Akinyele: *Black Speculative Fiction* (Theri Pickens, English)
Landino ’13, Samantha: *Incubation of Nicotine-Induced Locomotion Sensitization: A Model for Drug Relapse* (John Kelsey, Psychology)
Lei ’14, Lei: *An Audit Study of Hiring Practices in Chinese Firms* (Margaret Maurer-Fazio, Economics)
Myint ’14, Aung: *Growth, Trade and the Environment: Water Pollution from Industrial Sources* (Alejandro Dellachiesa, Economics)

Tanaka Fellowship for Research in Asia (awarded December 2011)
Kowlessar ’12, Douglas: *Chinese Business Culture* (Xing Fan, Asian Studies) (awarded December 2011)

Tanaka/Technos International Week Fellows
Kwon ’13, So Hyun, Rachel Levine ’15, and Tenzin Namdol ’15: *Technos International Week Fellow* (Nancy Koven, Psychology, faculty fellow)
Appendix G. Graduate Fellowship Awards, 2011-2012

Jeffrey Berry ’12, Fulbright English Teaching Assistantship (ETA) to Germany (history, German, French)

Dana Ellis ’12, Fulbright Austria teaching assistantship (psychology)

Romina Istratii ’12, Watson Fellowship to Senegal, Ghana, Ethiopia and Rwanda (economics, politics, Chinese)

Jacob Kaplove ’12, Fulbright English Teaching Assistantship to Argentina (psychology)

Claire Lampen ’12, Fulbright Award, German Historical Museum, Berlin, Germany (history)

Leah Maciejewski ’12, Fulbright English Teaching Assistantship to Poland (English and Spanish)

Rebecca Merten ’12, Fulbright English Teaching Assistantship to the Slovak Republic (history)

Joanna Moody ’14, Goldwater Scholarship to foster student of mathematics, natural sciences and engineering (physics, mathematics, Japanese)

Jessica Plate, ’12, Fulbright English Teaching Assistantship to Vietnam (history)
Appendix H. Exhibitions, Bates College Museum of Art, 2011-2012

*Xiaoze Xie: Amplified Moments (1993-1998)*, an important Chinese American artist whose work investigates time, memory and history through remarkable large-scale paintings, works on paper, photographs, and installations.

*James Ensor: Scènes de la vie du Christ and Other Works*, a pivotal series by the great Belgian painter and printmaker of the early twentieth-century, from a private collection.

*Tale Spinning*, featuring the narrative impulse in the work of contemporary artists Enrique Chagoya, Lesley Dill, Brad Kahlhamer, Shirin Neshat, Nicky Nodjoumi, and Alison Saar.

*25: Selections from the Permanent Collection*, which celebrated the Museum’s 25th anniversary with a select and diverse group of artworks.

*Manuel Alvarez Bravo: Fotografías de Mexico (1933-1976)*, images by one of the great artists of twentieth-century Mexico.

*Andrew and Jamie Wyeth: Selections from the Private Collection of Victoria Browning Wyeth*, featuring works never before exhibited by two masters of representational painting from the collection of their granddaughter and niece, respectively, a Bates alumna.

*Energing Dis/Order: Drawings by Amy Stacy Curtis, Alison Hildreth, and Andrea Sulzer*, created on site for the exhibition as part of the statewide museum program of exhibitions investigating drawing, *Where to Draw the Line: The Maine Drawing Project*.

*Selected Drawings and Photographs from the Marsden Hartley Memorial Collection*, featuring works by the iconic American modernist, a Lewiston native, whose memorial collection established the Museum's collection.

*Senior Exhibition 2012*, the annual exhibition of the work of thesis work by senior studio art majors, a collaboration with the Department of Art and Visual Culture.
Appendix I. Highlights from Athletics, 2011-2012

**Baseball:** The Baseball team surpassed the twenty-victory mark,

**Lacrosse:** Women’s Lacrosse was ranked twentieth in the nation. In the NACDA Director’s Cup competition, which measures excellence across all of sport offerings, Bates placed forty-sixth among more than 450 Division II institutions.

**Rowing:** Women’s rowing team finished second in the country for the fourth consecutive year, again achieving the highest NCAA finish than any other Bates team. Men’s Rowing had its best-ever showing at the National Invitational Rowing Championships.

**Softball:** The Softball team tied the college record for most wins in a season.

**Tennis:** Women’s Tennis achieved a national ranking and sent a doubles team to the NCAA Championships for the first time; Men’s Tennis ranked fourteenth in the country and qualified for the NCAA Championships a singles player and a doubles team reaching the semi-finals.

**Track and Field:** the Men’s Cross Country team finished seventh at the NCAA Championships. Men’s Indoor Track and Field won the State of Maine, NESCAC, and ECAC Indoor championships. The men’s and women’s teams the sent nine athletes to the NCAA Indoor Track Championships, each of whom was named an All-American. For the second year, David Pless ’12 was the NCAA shot put national champion and led the men’s team to a ninth place NCAA finish.

**Honors for Bates Coaches in 2011-2012:**

Albert Fereshetian was named Coach of the Year for Cross Country (NESCAC), Indoor Track (New England), and Outdoor Track (New England).

Paul Gastonguay was named Men’s Tennis ITA Northeast Region Coach of the Year.

Greg Janssen was named Women’s Tennis ITA Northeast Region Assistant Coach of the Year.

Peter Steenstra was named NESCAC Coach of the Year for both Men’s and Women’s Rowing.
Appendix J. New Faculty Hired in 2011-20-12 for the 2012-2013 Academic Year

Tenure-Track Hires
Ali Akhtar, Assistant Professor of Religious Studies
Lydia Barnett, Assistant Professor of History
Rachel Boggia, Assistant Professor of Dance
Jason Castro, Assistant Professor of Psychology
Raluca Cernahoschi, Assistant Professor of German (position shared with Kazecki)
Jakub Kazecki, Assistant Professor of German (position shared with Cernahoschi)
Darby Ray, Donald W. and Ann M. Harward Professor of Civic Engagement and Director of the Harward Center for Community Partnerships
Paul Shea, Assistant Professor of Economics
Larissa Williams, Assistant Professor of Biology

Non-tenure Track Hires
Jennifer Adair, Visiting Instructor in History and Politics
Shatanjaya Dasgupta, Visiting Assistant Professor of Economics
Susan Dewsnap, Visiting Assistant Professor of Art and Visual Culture
David Dominguez-Navarro, Visiting Instructor in Spanish
Paul Eason, Visiting Assistant Professor of History
Glen Ernstrom, Visiting Assistant Professor of Biology
Katharine Johanesen, Lecturer in Geology
Patrick Jokiel, Visiting Assistant Professor of Chemistry
David Perkins, Visiting Instructor of Politics
James Porter, Lecturer in Physics
Mitchell Sharman, Visiting Assistant Professor of Geology
Peter Steele, Visiting Instructor in Music
Rania Sweis, Visiting Assistant Professor of Anthropology
Benjamin Weiss, Visiting Assistant Professor of Mathematics
Ming Yan, Visiting Instructor in Chinese
Appendix K. Endowed Chairs of the Bates Faculty

Martin Andrucki, Charles A. Dana Professor of Theater
Pamela Baker, Helen A. Papaioanou Professor of Biological Sciences
Marcus Bruce, Benjamin E. Mays Distinguished Professor of Religious Studies
John Cole, Thomas Hedley Reynolds Professor of History
Rebecca Corrie, Phillips Professor of Art and Visual Culture
Jane Costlow, Clark A. Griffith Professor of Environmental Studies
Loring Danforth, Charles A. Dana Professor of Anthropology
Rebecca Herzig, Professor of Women and Gender Studies and Christian A. Johnson Professor of Interdisciplinary Studies
Atsuko Hirai, Kazushige Hirasawa Professor of History
James Hughes, Thomas Sowell Professor of Economics
Steven Kemper, Charles A. Dana Professor of Anthropology
T. Glen Lawson, Charles A. Dana Professor of Chemistry
Lynne Lewis, Elmer W. Campbell Professor of Economics
William Matthews, Alice Swanson Esty Professor of Music
Margaret Maurer-Fazio, Betty Doran Stangle Professor of Applied Economics
Michael Murray, Charles Franklin Phillips Professor of Economics
Dolores O'Higgins, Euterpe B. Dukakis Professor of Classical and Medieval Studies
James Parakilas, James L. Moody Jr. Family Professor of Performing Arts
Erica Rand, Whitehouse Professor of Art and Visual Culture and Women and Gender Studies
Darby Ray, Donald W. and Ann M. Harward Professor of Civic Engagement
John Strong, Charles A. Dana Professor of Religion
Thomas Tracy, Phillips Professor of Religion
Thomas Wenzel, Charles A. Dana Professor of Chemistry
Appendix L. Selected Collaborative Projects, Bates College Imaging and Computing Center, 2011-2012

Mathieu Duvall, BCICCC manager and lecturer in geology, and Camille Parrish, learning associate and lecturer in environmental studies, co-taught the course, GIS across the Curriculum.

Google Earth Mashups, which enhance knowledge by overlaying information from various sources on a Google map, including a conference presentation for Jane Costlow (environmental studies), in which she mapped references to literature, legends, and culture onto a map of Russian Lake Svetloyar, and interactive multimedia field trips reports from introductory geology courses, which were presented at a national meeting (J. Dykstra Eusden, geology).

Automatic Dancing, a collaboration with Rachel Boggia (dance) and William Seeley (philosophy) and their students, a performance based on the ideas of Sol Lewitt, in which a computer randomly created a work of art that determined the movements of the dancers.

Maritime Boundaries, a collaborative research project with Áslaug Ásgeirsdóttir (Politics) on equity and maritime boundary agreements.

Collaboration with the Museum of Art on its Starstruck exhibition, including printing astrophotographs and developing an interactive program displaying locations in the sky.

Support for Translations 2011 Festival, an international poetry festival including photography, visualization of poetic works, and publication of an e-book of the festival, sponsored by language faculty.

Management of SCARAB, and online archiving system, including the electronic submission of honors theses and management of their review, a collaboration with the Committee on Honors.

An optical character recognition system for extracting financial data from old documents for Carl Schwinn (economics).

Maps and spatial analytical support of patrol data for Kanyawara National Park, Uganda, for Sonya Kahlenberg (biology).

Digital Mapping: a collaboration with Dyk Eusden (Geology) to acquire and deploy digital mapping hardware and software, including two workshops for faculty on the use of the new system.

Development of a model of the Peasants’ Revolt of 1381, showing the insurrection in both space and time (Michael Hanrahan, Curricular and Research Computing).

Androscoggin River Portal (ongoing): Worked with a group of students in ENVR 417 (the Androscoggin River Capstone Course) to design, develop and host the Androscoggin River Portal, which is a website that will serve as a clearinghouse for information on the web about the River.

Helping design test targets for testing children on racial perception (Krista Aronson, psychology).

Rachel Austin. Assisted in desktop publishing and illustration in preparing figures for an academic publication as well as a journal cover design (Rachel Austin, chemistry).

Design of historical maps of Japan for publication (Atsuko Hirai, history).

Administration and analysis of the Quantitative Skills Assessment Test, in collaboration with the Bates-Bowdoin Quantitative Reasoning Group.

Faculty using imaging instruments in their research: William Ambrose (biology), Rachel Austin (chemistry), Ryan Bavis (biology), Matthew Côté (chemistry), Donald Dearborn (biology), Michael Durst (physics), Holly Ewing (environmental studies), Joshua Henry (chemistry), John Kelsey (psychology), Nancy Kleckner (biology), Paula Schlax (chemistry), and Rebecca Sommer (biology).