Office of the Dean of the Faculty
Bates College

Report of Activities

2012-2013
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Introduction

I am pleased to introduce this report highlighting the activities of the Office of the Dean of the Faculty in academic year 2012-13. The many contributors to this report hope to inform trustees, faculty, staff, and students about the range of our work in the academic affairs office.

Last year’s annual report has been vital in shaping my own understanding of this busy office. I am indebted to my predecessor, Pamela J. Baker, Helen A. Papaiouanou Professor of Biological Sciences, who came on board to the dean’s office in 2011 during a period of profound transition at the college. Pam is deeply respected by her faculty colleagues, Bates students, the administration, and the Board of Trustees. She ably led the faculty and the academic enterprise for two years, collaborating with two presidents, interim president Nancy Cable in 2011-12 and Bates’ eighth president, A. Clayton Spencer, who began her tenure at the college in July of 2012.

In her short but impactful tenure as dean, Pam steered the academic ship with great adroitness. Her tutorship of me during the summer of 2013 was crucial in developing my impressions of Bates, including my understanding of college policies and practices, but also, of campus culture. No less important, I learned from Pam’s example; she embodies good will and great wisdom. From Pam, I inherit a dynamic faculty that is deeply committed to the tasks of securing and building on Bates’ place among the great liberal arts colleges. What an exciting legacy, and what a wonderful leader to emulate.

The report that follows offers an overview of the activities of the Office of the Vice President for Academic Affairs and Dean of the Faculty and the offices that report directly to us. In supporting the work of the faculty—the teacher-mentor-scholars who define the college—the dean of the faculty’s office oversees the activities of the academic departments and programs, Athletics; the Bates Career Development Center, the Bates College Museum of Art; the Harward Center for Community Partnerships; the Bates College Imaging and Computing Center; the Mathematics and Statistics Workshop; the writing programs; the Office of the Registrar and Academic Systems; and the Office for External Grants (a 2012-13 organizational chart of direct reports may be found in Appendix A).

Kerry O’Brien, Alison Keegan, Kathy Low, and Kirk Read are acknowledged for their leadership in compiling, co-authoring, and editing this document.

We have organized the report of our activities 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.
Pam Baker can be proud of the accomplishments during the 2012-13 academic year. She and her colleagues in the dean’s office made significant contributions across a range of college priorities and functions, assuring a smooth handoff to a new dean and helping assure a good start to the new academic year.

I welcome your comments on this annual report. Please contact me at 207-786-6066 or send email to mauer@bates.edu.

Matthew R. Auer
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, as they are known on campus—include four courses that students choose from a list developed by the faculty to achieve breadth and depth around a unifying theme. Nearly all students take a first-year seminar and all are required to complete a thesis or capstone project in the senior year.

The Bates academic calendar includes a fall semester and a winter semester, in each of which students normally take four courses. During the Short Term, a five-week term in late April through May, students take one course.

Teaching and Pedagogy

The faculty have many responsibilities including teaching; thesis advising; academic, graduate school and career advising; research or creative production; and governance and service to the college. A full-time instructor or professor teaches five courses per year; lecturers teach one to four courses. Most faculty members supervise a number of senior theses or capstone projects annually. Faculty 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.

Faculty scholarship and creative production is integrally related to teaching, and in turn, teaching informs scholarship. Faculty must be at the cutting edge of knowledge in their field and contributing new scholarship or
artistic work in order to be inventive, responsive, and inspiring teachers. Students, for their part, have the unbridled curiosity to ask provocative questions that encourage faculty to pursue new lines of scholarship. Students also play a role in the research of many faculty members, as research assistants and co-authors on scholarly work.

**Pedagogical Innovation and Curricular Review**

In early 2012, Bates received a $1 million dollar grant from the Andrew W. Mellon Foundation to fund Pedagogical Innovation and Curricular Review. This grant gives the faculty in the humanities a unique opportunity to enter quite purposefully into the discussion of the college's future curriculum and rapidly changing professoriate.

The grant gives departments and programs in the humanities the opportunity to connect likely faculty retirements to postdoctoral fellowships; also included is funding for enhanced departmental reviews and professional development opportunities for faculty who receive course reductions in order to explore pedagogical innovation through research, consultation, and visitation with known players and institutions at the cutting edge of their fields. The participating postdoctoral fellows possess demonstrated experience and expertise in innovative pedagogies. During their two-year tenure at Bates, they teach five courses (whence the five-course reductions for faculty in the program or department), one of which is a Short Term course at the end of the first year. They are charged with finding ways to engage students in their research, either in the field or in pedagogy more generally, and to present the results of their work in a capstone experience at the conclusion of their second year. The grant also pays for a third, outside expert for the program or department’s review, thereby enhancing this assessment process through the presence of a known innovator whose wisdom can help chart a course for both impending retirements and curricular development in the five- to ten-year road ahead. Six grants will be available to departments or programs by competitive application from 2013-14 through 2015-16; to date, five grants have been awarded to Asian studies, English, history/classical and medieval studies, philosophy, and religious studies; the call for the sixth is currently underway. In 2012-13, the Department of Philosophy has hired our first Mellon Postdoctoral Fellow, Paul Schofield, who will join the college from in the 2013-14 and 2014-15 academic years.

**Interdisciplinarity and New Majors in European Studies and Latin American Studies**

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 2012-13 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. The 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.

In 2012 on the recommendation of the Educational Policy Committee, the faculty authorized a new interdisciplinary major in European Studies, which will begin formally in 2013-2014. The faculty established the program and a faculty Committee on European Studies, which has designed the requirements for the major, developed European studies courses and identified courses from other departments and programs that serve the mission of the new program to broaden student’s understanding of the European region and to question
assumptions about Europe's role in the world. The program engages a wide range of disciplines, from art and visual culture, economics, English, French and Francophone studies, German, history, philosophy, politics, Russian, sociology, Spanish, and theater.

An interdisciplinary program in Latin American studies, established by vote of the faculty in October 2012, also will launch in 2013-14. The Committee on Latin American Studies has developed major requirements that engage the historical dimensions of encounter, conquest, resistance, hybridity, and globalization as well as the role of race, ethnicity, class, and gender in shaping historical and contemporary Latin America. Latin American studies majors will elect one of three concentrations within the major: Race, Ethnicity, and Gender; Cultural Representations; and Power: Imposition and Contestation. This interdisciplinary exploration draws from many disciplines, including African American studies, anthropology, environmental studies, history, politics, religious studies, sociology, Spanish, and women and gender studies.

**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 discussion and workshops in May and June, and in 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 their students beyond the seminar semester. 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, 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, 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. Karen Palin (biology) and Karen Melvin (history), the two faculty members who served as summer advisors in summer 2012, were overwhelmed with calls that year. As a result, we expanded the hours and number of advisors available for summer advising in 2013. Faculty advisors in summer 2013 included Margaret Imber (classical and medieval studies), John Kelsey (psychology and neuroscience), Jennifer Koviach-Côté (chemistry and biological chemistry), Lisa Maurizio (classical and medieval studies), Karen Palin (biology), and Clarisa Pérez-Armendáriz (politics). Assistant in instruction Eric Towne (mathematics) also served as a summer advisor in 2013.

**Academic Integrity**

During 2012-13, Joanne Cole of the writing program, associate deans Judy Head and Kathryn Graff Low, and assistant dean of students Carl Steidel convened a committee to review and update academic integrity policies, with specific focus on definitions of plagiarism. The college's previous cheating and plagiarism policies had been adopted in 1975, and both the definitions and processes described in the original legislation were outdated. The dynamic academic landscape created by the internet and digital media, in particular, presents challenges for traditional approaches to source acknowledgement. Similarly, a consultative process involving faculty and the Office of the Dean of Students in cases where cheating or plagiarism are suspected is optimal. The legislation updated definitions of cheating and plagiarism, including a distinction between plagiarism and misuse of sources, and described a variety of responses at both the course and institutional level, all of which involve consultation with the Office of the Dean of Students. The legislation is available at bates.edu/entering/policy/judicial-affairs/code-of-student-conduct/academic-misconduct/. The legislation was approved by a vote of the faculty in March 2013 to take effect 1 July 2013, and college materials on cheating and plagiarism were updated to reflect the changes.
General Education
The current General Education requirements were adopted in 2006 and launched in 2007 with the Class of 2011. The new General Education program 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.

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).

The General Education program assessment, conducted in 2011-12, lead the faculty to legislate some changes in the requirements and implementation, which are described below under Assessment.

Assessment of the Academic Program
General Educational Assessment
The legislation that launched the new General Education program required that an assessment and progress report be submitted 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. 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 a result of this assessment, in 2012-13, the EPC revisited the goals established when the program was adopted and considered whether they are both appropriate and feasible. The committee gave particular attention to logistics and the 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.

Part of the assessment identified specific components of GEC requirements that could be streamlined. 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.

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. Nonetheless there was discussion about how to better ensure that students’ election of majors, minors and GECs is sufficiently broad.

The EPC held several faculty-wide discussions about the General Education, in open meetings, during table talk at faculty meetings, and then through three readings of the legislation assessment at faculty meetings. The faculty identified as the greatest challenge the ability of students to complete all the courses for the major and their GECs, minors, and second majors, given the frequency with which some courses are offered, scheduling conflicts, and ”hidden” prerequisites in GEC courses. The faculty weighed several options to enhance the implementation of GECs without sacrificing the core value of breadth and depth, and considered three options in the course of 2012-13: 1) leave the Major Plus Two requirement as it is; 2) remove the double-dipping restrictions, which stated that only one course could be applied to both a major and a GEC; 3) require just one GEC instead of two. There were several variations on this last option: requiring an interdisciplinary GEC, requiring any single GEC, requiring that a GEC be significantly distinct from the major, and requiring a major "plus one," which would allow students to substitute a minor or second major for the GEC requirement.

After several votes, the faculty opted to 1) maintain two GECs, 2) remove the double-dipping restrictions, beginning with the Class of 2017 (though upper class students may adhere to these new regulations if they follow all major, minor, and GEC requirements in the 2013-14 college catalog), 3) offer department and program chairs and GEC coordinators the opportunity to exclude certain majors from declaring GECs deemed too closely related to the major and thus inhibiting intellectual breadth, 4) review the requirements in each GEC to clarify and simplify them. Associate dean Kathryn Graff Low and the EPC, conducted this review with GEC coordinators, and revised requirements appear in the 2013-14 catalog.

The 2011-12 General Education assessment took place after only one class of students (the graduating Class of 2011) had completed the new requirements. We continue to track enrollment patterns to guide longer-range planning for the curriculum, the GEC requirements, and course scheduling.

**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 and senior capstone.

Writing assessment began in 2007-08 with a discussion about writing objectives among broad groups of faculty. In 2011, 2012, and 2013, faculty members were invited to a session of formal assessment of first-year writing. Using the W1 rubric developed in 2009-10, faculty readers scored approximately 50 randomly selected essays from fall 2010, fall 2011, and fall 2012 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 goal, the writing staff designed a number of student and faculty workshops for fall 2011 to address the evaluation, integration, and representation of source material. We continue to assess this and other student writing goals.

In 2011-12 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 2009-10 (the W2 guidelines can be found at bates.edu/dof/teaching-and-advising/writing-attentive-courses/writing-guidelines-for-w2-courses/).

Hillory Oakes gathered faculty teaching W2 courses 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. Bates continues to participate in an NSF QLRA (Quantitative Literacy and Reasoning Assessment) grant to Bowdoin to support the evaluation of quantitative literacy and reasoning and their relationship to our respective general education curricula. These collaborations 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. Since fall 2011 the Quantitative Reasoning Assessment (QRA) has been administered at Bates to all incoming first-year students. Information about students' preparation for college-level quantitative courses promises to be a useful advising tool in the first year. The results of the QRA assessment are made available to academic advisors for use during first-year orientation. 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. It is designed to enable fine-grained analysis on each student's quantitative reasoning strengths and weaknesses. 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. In April 2013, as part of the ongoing NSF research project, 100 first-years (Class of 2016) took the Bowdoin-developed QLRA to gauge their quantitative competency after a year of college-level work. These outcomes can be compared with the performance of students at similar institutions.

**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% 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; most are projects of the student’s design. Faculty who advise theses not directly related to their own work often conduct their own background reading and research to become familiar with the topic.

Since 2008-09 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 writing staff 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 in 2008-09; geology and mathematics in 2009-10; history, neuroscience, sociology, and women and gender studies in 2010-11); English, politics, and psychology in 2011-12, and art and visual culture, Asian studies, and religious studies in 2012-13.

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 the thesis 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.

The Honors Program is supervised by a faculty committee. In 2012-2013 the committee continued to work with 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/) while also coordinating with the Learning Commons to develop a new set of workshops in support of students working toward honors. The committee continued to solicit and review statements from academic departments and programs regarding their standards and procedures for honors. Links to these statements are available on the Honors Program website at bates.edu/honors/standards/.

A list of 2013 honors recipients appears in Appendix B.

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 innovative and responsive, willing
to shift gears in order to 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 a review of the senior thesis or capstone (see above), a process through with departments and programs establish learning goals in the major. Following that review, 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.

The guidelines for the department and program review process put 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 nonmajors, 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 2012-13, with the award of the Mellon grant to support pedagogical innovation and curricular review, we asked participating departments and programs to undertake enhanced reviews, which focus on innovative pedagogy in particular. Enhanced reviews call for a three-person external committee, at least one member of which is a recognized leader in innovative pedagogy in the discipline.

In 2012-13, we completed a review of the Department of English begun in 2011-12; we also undertook a review of the Program in Women and Gender Studies and the Department of Mathematics. The departments of History and of Art and Visual Culture conducted self-studies in spring and summer of 2013, with committee reviews taking place in fall 2013. A table showing the schedule of department and program 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 2012-13, the Registrar’s office, after several months of collaboration with SDI, launched DegreeWorks, an interactive degree-audit program that enables students in all classes to track their progress in majors, minors, GECs, and other degree requirements. Through the Garnet Gateway, students and advisors can view up-to-date academic progress. The system also enables students to speculate on the impact of course-taking paths on degree requirements through "what-if" and "look-ahead" components. This system replaces an online system that only
tracked General Education requirements, and a paper senior audit, which provided a snapshot of academic progress only at the beginning of the senior year. The new system has been lauded by students and faculty alike for its clarity, accuracy, and functionality.

The registrar’s office implemented E-transcripts, contracting with Scrip-Safe to make available to students and alumni post-2000 a free, fast, and secure electronic transcript delivery service. The registrar’s office provided support to the dean’s office, the Committee on Educational Policy (EPC) and the Committee on Curriculum and Calendar (CCC), providing data for curriculum analysis and planning to identify the pressure points on the college’s curricular resources and to better understand course access issues faced by students. Registrar Mary Meserve and associate registrar Megan McHenry participated on a planning team, including staff from the dean’s office, the Communications Office, and SDI, that redesigned the college catalog for online publication only. The decision to move to an online-only catalog is a response to the way student and faculty currently use the catalog; it provides more information and is more accurate; and it reduces design and printing costs as well as and paper use. The online only catalog, with a redesigned structure, was published in August 2013 (bates.edu/catalog/).

In winter 2013 Dean Pam Baker invited two registrars, Scott Dittman of Washington and Lee University and Patricia Santilli of Wheaton College (MA), to visit the campus for an informal review of the registrar’s office. They conferred with the staff of the registrar’s office staff, the dean and associate deans of the faculty, the Educational Policy Committee (EPC), and Curriculum and Calendar Committee (CCC), looking specifically at how the registrar’s office could contribute to curriculum management. They discussed operations within the registrar’s office. From an organizational perspective, the visiting team noted the lack of integration between the work of the EPC, which undertakes curricular planning, and the CCC, which is concerned with individual course approval, and made suggestions for better coordinating these efforts.

**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 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. 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. These discussions are ongoing, and are likely to ramp up in 2013-14.

**The Campus Climate: Title IX and the Bates College Community Response Team**

Title IX is a broad federal mandate best known for leveling the playing field for women in athletics, but the law requires that educational institutions protect against sex discrimination, sexual harassment, and sexual assault in educational settings. In 2012-13, associate dean Kathryn Graff Low was named a Title IX Deputy Coordinator for the campus. In anticipation of this role, she met with the Title IX auditors Leslie Gomez and Gina Maisto Smith as they reviewed the college's approach to sexual misconduct and Clery Act obligations, which mandate annual security reports. She also attended multiple training sessions on identifying and dealing with sexual misconduct and participated in an ongoing revision of the college's sexual misconduct policy. As a next step, the dean of the faculty's office, in consultation with the Title IX coordinator, Heather Lindkvist, will review the current grievance process for faculty and will continue to educate faculty about their role as mandated reporters of assault or harassment.

The Bates College Community Response Team is a group of faculty and staff convened in response to incidents of hate, bias, discrimination, or intolerance. Dean Low represents the dean of the faculty's office on this team. In 2012-13, the BCRT reviewed protocols for responding to incidents, met to review incidents, underwent training and developed procedures dealing with active shooters.

**Academic Buildings and Campus Planning**

The dean of the faculty's office oversees placement of faculty in offices and assists with campus planning activities. Faculty, students, and staff were affected by a major flood in Pettigrew Hall in January, which required that the building be closed until September 2013 for renovations to offices, classrooms, departmental lounges, the Digital Media Center, the ILS Loaner Pool, and some theater facilities. The offices of eight faculty members and an academic administrative assistant had to be relocated to other buildings during this period. These emergency moves demanded a substantial amount of time and effort. Associate dean Judy Head and Lori Ouellette were especially instrumental in finding spaces to which faculty could relocate, no small feat on a campus with very little extra office space. The registrar's offices relocated dozens of classes out of Pettigrew and into other buildings, also a daunting challenge. ILS functions housed in Pettigrew were moved to Ladd Library and the Pettengill Hall. Faculty and staff members were flexible and gracious about this inconvenience, though
it impacted productivity. Faculty members have participated actively in planning the renovations to Pettigrew in the aftermath of the flooding.

The dean of the faculty's office is involved in campus center planning, with associate dean Kathryn Graff Low and, in 2013-14, associate dean Kirk Read participating in both the project steering and advisory committee in collaboration with Ann Beha Architects. During the spring 2013, the committees collected programming information from various stakeholders on the spaces in question, and in the summer and fall of 2013, three options for a campus center, residence hall and the library quad have been presented to the community. The current plan calls for renovation of Chase Hall, construction of a residence hall with up to 240 beds across from Chase Hall south of Campus Avenue, remodeling the quad-side façade of Ladd Library, and reinvigorating the Franklin Walk area east of Chase Hall.
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. Beginning in 2007-08, a $1 million dollar grant from the Andrew W. Mellon Foundation supported the establishment of this effort; now the cost of enhanced sabbatical is borne by the college. 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 enhanced sabbatical program benefits the faculty and, in strengthening their scholarship and their teaching, benefits the college and our students. The program has high costs, however, not the least of which is the impact on the faculty salary budget. The development of the enhanced sabbatical program has increased the number of faculty away for a full year. The program has necessitated many more temporary replacement hires, and each faculty search takes a great deal of faculty time. Temporary faculty need their own computers and other technology, offices, and start-up funds or equipment. The temporary faculty have developed a greater number of new courses, which may only be offered once, thus both enriching and destabilizing the curriculum.
Faculty new to Bates are less knowledgeable academic advisors and may have less experience in advising undergraduate theses. We continue to study the benefits and costs of the enhanced sabbatical program.

In 2012-13 faculty members taking enhanced sabbaticals were Matthew Côté (chemistry; awarded 2011-12, taken 2012-13), Loring Danforth (anthropology), J. Dykstra Eusden (geology), Gina Fatone (Music), Edward Harwood (art and visual culture), Nancy Kleckner (biology), Cristina Malcolmson (English), and Paula Schlax (chemistry).

**Phillips Fellowships.** Each year the college grants up to three Philips 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 conducting Phillips Fellowships for academic year 2012-13 were James Hughes (economics), James Richter (politics), and Shuhui Yang (Chinese). Those awarded Phillips Fellowships for 2013-14 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 2013-14. 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 2012-13, the Whiting Fellow was Lauren Ashwell (philosophy), who worked on her ongoing project, "Introspecting Desire Strength." The 2013-14 Whiting Fellow is Xing Fan (Chinese and Asian studies).

**Faculty Development**

**Orientation and Mentoring.** Faculty professional development is an ongoing enterprise. The dean of the faculty's office provides teaching, research, and leadership development opportunities for faculty members over the arch of their career. New tenure-track faculty members receive start-up funds to support their scholarship. Their home department or program is expected to provide mentoring in the areas of teaching, scholarship, and service, and should have a plan for providing this guidance. New faculty receive particular attention through programs for them, directed in 2012-13 by associate dean Kathryn Graff Low. New faculty attend a two-day orientation in August, which includes an introduction to campus offices, the Garnet Gateway, diversity in the classroom, and goals for pedagogy and scholarship. In the following months in 2012-13, meetings with new faculty addressed such topics as grading, course evaluations, thesis advising, classroom management, student mental health, research and its relationship to teaching, grants, and job searches.

For the past two years, the dean's office has sponsored mutual mentoring, an informal approach that supports the development of collegial, supportive relationships across ranks and disciplines that benefit both the new faculty member and the mentor. The dean's office provides funds for new faculty to ask a mentor to lunch and
encourages new faculty to identify specific areas in which they could benefit from mentoring. Mutual mentoring is introduced to new faculty during orientation.

A multi-year grant to the CBB Consortium (Colby, Bates, and Bowdoin colleges) from the Andrew W. Mellon Foundation completed in 2012-13, having sponsored several inter-campus faculty development collaborations, ranging from statewide psychology and economics conferences and theater and dance collaborations to Wabanaki studies at the CBB colleges to mutual mentoring programs. In fall 2012, funds remaining in the CBB Mellon grant were used by the three colleges to support mentoring microgrants, awards of up to $2,000 to support activities related to mentoring. Clarisa Pérez-Armendáriz (politics) and Therí Pickens (English) received grants at Bates.

**Teaching Triangles.** In 2012-13, also under Dean Low's leadership, we established "Teaching Triangles," which bring together trios of faculty from different disciplines and ranks. They visit one another’s classes and then discuss their observations as a group. The six-week program in winter 2013 included seven triangles and 21 faculty participants, culminating in a gathering and discussion among all the groups. Evaluations of teaching triangles were exceptionally positive, and the participants agreed that the program should continue, with a similar schedule but on a longer timeline.

**Speakers and Workshops.** The dean’s office, often in conjunction with the Learning Commons, sponsored several speakers who focused on teaching development for faculty of all ranks. In the fall of 2012, Michael Reder, director of the Teaching and Learning Center at Connecticut College, visited Bates to talk about support for faculty pedagogy. In February 2013, a panel of experts, including Susan Albertine of AAC&U and Ravi Ravishanker of Wellesley College, joined a panel of Bates faculty to discuss innovations in pedagogy, including interdisciplinary community-engaged work, technology, and MOOCs (massive open online courses). At the May Conference, Al Filreis (University of Pennsylvania) presented his reflections on the power of a MOOC for outreach. The May conference is an annual opportunity to learn about topics related to teaching and learning.

**The Committee on Faculty Scholarship and Internal Funding for Scholarship**
The Committee on Faculty Scholarship, an elected faculty committee overseen by Kathryn Graff Low, as associate dean and 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 2012-13 the Bates Faculty Development Fund awarded 57 internal grants to faculty totaling $216,700.

The faculty scholarship committee awarded faculty-student summer research grants: INBRE Faculty-Student Research Grants, STEM Faculty-Student Research Grants, and Summer Research Apprenticeships. Faculty members have access to an annual allotment for travel to conferences. The Committee advocated for an
increase in the professional travel allocation from $500 per full-time faculty member to $800, with a maximum of $1,500 for faculty who are presenting at meetings. The change went into effect in the fall 2012.

Including start-up funds, conference travel, sabbaticals and enhanced sabbaticals, and intramural grants, the college awarded more than $1,646,000 to faculty members in 2012-13 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**

Kathryn Graff Low was named the research integrity officer for the College in 2012-13. Her charge is to ensure that students and faculty are trained in the ethics of research and that projects carried out at Bates meet or exceed the highest standards for research practices. She also serves as liaison to external agencies or entities that offer research opportunities to our students (e.g., MaineGeneral Healthcare and Central Maine Medical Center, which are student internship sites).

In 2012-13 the Office of External Grants and the Office of the Dean of the Faculty created a Research Compliance Group, which oversees ethics, safety, and other aspects of responsible conduct of research. The group supports a new Biosafety Committee and ensures that the Institutional Review Board (research with human subjects) and the IACUC (research with animal subjects) are in compliance with federal and college directives. Beginning in 2012-13, students and faculty participating in research are required to complete online NIH training modules on human subject research and research ethics. The Research Compliance Group identified an online training program, CITI (Collaborative Institutional Training Initiative, University of Miami), to provide training in export control, biosafety, IACUC, IRB and human subject research. As of the fall of 2013, CITI training will be available online to all Bates researchers. The Research Compliance Group also developed guidelines for export control to facilitate compliance with federal guidelines.

**Office for External Grants**

The Office for External Grants (OEG), led by director Philip Walsh and associate director Joseph Tomaras, obtains, manages, and stewards institutional grant support and supports faculty seeking external funding by identifying sources, assisting with proposals, and overseeing stewardship. The OEG provides extensive outreach to faculty to encourage and support grant submissions. In 2012-13, the OEG staff met individually with more than 100 faculty members to discuss funding opportunities. Joseph Tomaras has been instrumental in attending to compliance issues, has updated compliance policies, and convenes the Committee on Research Compliance.

In 2012-13, the office submitted 50 grant proposals to external agencies ($8.3 million in requests) in support of institutional and faculty projects, winning 22 of them ($2.8 million). Among these grants are the Mellon grant for Pedagogical Innovation and Curricular Review in the humanities and $1.4 million from the NIH in support of faculty biomedical research. Of the submitted proposals, another 15 are pending ($1.5 million), including a $250,000 request to the NSF’s WIDER program to increase the use of evidence-based pedagogies in introductory STEM courses. The OEG is also critical in managing grants post-award, and ensuring that grant reports are submitted promptly. The office is currently managing 53 active grants, amounting to $13.1 million.

A list of all sources of external funding for academic programming active in 2012-13 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 encouraged Bates, Bowdoin, and Colby
scholars with common interests to meet, exchange ideas, and form far-reaching collaborative networks. The grant ended in September 2012.

The multi-year Freeman Foundation grant for Asian studies, received in 2008-09, includes $200,000 from The Freeman Foundation and $100,000 in matching funds from private donors to support teaching and scholarship in Asian studies. Sub-grants in 2012-13 enhanced language learning in Chinese and Japanese: one grant brought a second native-speaking Japanese language teaching assistant to the campus in 2012-13, 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, who is a doctoral candidate in Chinese language pedagogy from Nanjing University.

Bates is a founding partner in The Maine IDeA Network for Biomedical Research Excellence (INBRE), an NIGMS/NIH-supported network of thirteen Maine educational and research institutions led by the Mount Desert Island Biological Laboratory (MDIBL). The goal of Maine INBRE is to strengthen Maine's capacity to conduct NIH-competitive biomedical research by providing research support and core facilities to young investigators; creating research and training opportunities for students, encouraging health research careers, and enhancing the scientific and technical knowledge of Maine's workforce.

INBRE is increasing biomedical research at Bates through equipment acquisition, support for faculty and student research, and innovative pedagogy. The Imaging and Computing Center was established with INBRE support for the acquisition of microscopes and other instrumentation, bringing under one multidisciplinary roof the latest in imaging and analysis technology. The Bates INBRE supports a number of faculty-student research projects each summer and student research assistantships during the academic year. Bates students participate in the INBRE Fellowship Program, in which an undergraduate from a Maine institution conducts biomedical research elsewhere in the statewide network during the summer. The INBRE grant supports Short Term courses taught at MDIBL, where Bates students explore molecular biology or biochemistry with a Bates faculty member and other scientists at this leading non-mammalian lab. In Short Term 2013 Professor Larissa Williams (biology) taught Experimental Developmental and Molecular Biology at MDIBL, in which students learned cutting-edge techniques for addressing protein pathways in the development process of zebrafish.

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 $225,000 in support of student research, internships, and community engagement in 2012-13. The Student Research website (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 INBRE, 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 2011-12, authorized a redirection of $1 million in endowment funds, the partial income of which (approximately $50,000 annually) supported summer research and student conference travel in the sciences beginning in 2012-13.

The students who received grants in 2012-13 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, but also effectively communicate that scholarship and defend research 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 twelfth Mount David Summit took place on Friday, 29 March 2013, with over 400 students participating, advised by 73 faculty members. In concurrent sessions throughout the afternoon, students presented research posters, short talks, literary readings, and photography exhibitions. Contemporary Saudi Arabia, art and politics in China, Argentine filmmaking, community-based scholarship, autism education programs, and museum internships were among the topics covered in talks. Other events included readings by creative writing thesis students, scenes from plays in ancient Greek and Latin, and conversations with students role-playing medieval Londoners. Research posters focused on cell and molecular biology, animal physiology, marine ecology, biochemistry, chemistry, geology, environmental studies, neuroscience, physics, psychology, economics, politics, sociology, English, French and Francophone studies, and African studies. The summit culminated in evening concerts by the Bates College Modern Dance Company and the College Choir. The Mount David Summit attracts an audience of well over 1,000 students, faculty, staff, parents, donors, and prospective students to Bates. The summit was coordinated by assistant dean Kerry O’Brien with assistance from Alison Keegan and Ted Coulombe, in collaboration with many offices on the campus.

Since its modest founding in 2002, 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](http://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 eleven students and alumni were awarded prestigious fellowships in 2012-13 through Bates. One was awarded a Watson Fellowship; one, a Fulbright Research Fellowship in biology; seven, Fulbright English Teaching Assistantships; one, a Fulbright-Austria U.S. Teaching Assistantship; and one, a French Government English Teaching Assistantship.

Robert Strong, graduate fellowships advisor and lecturer in English, and faculty members of the Graduate Fellowships Committee, and Christine McDowell (theater and dance) 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 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 supports personal, creative, and intellectual growth 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 scholarly explorations. The museum staff is committed to bringing students into contact with art, artists, and scholars from around the world, providing opportunities to engage themes and ideas in visual form and grounded in other cultures and beliefs.

The museum presented seven exhibitions between September and May, when the museum closed for renovations (see below). The exhibitions addressed a range of themes and engaged several academic departments and programs as collaborators and participants. In a unique partnership, an exhibition featuring textile works by Dutch artist Fransje Killaars was presented concurrently at the museum at Museum L/A, in the former weaving rooms of the sprawling nineteenth-century riverfront mill complex. Accompanying the museum's exhibitions were more than 80 public events, including lectures; tours; films; panel discussions; a poetry reading; and a production of 1,000 Planes on the Roof, a collaboration among the museum, the Department of Music, and the Department of Theater and Dance. The museum sponsored 20 class discussions, lectures, and artist talks for 200 Bates students and eight faculty in 11 courses. The museum's K-12 programs on and off campus involved 1,740 students, many in multi-visit experiences. Attendance at the museum's exhibitions and programs exceeded 19,000 visitors.

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. Ten students completed semester-long internships in 2012-13.
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 2012-13, 150 works were given to the collection by 22 donors. The museum has a very small acquisitions fund, but makes judicious purchases; 42 works, primarily prints, drawings, paintings, and African textiles were purchased in 2012-13.

The museum undertook a much-needed lighting renovation in summer 2013. The museum's 27-year-old incandescent lighting was replaced with flexible, energy-efficient LED lighting fixtures that provide a wide range of lighting options, emit no damaging ultraviolet or infrared waves, and use 60% less energy; each fixture lasts 17-23 years, so the museum will no longer purchase short-lived incandescent bulbs. This major undertaking required that the museum close from June through August 2013.

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 2012 the Museum hired an education fellow, Kimberly Bentley, whose work focuses on collection-related education and outreach programming, web-based collection and education material, and the Thousands Words Project and the 21st-Century After-School Program.

A list of the museum's exhibitions in 2012-13 may be found in Appendix H.

The Bates Arts Collaborative

The prime function of the Arts Collaborative is to advocate for the arts at Bates by providing a voice for the arts in planning events, developing initiatives, and facilitating communication among the arts and other constituencies on campus and in the community. Most fundamentally, the Arts Collaborative has brought together diverse arts stakeholders who are working together on shared projects. The collaborative has forged dynamic alliances among the academic departments in the arts—art and visual culture, music, theater and dance, and creative writing—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. In 2012-13 the sustainability of the Arts Collaborative was assured when the faculty voted to make the collaborative a standing faculty-staff-student committee.

Among its many activities in 2012-13, the Arts Collaborative, under the direction of James Parakilas (music), launched Arts and Culture Lewiston/Auburn, a consortium of local arts and cultural organizations dedicated to strengthening and supporting the arts and culture in the Lewiston/Auburn area and to further economic and cultural development in the region (artsandculturela.org). The collaborative worked with the Admission Office to develop an online submission system for arts students, yielding a strong group of student artists in the inaugural year (Class of 2017). In campus life, the collaborative helps sponsors the Arts House, a themed campus residence whose students coordinate the Arts Crawl, a popular event celebrating the arts that takes place across the campus in late January each year. Members of the collaborative are involved in the planning of the new campus center, which they hope will be a locus of art-making for students and the community alike. The collaborative continues to focus its energies on publicity and marketing as well as coordinating the schedule of arts events. The CurriculARTS program brings faculty together to learn about upcoming events that may be relevant for courses. The collaborative also conducted extensive planning for community-engaged arts in the curriculum and an arts residency program.
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 is committed to inclusion, particularly regarding sexual orientation and gender expression, through its Bates Allies program to fight homophobia in athletics and everywhere on campus. In October 2012 Athletics, with the Office of Intercultural Education, sponsored a lecture and workshop by Pat Griffin (University of Massachusetts) on "Making Athletics Safe for Lesbian, Gay, Bisexual Transgender Athletes and Coaches." They also created a video as part of the You Can Play project, supporting inclusion of LGBT athletes in varsity sports (youcanplayproject.org/videos/entry/you-can-play-bates-college).

Student-athletes performed community service individually and in teams, including L/A Community Day, with invitations to children and families to home contests in football, soccer, and field hockey; local youth games at Bates facilities; and campus tours. All concessions proceeds for the day went to the Lewiston Universally Accessible Playground project. Each month, different teams continue to volunteer at the Good Shepherd Food Bank.

The Athletics Program sponsored leadership training for team captains, and continued to sponsor a mentoring program in which upper-class athletes advise first-year athletes on strategies for succeeding academically and athletically at Bates. In collaboration with the Bates Career Development Center, Athletics sponsored G.A.M.E. Day, which brings together alumni athletes with current student athletes, strengthening the career network among them.

A summary of highlights of the 2012-13 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.

The search process is a complex one, and some searches attract more than 400 applicants. Until last year, this process was managed on paper (i.e., applicants mailed cover letters, CVs, teaching and scholarship statements, and transcripts; their references sent letters of recommendations via snail mail) by project specialist Nancy LePage, who created paper files on each applicant. In 2012-13, the dean’s office moved the application process online. Email submissions are received by Nancy LePage, who stores the documents in electronic files on the China server. Once she deems each file complete, search committees have access to them. This system still requires a great deal of document management. In 2012-13 associate dean Judy Head, Nancy LePage, and the Systems Development and Integration team of Information and Library Services investigated software products to manage searches online through web-based products such as Interfolio and People Admin. Having dossiers submitted, managed, and stored online would enable faculty on search committees to access these files for review at any time and from any location. The final decision on which product to purchase will be made in 2013-14.

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 2012-13, 32 of our 173 full-time faculty members were from
underrepresented groups. The dean's office continues to work closely with Heather Lindkvist, acting director for equity and diversity resources, and 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 or long-term (three or more years) faculty position, the department or program develops a unique "Active and Inclusive Search Plan," identifying 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 2012-13 the faculty and deans completed searches for three tenure-track hires, in physics, rhetoric, and theater. The faculty and deans also hired seventeen lecturers and temporary replacement faculty in anthropology (two), biology (two), chemistry, Chinese, English, French and Francophone studies, geology, Japanese and Asian studies, mathematics, music, philosophy, psychology, sociology, Spanish, and theater and dance.

A list of faculty hired in 2012-13 can be found in Appendix J.

**Tenure and Promotion in 2012-13**

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 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 and, in the case of tenure and promotion, 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 our colleague Sonja Pieck, Associate Professor of Environmental Studies, who was reappointed to the faculty without limit of tenure in 2012-13.

We congratulate those who were promoted in 2012-2013:

Amy Douglass, Professor of Psychology

Beverly Johnson, Professor of Geology

In addition to tenure and promotion reviews, the Committee on Personnel oversaw four reappointment reviews and one lectureship review; departments and programs oversaw six second-year reviews for tenure-track colleagues.

A similar review process is in place for physical education faculty and head coaches. In 2011-12 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 Peter Casares, Lecturer in Physical Education and Head Coach of Swimming and Diving, who has been reappointed as a result of an in-depth review in 2012-13.

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 2012-13 the Kroepsch Award for Excellence in Teaching, Loring (Danny) Danforth, Charles A. Dana Professor of Anthropology. A member of the Bates faculty since 1978, Danny Danforth currently teaches Social Anthropology; Religion in Ancient Greece; Myth, Folklore, and Popular Culture; History of Anthropological Theory; the fieldwork Short Term course, Encountering Community, and an off-campus Short Term course in Saudi Arabia. His research examines national identity, ethnicity, religion and folklore, in modern Greece, Macedonia, and Bosnia. He is the author of three highly praised books as well as many papers in leading scholarly journals. He has been awarded three NEH Fellowships, a Fulbright Fellowship, and a Mellon Fellowship from the National Humanities Center. Students praised his rigor, his analytical power, his clear and precise teaching, and his commitment to student development.

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 2012-13, the campus celebrated two professors named to endowed chairs in 2011-12, Jane Costlow, Clark A. Griffith professor of Environmental Studies, and T. Glen Lawson, Charles A. Dana Professor of Chemistry. Each delivered a lecture and was honored at a reception and a dinner.

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 forward-thinking 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. Thinking proactively about the significant changes to the faculty and the curriculum is critical; programs such as the Mellon-funded Pedagogical Innovation and Curricular Review in the humanities help us make informed decisions about the future.

A retirement incentive plan is available to faculty tenured faculty and physical education head coaches with a rank of assistant or associate professor. To participate, professors 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/](http://bates.edu/hr/benefits/retirement-benefits/).

We congratulate those faculty colleagues who retired in 2012-13 and were awarded emeritus status, and thank them for their service to Bates:

John Cole, Thomas Hedley Reynolds Professor Emeritus of History

Thomas Hayward, Lecturer Emeritus in Classical and Medieval Studies

Atsuko Hirai, Kazushige Hirasawa Professor Emerita of History

John Kelsey, Professor Emeritus of Psychology
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. Many branches of the college support teaching and learning; in 2012-13 the deans devoted considerable time to determining how a learning commons would best function, as a physical center for academic resources located in Ladd Library; as a federation of units dedicated to the shared goal of enhancing teaching, learning, and scholarship; or as a combination. A functional scheme for the third option was developed, but the conceptual framework is still under discussion. While some components of the Learning Commons—the Peer Writing Center and the Math and Statistics Workshop—are housed in the library, the major renovation of the building to accommodate the broader program was postponed in 2012 until the program for the Learning Commons is more clearly defined. Ongoing conversations about innovative teaching, engaged learning, technology, and college-wide initiatives designed to enhance the classroom experience will inform the structure and activities of the Learning Commons in the future.

Writing at Bates

The writing program revised its core goals in 2012-13. They are to: 1) support all writers and teachers of writing at Bates in communicating effectively and meaningfully; 2) facilitate a campus conversations on the philosophy of "writing and speaking to learn" and on writing and communication pedagogy; 3) cultivate a culture of inclusivity, resourcefulness, and integrity around writing and communication; 4) maintain a conversation, both intradepartmental and across campus, about assessment, reflection, and change. The writing program is concerned both with the college at large, and the role of writing across the curriculum, and support for individual students and faculty around writing. For students, the program sponsors two resource tracks: the Peer Writing and Speaking Center and professional writing specialists.

Peer Assistants

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. The program is coordinated by Joanne Cole, who oversees scheduling and training. In 2012-13 the peer assistant broadened their mission to include oral communication. They now are trained to give students feedback on essays, talks, PowerPoints, and Prezis. The peer writing and speaking assistants conducted nearly 3,000 one-on-one conferences with over 900 individual students in 2012-13. Of these conferences, 1,900 were tied to coursework in W1 and W2 courses with dedicated writing tutors. The remaining 1,100 conferences were held at the Peer Writing and Speaking Center in Ladd Library, where students can drop in or schedule appointments with peer tutors.

Writing Specialists

The professional writing specialists—Misty Beck (social sciences), Seri Lowell (natural sciences and mathematics), and Lauren Vedal (humanities)—all hold Ph.D.s in their respective field and possess extensive experience in teaching writing. In 2012-13, they held 400 one-hour individual conferences, many
with thesis writers. They also held in-class and out-of-class workshops. Friday afternoon Thesis Café sessions, hosted by Misty Beck, build a community among the thesis students who often work in relative isolation. The writing specialists, with director of writing Hillory Oakes, offer workshops for faculty, including a two-day workshop on writing pedagogy in August 2012, covering such topics as “Designing Orals Presentation Assignments” and “Engaging Students in Critical Reading,” and they hosted workshops on writing book proposals and letters of recommendation. In 2013, the writing specialists also offered two workshops on improving writing and communication for the academic administrative assistants, who support the academic departments and programs.

**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 2012-13, PALS employed 22 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 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 54 student math tutors who staffed the Math Workshop in 2012-13. Tutors 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 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 staffed by two to three tutors every Sunday through Thursday during the semesters. While 76% of tutoring sessions focused on calculus, students also received individual tutoring in GRE prep, pre-calculus
review, Linear Algebra, Multivariable Calculus, Abstract Algebra, Introduction to Abstraction, Intermediate Economics, Econometrics, and Statistics for Economics. A total of 408 students used the services of the Math Workshop (up from 285 in 2011-12), including 2,005 drop-in sessions (up from 1,162 in 2011-12), and 517 individual tutoring sessions. Of the students seeking help, 50% were first-years, 28% were sophomores, 13% were juniors, and 9% were seniors.

The dramatic increase in the number of students using the Math Workshop is due in large part to its new, central location in Ladd Library. The previous location in Canham House was off the beaten path; now the resources of the Math Workshop are in the studying hub of the campus.

In addition to coordinating peer tutors and working directly with students, Grace Coulombe offered workshops for faculty on teaching quantitative skills and for students in Calculus and introductory chemistry. She is also co-PI on an NSF grant to develop a first-ever handbook of best practices for quantitative and math support centers (Michael Shuckers, St. Lawrence, and Mary O’Neil, Hamilton, co-PIs).

**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.

Eleven members of the Class of 2017 enrolled in the 2013 program. The summer scholars took two courses: Urban Lead Pollution, taught Rachel Austin (chemistry) and Great Ideas in Mathematics, taught by Catherine Buell and Pallavi Jayawant (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 aided by teaching assistants Steven Staffa ’15 (mathematics) and Emmanuel Toroitich ’15 (chemistry). The residential life program was staffed by residence fellows Kevin Deng ’15 and Alexandra Millstrom ’15, and coordinated by Lee Seguin of the Office of the Dean of Students; Megan Taft of the Office of Intercultural Education also advised scholars. Kerry O’Brien, assistant dean of the faculty, oversees the program.

Assessment of the program includes in-depth interviews and transcript analysis. As scholars move through Bates, we track their choice of majors, their summer research activities, and, eventually, their graduate outcomes. The most striking trend among summer scholars concerns retention. As of fall 2012, there were 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%. Of these 50 remaining Bates scholars, 58 have graduated with their class. Graduates have gone on to graduate school (including a Ph.D. program in public health) and jobs in teaching, research and clinical settings, and business. One scholar works at the U.S. Supreme Court and another earned a Fulbright English Teaching Assistantship in 2013.

**The Bates College Imaging and Computing Center**

The Bates College Imaging and Computing Center (BCICCC) 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. Matthew Côté, 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.

In 2012-13 the imaging center worked with more than 500 unique users including students in 44 courses, and
supported 41 seniors conducting thesis. Thirty-five faculty members in 15 disciplines used the imaging center
for their own research.

Among its many activities, the BCICC is a valued resource for students participating in the Mount David
Summit or presenting research posters at scholarly conferences. The BCICC holds workshops and work sessions
in InDesign, and has been pivotal in enhancing students’ understanding of how to present information, data,
and arguments in visual form. The BCICC published an iBook documenting the recent Translations Poetry
Festival (available free on iTunes), managed the electronic submission of honors thesis on SCARAB, and
developed a network storage solution for the faculty. In collaboration with Margaret Imber (classical and
medieval studies) and Pallavi Jayawant (mathematics), the center staff visualized Cicero’s social network
through an analysis of his letters. The staff also helped gather, prepare and visualize data for President Spencer’s
"Bates 101," and is a perennial stop on the Arts Crawl.

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 2012, the BCDC 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,
especially as we contribute to the current college-wide Purposeful Work initiative. David McDonough joined
the college in August 2012 as director of the BCDC, having worked in career development at Clark University,
Brandeis University, and Boston University.

The BCDC deploys a number of strategies to engage students in career development, from career exploration in
their early years at Bates through internships and job shadowing to job placement. Through a program of
counseling, connecting students with the world of work through such programs as CDIP (Career Discovery in
Practice), the Ladd Internship Program, and employer contacts, the BDCD offers students multiple gateways
into career exploration. The BCDC also supports the Medical Studies Committee, shepherding students through
application to schools in health professions, and supports students aspiring to attend law school. In 2012-13, the
BCDC hosted over 3,500 students visits at one-on-one appointments, workshops, and career fairs. The center
managed on-campus job and internship interviews for 220 students. Forty-six employers recruited on campus.
Networking "road shows" and receptions were sponsored with alumni in Boston, New York, and Washington,
DC.
Within six months of graduation, 97% of the Class of 2012 was settled into a job or graduate school, with 72.3% having accepted a job, 10.2% attending graduate school, 4% engaging in fellowships, and 3% still seeking employment.

**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, therefore 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 2013, 26 out of 32 applicants to allopathic and osteopathic medical school (81%) were accepted. Nationally, the admission rate to allopathic and osteopathic medical schools is 41%. In addition, 13 out of 13 Bates applicants (100%) were accepted at other graduate schools in the health professions. Overall, 39 of 45 applicants (87%) 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 extraordinary 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 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. According to its mission statement, the Harward Center:

*seeks to weave the resources of a liberal-arts college into the fabric of our community, addressing social problems and contributing to cultural life in a spirit of collaboration. We seek to weave the resources and concerns of our community into the Bates educational experience and onto the Bates campus. And in the process, we seek to educate students who can themselves weave together their learning, personal growth, ethical values, and public action for the common good.*

The Harward Center aims to meet real local needs and celebrate the richness of the Lewiston-Auburn community. In 2012-13, 50,000 hours of academically-based community work were logged by students through courses, independent studies, and senior theses. More than 12,500 of those hours were spent by Bates students.
in local public schools. More than 1,100 students and 33 faculty members from 23 academic departments and programs participated in these efforts. In addition, students provided more than 8,500 hours of volunteer service during 2012-13. Twenty-seven Bonner leaders and 11 Student Volunteer Fellows led their peers in serving the community. Nineteen students were awarded summer community engagement fellowships.

The Harward Center makes grants in excess of $202,000 to faculty, students, staff, and community partners engaged in community-based research, service, volunteering, or collaboration.

Among the Harward Center’s many programs for college and community, The Public Works in Progress series featured talks on community-engaged projects by Krista Aronson (psychology), Catherine Buell (mathematics), Dale Chapman and William Matthews (music), Jane Costlow and Holly Ewing (environmental studies), Alexandre Dauge-Roth (French and Francophone studies), Laura Faure (Bates Dance Festival), James Parakilas (music), and Clarisa Pérez-Armendáriz (politics). With community partners the center co-sponsored the Civic Forum Series, exploring civic, political, and policy issues that are significant to the Bates community, Maine, and beyond. The series included talks on economic inequality, community leadership among Bates alumni, and the 40th anniversary of the Clean Water Act. The Public Scholars Symposia considered the intersection of diversity, the academy, and civic engagement. As part of the Downtown Education Collaborative (DEC), the center supported early childhood and teen parenting groups.

The center oversaw the college’s Adopt-a-School Program with Lewiston Middle School; C.A.M.P. (College Access Mentor Program), a college aspirations program for middle-schoolers; and College Night in Town, which brings students downtown to patronize local businesses and present an open-air concert. The Harward Center also coordinated the College community’s volunteer and philanthropic response to a major fire in Lewiston which displaced many families.

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, six Bates courses brought 65 students to the BMMCA, and three senior thesis students collected data for their research there. The Shortridge Summer Residency Program provided on-site student housing for research, a migratory bird survey, and an art residency. Students from other colleges, K-12 schools, and camps brought another 1,300 student visitors to these sites.
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. Many 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 taught by local instructors, and two topical courses taught by the Bates faculty. In 2012-13, the FSA program took place in Tarragona, a city on the coast of Spain, directed by Francisca López (Spanish) and Karen Melvin (history). Professor López offered the course, Spain in the Twentieth Century: National Narratives Old and New; Professor Melvin taught Spain’s Golden Age of Empire.

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 2013 students are in St. Petersburg, Russia, with Dennis Browne (Russian) and Karen Palin (biology).

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 2013, students studied and traveled with Bates faculty abroad in Rwanda, Turkey, and Hungary, 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.

**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

Since I joined Bates in August 2013, I have had the pleasure to engage faculty, staff, alumni, and students on a wide range of matters, spanning curricular renewal to faculty committee reform, from assessment of college-wide educational goals to inventorying current and future uses of academic space on campus. There is much to do, but my fellow travelers are Bates community members who fundamentally love Bates. This bodes well for progress on our key aims.

In 2013-14, faculty and staff in the dean of the faculty’s office will collaborate with President Spencer and the senior staff on three college-wide initiatives: the Engaged Liberal Arts, Purposeful Work, and Opportunity and Excellence.

The Engaged Liberal Arts initiative challenges us to set the standard for the strongest possible residential liberal arts experience for our students—preparing them for a lifetime of "becoming"—that is, becoming "whole persons" as highlighted in Bates’ mission statement. Our challenge is to explore "becoming" in the full sense, including what Bates can and should become to educate the future Bates student.

As seasoned faculty retire, we have an unprecedented opportunity to contemplate faculty renewal, and to match up the talents of future faculty with the demands placed on students in an information-rich, interconnected, and interdependent world. Areas to work on in 2013-14 include clarifying what we want to be good at—now and over the next 20 years—and developing a college-wide perspective on recruiting and retaining colleagues to join us in developing "future Bates."

At the heart of the engaged liberal arts is pedagogical innovation. Learning, abetted by innovative tools, materials, and methods, takes many forms. Informational, digital, and computational forms are profoundly shaping the world around us. Bates needs a strategy to harness digital technology, big data, and analytics for scholarship and learning—an important subject for inquiry, across the college.

A second vehicle for innovation in teaching is the Mellon-funded Pedagogical Innovation and Curricular Review Project. This endeavor ramps up significantly in 2013-14. These generous funds from Mellon allow for enhanced departmental and program reviews, retirement planning, and learning from the inventive pedagogies of visiting faculty.

Another program, picTr (Project for Innovation and Collaboration in Teaching, Technology, and Research), headed by Margaret Imber (classical and medieval studies) and Andrew White (information and library services), is exploring new developments in pedagogy and technology and experimenting with innovations in the classroom.

The structure and charge of the consortium formerly know as Learning Commons is being reimagined in highly collaborative fashion during 2013-14. Under the direction of associate dean Kirk Read, the new collaborative under development will provide support for both students and faculty engaged in sharing and creating
knowledge, with support for best practices in teaching and "workshopping" of pedagogical experiments, including innovations in Short Term.

A fourth major initiative in 2013-14 in support of the Engaged Liberal Arts is the development of a coordinated strategy for math and science programs. Thomas Wenzel (chemistry and environmental studies) has been named STEM Coordinator. He will develop and implement a strategy for math and science that considers the curricular, co-curricular, and pre-professional dimensions of the undergraduate experience. He will also take a lead in defining and assessing departmental and program goals for STEM fields and learning outcomes in STEM courses, will help faculty develop competitive proposals for extramural STEM research and teaching, and will provide professional mentoring for our assistants in instruction.

The Purposeful Work initiative orients students to the world of work, both in college and beyond, as a core focus of the liberal arts mission. We know that our graduates are entering a highly competitive, skill- and knowledge-intensive, professional world. Bates’ goals are to prepare students to imagine work and careers that are aligned with their own core interests, talents, and values. We are developing programming that helps students refine those interests and passions over the arc of their college career. A working group chaired by Michael Sargent (psychology) and Darby Ray (Harward Center for Community Partnerships) is developing this program. One component of this effort, led by Emily Kane (sociology), is a pilot program for Short Term 2014; practitioner-taught courses will be offered and a selection of existing courses will be redesigned through collaborations of students and faculty.

Opportunity and Excellence strives to attract, enroll, and support talented students from a broad range of backgrounds. To meet this goal, our generous financial aid resources must continue to grow. When polled about where the college’s resources should be directed, faculty invariably champion financial aid, not only for what these funds can do to support the brightest and most engaged students, but also, to enrich the lives of all Bates students who are fortunate enough to enroll here.

Arrayed against this tall list of priorities, we continue to look critically at the curriculum and at assessment. The dean’s office focuses on course offerings and their availability, class size, faculty teaching loads, the demands and preferences of our students; and the imperative to contain costs.

Each of these priorities for Bates in 2013-14 requires creative and community-oriented commitments of the faculty. Fortunately, these resources are in ample supply. I look forward to a year of progress on our key college priorities and to collaborating with colleagues who, on the one hand, are new to me, yet who already seem like trusted colleagues I’ve known for a long time.

M. R. A.
Appendix A: Office of the Dean of the Faculty—Organization Chart: AY 12-13 (As of November 2012)
Appendix B. Students Graduating with Department or Program Honors, Class of 2013
(Advisor’s name is in parentheses; students are members of the Class of 2013 unless otherwise indicated)

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

Biological Chemistry
David A. Born: Structural and Mechanistic Characterization of the Integral Membrane Non-heme Diiron Protein, Alkane Monoxygenase, from the Oil-degrading Bacterium Alcanivorax borkmensis (Rachel Austin)

Biology
Isabelle L. Curran: Thymic Morphology and Increased Apoptotic Rates in Juvenile and Adult Female Mice Following Exposure to Low Levels of Arsenic Early in Development (Rebecca Sommer)

Hansen D. Johnson: Diversity and Characterization of Songs in the Bering-Chukchi-Beaufort Population of Bowhead Whales (Balaena mysticetus) during Their Annual Spring Migration, 2011 (William Ambrose)

Carla G. Tilchin: A Comparative Study of Songbird Serum Effectiveness against the Causative Agent of Lyme Disease, Borrelia burgdorferi (Donald Dearborn)

Chemistry
Jennifer C. Brown: Synthesis and Antioxidant Activity of Phenylpropanoid Glycoside Analogs (Jennifer Koviach-Côté)

English
Matthew J. Bettles: Satire and the Necessity of Locale: Genealogical Readings in Max Beerbohm and Karl Kraus (Sanford Freedman)

Natalie R. Thompson: Jane Austen and the Art of Revision: Reading, Fiction, Feminism (Lillian Nayder)

French
Maria D. Valasco: L’écriture comme mise en oeuvre et mise en doute de la representation dans L’Acacia de Claude Simon (Alexandre Dauge-Roth)

History

Interdisciplinary Studies
Desmond N. Mushi: Microfinance as Ambivalence: Kilimanjaro Women Experiences of Capitalist Development (Elizabeth Eames)

Japanese
Joanna C. Moody ’14: The Ainu Speak of Famine: How Oral Traditions Reflect and Inform Historical Analysis of Changing Food Practices and Trade Relations in Early Modern Hokkaido (1603-1868) (Sarah Strong)

Mathematics
Daniel J. Peach: Statistical Methods of Wavelet Analysis with Applications to Ecological Time-Series (Meredith Greer)

Music
Jessica D. Cooper: Classical Music Education: A Transcontinental Comparative Study of Classical Music for Today’s Youth (James Parakilas)

Amna Ilyas: Hamd and Naat: Muslim Women Singers in Pakistan (Peter Steele)

Miles C. Isacke: Requiem Mass for Chamber Orchestra and Choir (Hiroya Miura)

Neuroscience
Lauren A. Demers: Meta-affective Processing and Its Relationship to Serotonin and BDNF Systems (Nancy Koven)

Samantha M. Landino: Dominant and Subordinate Male Odors Elicit Different Patterns of Synaptic and Intrinsic Plasticity in Accessory Olfactory Bulb Mitral Cells of Female Mice (Jason Castro)

Laura K. Max: Peripheral Levels of Oxytocin and Affective Processing in Relation to Schizotypy (Nancy Koven)
**Philosophy**
Kate L. Fetrow: Toward Global Justice: Reconciling Rawlsian Liberalism and Cosmopolitanism in an Interconnected World (David Cummiskey)

**Politics**
Mikayla C. Foster: How to Maintain One-Party Control: A Case Study of the Political Strategies Used by New Hampshire Republicans (John Baughman)

Nora M. Hannagan: Turkey’s Gender Equality Puzzle: Navigating the Difference between Policy and Practice (Senem Aslan)

Cameron A. Sheldon: Getting Away with Murder: Why State Deny Past Atrocities (Jason Scheideman and Clarisa Pérez-Armendáriz)

**Psychology**
Alexandra W. Abry: Social Anxiety and Memory Conformity in Eyewitnesses (Amy Douglass)

Stephanie K. Boyle: Regulatory Focus Theory and Reactions to Anti-Egalitarian Humor (Michael Sargent)

Stephanie L. Sprague: Fat Talk with Parents and Weight Bias in High School and Undergraduate Students (Kathryn G. Low)

**Rhetoric**
Holly W. McLaughlin: Protecting Life: A Metaphorical Analysis of the Pro-Life Anti-Abortion Movement and the Conservation Movement (Jan Hovden and Sonja Pieck)

Scott F. Mickey: Constructing the Prophet: Steve Jobs and the Messianic Myth of Apple (Stephanie Kelley-Romano)

*A Education is accredited by the State of Maine every 5 years, but has not yet had a Bates academic review

** Languages have been organized in many ways, so each time they were reviewed is noted
Appendix D. Internal Grants Awarded to Faculty, 2012-2013

This covers a period of 1 September 1 2012 through 31 July 2013

Bates Faculty Development Fund Grants—Awarded September and December 2012 and April 2013

Abrahamsen, Lee, Associate Professor of Biology: ASM/NSF Biology Scholars Residency Program for the Scholarship of Teaching, Learning and Assessment of Science Education

Adair, Jennifer, Visiting Assistant Professor of History: The Politics of Rights and Welfare during the Argentine Transition to Democracy, 1982-1990

Akhtar, Ali, Assistant Professor of Religious Studies: Archival Research, Pedagogical Conferences, Course Development

Al-Sweis, Rania, Visiting Assistant Professor of Anthropology: Revolutionary Medicine in Egypt

Ambrose, William, Professor of Biology: Bivalves as Historical Indicators of Environmental Variation in the North Barents Sea

Aronson, Krista, Associate Professor of Psychology: Conference Travel for the Biennial Meeting of the Society for the Psychological Study of Social Issues

Austin, Rachel Narehood, Professor of Chemistry: Sabbatical Travel Associated with Developing Expertise in Metallomics and Publication Costs for an Article

Boggia, Rachel, Assistant Professor of Dance: Avalanche on the Road

Boucher, Helen, Associate Professor of Psychology: Attending Association for Psychological Science Annual Convention

Carnegie, Charles, Professor of Anthropology: The Making and Unmaking of Jamaican Civil Society: The Problem of the Social

Cernahoschi, Raluca, Assistant Professor of German: Intercultural Translation

Corrie, Rebecca, Phillips Professor of Art and Visual Culture: Siena and Adriatic: Context and Recognition in the Trecento; Research Travel to Dubrovnik

Costlow, Jane, Clark A. Griffith Professor of Environmental Studies: Holy Springs in the Orel Region: A Walking Pilgrimage of Sorts

Coulombe, Grace, Lecturer in Mathematics: Planning Meeting for Workshop of Directors of Quantitative and Math Support Centers

Creasy, John, Professor of Geology: Publication of The Geology of New Hampshire’s White Mountains

Cummiskey, David, Professor of Philosophy: Intercultural Bioethics and Buddhist Political Thought

Dauge–Roth, Alexandre, Associate Professor of French: Reconciling Gazes through Film in Rwanda

Dearborn, Donald, Professor of Biology: The Ecology and Evolutionary Biology of the Galapagos Archipelago: A New Bates College 200-Level Short Term Course

Dilley, Carol, Associate Professor of Dance: Avalanche on the Road

Durst, Michael, Visiting Assistant Professor of Physics: Two Photon Imaging in Scattering Biological Tissue

Eames, Elizabeth, Associate Professor of Anthropology: Proofreading When the Women Went to War: Gender and Wealth in a Yoruba Town and Ethnographic Approaches to Financial Literacy Programming for North American Somalis

Eason, Paul, Visiting Instructor in History: Asian Associations: Citizens’ Groups and Internationalism in Contemporary Japan

Ernstrom, Glen, Visiting Assistant Professor of Biology: An Acidification Checkpoint for Neurotransmitter Release
Eusden, Dykstra, Professor of Geology: *Publication of The Geology of New Hampshire's White Mountains*

Federico, Sylvia, Associate Professor of English: *Manuscript Evidence for Thomas Walsingham's Classicist Compositions*

George, David, Lecturer in Spanish: *Vicente Blasco Ibáñez in the Gruta de Camões: A Spanish Novelist's Tour of Macau*

Godfrey, Mollie, Visiting Assistant Professor of English: *Conference Travel, Annual Meeting of the American Studies Association, 2012.*

Houchins, Sue, Associate Professor of African American Studies: *Travel for Conference and Research in Botswana*

Hughes, James, Thomas Sowell Professor of Economics: *The Vietnam Migration and Human Trafficking Household Survey*

Jayawant, Pallavi, Associate Professor of Mathematics: *Network Science*

Jokiel, Patrick, Visiting Assistant Professor of Chemistry: *Investigation of a Urea-Directed C-H Activation Strategy towards the Synthesis of Functionalized 8-H Purin 8-One Derivatives*

Kazecki, Jakub, Assistant Professor of German: *Publication of Border Visions: Borderlands in Film; Conference Presentation on Images of Childhood in Contemporary German and Polish Cinema*

Kleckner, Nancy, Associate Professor of Biology: *Mapping the Biomphalaria glabrata Feeding Motor Network*

Koven, Nancy, Associate Professor of Psychology: *Differential Relationships among Facets of Alexithymia and BDNF-and Dopamine-related Polymorphisms; Publishing of Neuroscience Research and The relationship between Vitamin D Serum Level and Midsagittal Corpus Callosum Area in MS*

Lexton, Ruth, Visiting Assistant Professor of English: *Reading the Adulterous/Treasonous Queen in Early Tudor England: Malory’s Guinevere and Anne Boleyn*

Lin, Hong, Professor of Physics: *Dual-frequency Optical Injection on Vertical-cavity Surface-emitting Lasers*

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

Miura, Hiroya, Associate Professor of Music: *Recordare, Make Music Winter Festival New York*

Morris, Elke, Senior Lecturer in Art and Visual Culture: *Exhibiting Photographic Series, “Waterfront Properties”*

Nayder, Lillian, Professor of English: *Charles Dickens and Brothers: The Novelist, Fraternity, and Faction*

Nguyen, Trian, Associate Professor of Art and Visual Culture: *Art and Culture of Japan and The Illustrated Life of Monk Thich Quang Duc and Vietnam: Three Aspects of Modern History, Written Documents and the Yao Art*

Nigro, Georgia, Professor of Psychology: *Public Scholarship and Translational Research*

Okrent, Mark, Professor of Philosophy: *Feminist Philosophy and Essentialism Conference and Heidegger and Analytic Philosophy*

Osucha, Eden, Assistant Professor of English: *Conference Travel, Research for a book, The Post-Racial Past: Race, Privacy, and Identity Before the Obama Era*

Pangallo, Matteo, Visiting Assistant Professor of English: *Teaching Book History: A Folger Institute Workshop and Shakespeare Association of America Conference*

Parakilas, James, James L. Moody, Jr. Family Professor of Performing Arts: *Opera Textbook: The Story of Opera*

Pérez-Armendáriz, Clarisa, Assistant Professor of Politics: *Diaspora Bonds*

Perkins, David, Visiting Instructor in Politics: *That's Racist! How Voters Respond to Accusations of Racial Insensitivity in Candidates*
Pickens, Therí, Assistant Professor of English:  
*Conference Travel Support*

Plastas, Melinda, Visiting Associate Professor of Women and Gender Studies and American Cultural Studies:  
*Gender and Tobacco in a Transnational Context*

Rand, Erica, Whitehouse Professor of Art and Visual Culture and Women and Gender Studies:  
*Website Use and Design and Queer Hips and Popularized Kink: Research Assistance for Sabbatical Planning*

Reidy, Michael, Senior Lecturer in Theater and Managing Director of Theater and Dance:  
*Avalanche on the Road*

Rice-DeFosse, Mary, Professor of French and Francophone Studies:  
*A "Writerly" Biography of Louise Colet*

Richards, Stephanie, Lecturer in Biology:  
*ASM/NSF Biology Scholars Residency Program for the Scholarship of Teaching, Learning, and Assessment of Science Education*

Richter, James, Professor of Politics:  
*Civil Society and the New Authoritarianism: Comparing the Experiences of Russia and China*

Riera-Crichton, Daniel, Assistant Professor of Economics:  
*Conference Travel, Data Collection and Journal Submissions and Supplement for Conference Travel and Research Assistantship*

Salerno, Adriana, Assistant Professor of Mathematics:  
*Pre-Tenure Research*

Sargent, Michael, Associate Professor of Psychology:  
*Research Bridge Grant*

Scharman, Mitchell, Visiting Assistant Professor of Geology:  
*Conference Travel, American Geophysical Union Fall Meeting*

Schlax, Paula, Associate Professor of Chemistry:  
*Chemical Signals and Gene Expression in Borrelia burgdorferi: A Collaborative Project Mixing Engineering, Chemistry and Microbiology*

Seeley, William, Visiting Assistant Professor of Philosophy:  
*Philosophy and Cognitive Science: Curricular and Professional Development and Conference Travel*

Tieken, Mara, Assistant Professor of Education:  
*Publication Subvention for Our Only Hope*

Williams, Larissa, Assistant Professor of Biology:  
*The Ecology and Evolutionary Biology of the Galapagos Archipelago: A New Bates College 200-Level Short Term Course*

Wollman, Eric, Professor of Physics:  
*Startstruck Exhibition Essay*

**Boyle-Shea Fund for History—Awarded December 2012, February, April, and June 2013**

Adair, Jennifer, Visiting Instructor in History and Politics:  
*The Politics of Rights and Welfare During the Argentine Transition to Democracy, 1982-1990*

Barnett, Lydia, Assistant Professor of History,  
*Thinking Globally in the Age of Enlightenment*

Creighton, Margaret, Professor of History:  
*Research in the Department of Special Collections, UCLA*

Eason, Paul, Visiting Instructor in History:  
*Asian Associations: Citizens’ Groups and Internationalism in Contemporary Japan*

Grafflin, Dennis, Professor of History:  
*Conference Travel, American Alliance of Museums in Baltimore, MD*

Hall, Joseph, Associate Professor of History:  
*Conversations about Wabanaki History*

Shaw, Caroline, Assistant Professor of History:  
*Pacific Coast Conference on British Studies*

John Thompson, Visiting Associate Professor of History:  
*"Dear Ancharsis": A Study in Royal Patronage and Classical Scholarship*

**Brandow Family Fund—Awarded October 2012**

Steele, Peter, Visiting Instructor in Music:  
*Residency of Professor I Dewa Made Suparta*
Vink, Joshua, Lecturer in Theater: *Residency of Jay Rhoderick, 2013*

**Harward Center Grants for Faculty Discretionary Programs—Awarded September, October, and December 2012 and January, February, and May 2013**

Charles, Anita, Lecturer in Education: *Literacy in the Preschool and Elementary Years and NEERO Conference and Perspectives on Education*

Creighton, Margaret, Professor of History: *Community Studies*

Pickens, Theri, Assistant Professor of English: *Beyond Intellectual Profit: Using Classroom Knowledge in the Workplace*

Plastas, Melinda, Visiting Associate Professor of Women and Gender Studies and American Cultural Studies: *Feminisms of the 1970s and 1980s*

Tieken, Mara, Assistant Professor of Education: *Perspectives on Education*

Vink, Joshua, Lecturer in Theater: *Improvisation: Acting in the Moment: Guest Artist Jay Rhoderick*

**Harward Center Grants for Programs, Departments or General Education Concentrations—Awarded July 2012 and June 2013**

Dilley, Carol, Associate Professor of Dance: *Dance 2012 Act II*

Parakilas, James, James L. Moody, Jr. Family Professor of Performing Arts: *Engaging Bates Musicians in Lewiston’s School String Program*

**Harward Center Grants for Publicly-Engaged Academic Projects—Awarded November 2012 and March, June 2013**

Beasley, Myron, Associate Professor of African American Studies: *Visual Narratives: The City, Ethnography, and Cultural Politics*

Dauge-Roth, Alexandre, Associate Professor of French and Francophone Studies: *Learning and Filming with Orphans of the Genocide in Rwanda*

Dilley, Carol, Associate Professor of Dance, *Maximizing the Community Engagement of DANC 253: Dance Repertory Performance*

Hughes, James, Thomas Sowell Professor of Economics: *The Vietnam Migration and Human Trafficking Household Survey: Pilot Project*

Kane, Emily, Professor of Sociology: *Adverse Childhood Experiences in the Lewiston-Auburn Area: A Partnership between Advocates for Children and the Bates Sociology Department*

Pickens, Theri, Assistant Professor of English: *Beyond Intellectual Profit: Using Classroom Knowledge in the Workplace*

Rosenbach, Julie, Lecturer in Environmental Studies: *Developing Student Environmental Leaders through Engaged Civil Action*

**INBRE Student-Faculty Grants—Awarded February 2013**

Austin, Rachel Narehood, Professor of Chemistry: *Determining the Three-dimensional Structure of AlkB: Closing In*

Bavis, Ryan, Associate Professor of Biology: *Hyperoxia, BDNF, and Development of Respiratory Control*

Castro, Jason, Assistant Professor of Psychology: *Actions of Opioids on Accessory Olfactory Bulb Function*

Kleckner, Nancy, Associate Professor of Biology: *Neuropeptide Modulation of Feeding Behavior: A Role in Susceptibility to Parasites?*

Williams, Larissa, Assistant Professor of Biology: *Transcriptional Regulation of the Nuclear Factor Erythroid-2 related Factor (Nrf) Family by the Aryl Hydrocarbon Receptor (Ahr)*

**Learning Associate Grants—Awarded September and November 2012 and March and April 2013**

Beasley, Myron, Associate Professor of African American and American Cultural Studies: *Jean-Paul Rocchi, French cultural critic and literary scholar*
Bigelow, Gerald, Lecturer in History: Robert E.
Proctor, Expert in Zooarchaeology

Boggia, Rachel, Assistant Professor of Dance: Andrew
Adams, aerial artist

Cummiskey, David, Professor of Philosophy: Andrew
Bailey, expert in Asian and Islamic philosophy

Dilley, Carol, Associate Professor of Dance: Erin
Gottward, dancer and choreographer; Postell Pringle,
playwright, actor, and director

George, David, Lecturer in Spanish: Sarah Childress,
expert in Latin American films

Herzig, Rebecca, Professor of Women and Gender
Studies and Christian A. Johnson Professor of
Interdisciplinary Studies: Steven Epstein, medical
sociologist

Lexton, Ruth, Visiting Assistant Professor of English:
Sarah Thomson, author

Malcolmson, Cristina, Professor of English: Russell
Hopley, Arabic language expert

Mills, Daniel, Lecturer in the Humanities and
Director of the Museum of Art: Fransje Killaars, artist

Miura, Hiroya, Associate Professor of Music:
Professional orchestral musicians

Pickens, Theri, Assistant Professor of English: Jewelle
Gomez, author

Plastas, Melinda, Visiting Associate Professor of
Women and Gender Studies and American Cultural
Studies: Alison Vander Zanden and Jenna Vendil,
community organizers and civic leaders

Reidy, Michael, Lecturer in Theater and Managing
Director of Theater and Dance: Kevin Adams, lighting
designer

Smedley, John, Professor of Physics: Sheryl Bailey,
jazz guitarist

Steele, Peter, Visiting Instructor in Music: I Dewa
Ketut Alit, Balinese artist and composer

Thompson, John, Visiting Associate Professor of
History: Alexander Grab, Napoleonic historian

Phillips Fellowships—Awarded October 2012

Decker, Craig, Professor of German: Migration,
Translation, and Vladimir Vertlib’s
Zwischenstationen

Melvin, Karen, Associate Professor of History:
Charity Far from Home: American Alms and Early
Modern Global Catholicism

Okrent, Mark, Professor of Philosophy: Normative
Responsiveness: Meaning and Human Organisms

STEM Faculty-Student Research Grants—Awarded
February 2013

Austin, Rachel Narehood, Professor of Chemistry:
Determining the Three-dimensional Structure of
AlkB: Closing In

Durst, Michael, Visiting Assistant Professor of
Physics: Laser-scanning Microscopy for Biomedical
Imaging

Lundblad, Nathan, Assistant Professor of Physics:
Studies of Ultracold Atomic Vapor and Bose-Einstein
Condensation

Retelle, Michael, Professor of Geology: Late Holocene
Climate Change in Svalbard, Norwegian High Arctic

Wenzel, Thomas, Charles A. Dana Professor of
Chemistry: Water-soluble Chiral NMR Shift Reagents
for Anions

Student Research Apprenticeship Grants—Awarded
February and April 2013

Buck, Patricia, Associate Professor of Education:
Grassroots Efforts to Increase Educational
Opportunity among Unregistered Refugees in Addis
Ababa, Ethiopia
Dellachiesa, Alejandro, Assistant Professor of Economics: *The Impact of Energy Consumption, Output and Trade on Greenhouse Gas Emissions in Mercosur Member States: A Panel Cointegration Analysis*

Nguyen, Trian, Associate Professor of Art and Visual Culture: *Shamanism and How to Make the Universe Right Art and Artifacts from the Yao and others from Southern China and Northern Vietnam*

Pickens, Theri, Assistant Professor of English: *Power and Privilege in Black Science Fiction*

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

**Whiting Teaching Fellowship—Awarded October 2012**

Fan, Xing, Assistant Professor of Chinese: *Realized Artistry in Idealized Revolution: Beijing Opera Model Plays at China’s Cultural Revolution.*
Appendix E. External Grant, Fellowship, and Award Funding Active in FY 2013 (1 July 2012 – 30 June 2013)

Faculty Grants

**Ambrose Jr., 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). $147,473, 2012-2014

**Dilley, Carol, Associate Professor of Dance**

**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

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

**Austin, Rachel Narehood, Professor of Chemistry**
National Science Foundation: *Lead Interactions with Metallothionein*. $302,886, 2012-2015

National Institutes of Health: *Characterizing the Hydroxylation Mechanisms of Diiron Enzymes*. $210,000, 2009-2013

**Bavis, Ryan, Associate Professor of Biology**
American Physiological Society: Giles F. Filley Memorial Award for Excellence in Respiratory Physiology and Medicine. $20,000, 2006-2012

**Ewing, Holly, Associate 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, 2009-2013


**National Science Foundation/RUI: The Dynamic Interaction between Investigator and Eyewitness: Effects on Memory Reports and Interviewer Behavior.** $123,926, 2009-2013

**Bigelow, Gerald, Lecturer of Anthropology**

**Johnson, Beverly, 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, 2010-2013

**Lake Auburn Water District: Lake Auburn Watershed.** $32,132, 2013-2014

Coulombe, Grace, Lecturer of Mathematics and Director, Math and Statistics Workshop
National Science Foundation (Subaward, St. Lawrence University): *Conference of Math and Quantitative Reasoning Centers at Liberal Arts Colleges*. $8,138, 2012-2013
Lawson, T. Glen, Charles A. Dana Professor of Chemistry
National Institutes of Health: 3C Protease Polyubiquitylation as a Picornavirus Replication Success Determinant. $350,000, 2012-2015

Lin, Hong, Professor of Physics
National Science Foundation: Perturbation Induced Dynamics. $227,000, 2011-2015

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, 2011-2013


Small Point Operating Company, Phippsburg, ME: Coastal Geology Research at Seawall Beach and Adjacent Settings. $4,000, 2012-2013

Salerno, Adriana, Assistant Professor of Mathematics
Association for Women in Mathematics: Mentoring and Travel Grant, l’Institut de Mathématique de Jussieu, Paris, France. $1,840, 2012-2013.

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. $638,163, 2009-14

Sommer, Rebecca, Associate Professor of Biology
National Institutes of Health: Developmental Arsenic Exposure Causes Obesity, Liver Disease, and Hyperglycemia in Mice. $419,048, 2010-2013

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

National Science Foundation: Chiral NMR Reagents. $159,150, 2012-2015

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

**Bates College Museum of Art**

Consulate General of the Netherlands: *Fransje Killaars: Color at the Center.* $5,000, 2013

Davis Family Foundation: *Starstruck.* $15,000, 2011-2012

Maine Arts Commission: *Starstruck.* $1,500, 2011-2012


Mondriaan Fund: *Fransje Killaars: Color at the Center.* $8,000, 2013

Peter Jay Sharp Foundation: *Starstruck.* $25,000, 2011-2012

**Bates Dance Festival**

National Endowment for the Arts: *Bates Dance Festival Artworks.* $30,000, 2013

Surdna Foundation: *Bates Dance Festival.* $150,000, 2012-2014

**Harward Center for Community Partnerships**

Davis Educational Foundation: *Maine Campus Compact.* $92,500, 2011-2014

U.S. Environmental Protection Agency: *Rural Environmental Education – Maine Campus Compact.* $150,000, 2012-2014

John T. Gorman Foundation: *Downtown Education Collaborative.* $40,000, 2012-2013

Elmina B. Sewall Foundation: *Downtown Education Collaborative.* $30,000, 2012-2013

United Way: *Downtown Education Collaborative.* $11,400, 2012-2013

Other Institutional Academic Grants

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

Association of American Colleges and Universities: *Bringing Theory to Practice Civic Seminar: Transformative Transitions.* $1,000, 2012

Arthur Vining Davis Foundations: *Enhancing Biology at Bates.* $250,000, 2010-2012

Davis United World College Scholars Program: *Scholarships.* $50,000, 2012-2013

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

The Andrew W. Mellon Foundation: *Pedagogical Innovation and Curricular Review.* $1,000,000, 2012-2016

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

The Andrew W. Mellon Foundation: *CBB (Colby-Bates-Bowdoin) Mellon Collaborative Faculty Enhancement.* $300,000, 2009-2012

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

National Institutes of Health/Maine INBRE: *Enhancing Biological Sciences.* $2,017,115, 2009-2014

National Institute of Standards and Technology: *Summer Undergraduate Research Fellowship.* $8,481, 2013

National Science Foundation MRI: *Acquisition of a High-Power Narrow-Band Tunable Laser System for Use in Physics Research.* $138,186, 2010-2012

Projects for Peace: *Student Research and Service Abroad.* $20,000, 2012-2013
The Sherman Fairchild Foundation: Scientific Equipment Program Phase XI: Scientific Instrumentation. $600,000, 2008-2013

Teagle Foundation: Quantitative Assessment at Bates and Bowdoin Colleges. $148,780, 2009-2012

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 2012-2013 (including Summer 2013)

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


Kathryn Ailes ’14: *Poetry Performances in Scotland* (Robert Farnsworth, English)

Eric Barry ’13: *Water Chemistry Analysis in Two Sub-Watersheds of the Androscoggin River* (Beverly Johnson, Geology)

Myles Black-Ingersoll ’13: *Dynamics of a Current-modulated Multi-mode Vertical-cavity Surface-emitting Laser to Optical Feedback* (Hong Lin, Physics)

Elizabeth Bowling ’13: *Group Decision Making and Jury Behavior* (Amy Douglass, Psychology)

Stephanie Boyle ’13: *Reactions to Anti-egalitarian Humor and Regulatory Focus Theory* (Michael Sargent, Psychology)


Larisa Collins ’13: *Does Exercise Make You Smarter? A Neurochemical Analysis of the Missing Link* (Nancy Koven, Psychology)


Naomi Crinn ’13: *Benthic Macrinovertebrate Populations as Biologic Indicators of Stream Health around Lake Sunapee, NH, in Relation to Watershed Characteristics and Land Use Patterns* (Holly Ewing, Environmental Studies)

Kathryn DeAngelis ’13: *Effects of Chronic Hypoxia on the Neurochemical Development of the Caudal NTS* (Ryan Bavis, Biology)

Lauren Demers ’13: *Meta-affective Processing and Its Relationship of Serotonin and BDNF Systems* (Nancy Koven, Psychology)


Colin Dowey ’13: *Paleoclimate Reconstruction through Analysis of Anthropogenic and Climatic Forcings on the Lake Sediment Records of Round Pond, Chain of Ponds Township, ME* (Michael Retelle, Geology)

Lauren Farnsworth ’13: *A Zonal Analysis of the Vardeborgsletta Periglacial Region in Western Spitsbergen, Svalbard* (Michael Retelle, Geology)


Austin Guyete ’13: *Designing and Testing a Wave Power Point Absorber* (John Smedley, Physics)

Julia Hanlon ’14: *Ethnographic Fieldwork: Studying Kirten with Krishna Das* (Peter Steele, Music)

David Harning ’13: *Late Holocene Climate Change in New Zealand: AGeochemical and Sedimentological Investigation of Lake Sediment Cores* (Beverly Johnson, Geology)

Jessica Heiges ’13: *The Effects of a Mindfulness Meditation Intervention on Attention, Heart Rate, and Blood Pressure* (Todd Kahan, Psychology)

Corey Hill ’13: *Plasticity in the Central Control Mechanism of the Biphasic Ventilatory Response following Developmental Hyperoxia: Effects of the P2X Receptor Antagonist PPADS* (Ryan Bavis, Biology)

Terry Horowitz ’13: *The Hypoxic Ventilatory Response and the NMDA Receptor Pathway: Observing the Effects of Hyperoxia on Neonatal Rat Ventilation* (Ryan Bavis, Biology)

Adrienne Jaeger ’13: *Context-Inappropriate Anger and Salivary Cortisol in Male Children with Behavioral Disorders* (Kathryn Low, Psychology)
Madeline Levitt '13: Advantageous Inequity Aversion in Eight-year-old Children (Georgia Nigro, Psychology)

Zoe Livingston '13: The Relationship between Self-Efficacy, Labor Method, and Birth Satisfaction (Rebecca Fraser-Thill, Psychology)

Conor Maginn '13 Holocene Variations in Hypoxia and Paleoproductivity along the Oregon Margin (Beverly Johnson, Geology)

Ryan March '13: Effects of Chronic Hyperoxia in the Neurochemical Development of the Caudal NTS (Ryan Bavis, Biology)

Henry Mauck '13: A Comparative Study of New England Mya arenaria Growth Rates in Relation to Environmental Factors over Time (William Ambrose, Biology)

Laura Max '13: Peripheral Levels of Oxytocin, Affective Processing, and Attention in Relation to Schizotypy (Nancy Koven, Psychology)

Margaret Pickoff '13: Estimating Marine Carbon Stocks in Maine Salt Marshes (Beverly Johnson, Geology)

Lisa Reedich '13: The Effects of Hyperoxia on the Development of the Nitric Oxide Signaling Pathway and the Hypoxic Ventilatory Response (Ryan Bavis, Biology)

Kevin Shaughnessy '13: Stress and Strain on a Warren-Style Truss (Gene Clough, Physics)

Stephanie Sprague '13: Fat Talk as a Potential Mechanism through which Mothers and Fathers Transmit Weight Bias to Their Adolescent Daughters (Kathryn Low, Psychology)

Gretchen Sellegren '13: Conference Presentation, Psychology Undergraduate Research Conference, UCLA, Los Angeles, CA (Helen Boucher, Psychology)

Mackenzie Stelle '13: Knowledge and Use of Protein-based Foods among Single Mothers: A Comparative Study in Lewiston, Maine, and Arica, Chile (Karen Palin, Biology)

Catherine Tuttle '13: Analysis of Travel Narratives through the Patagonian Region of Argentina (David George, Spanish)

Karen Ullmann '12: Conference Presentation: International Conference on Food, University of Illinois, Champaign, IL (Kathryn Low, Psychology)

Matthew Valles '13: Synchronization of Chaotic Outputs in Multimode Vertical-cavity Surface-emitting Lasers (Hong Lin, Physics)

Bates Summer Research Fellowships, all disciplines

W. Evan Beinecke '14: The Role of Glycosylation in Neural Signaling and Plasticity (Kaneolani Pilobello, L'École Normale Supérieure de Paris)

Peter Dixon '14: Molecular Dynamics of Guided Axon Growth (Paul Forscher, Yale University)

Justin Johal '14: Clinical Features Associated with Epstein-Barr Virus in Solid Organ Transplant Recipients (Ajit Limaye, University of Washington Medical Center, WA)

Emma Lutz '15: Baseline Assessment of Early Childhood Caries and Malnutrition (Karen Sokal-Gutierrez, UC-Berkeley/UCSF Joint Medical Program)

Mariya Manahova '14: Neural Correlates of Changes in Attitude toward Others (Nalini Ambady and Brent Hughes, Stanford University, CA)

Bates Environmental Internships

Hally Bert '14: City of Takoma Environmental Policy and Sustainability, WA

Nicole Brill '15: Soluxe Energy Solutions, CT

Rebecca Culp '15: Marketing Internship, Lower East Side Ecology Center, NY

Nicole Danser '15: Executive Assistant, Green Corps, CA

Jayna Diallo '16: DC Greenworks, Washington, DC

Megan Lubetkin '16: Agricultural Leadership Apprenticeship, Vermont Youth Conservation Corps, VT

Akachukwu Obi '15: Kebetkache Women and Development Resource Centre, Nigeria

Ashleen O’Brien ’15: Agricultural Internship, Nezinscot Farm, ME
Zuhayr Reaz ’16: WaterAid Bangladesh
Brittany Reid ’15: Massachusetts Executive Office of Energy and Environmental Affairs
Sarah Mae Silverberg ’15: Shorebird Monitor, Goosewing Beach Preserve, The Nature Conservancy, RI

Bates in Asia Internships
Jared Krawitz ’14: Larkin Trade International, China
Brenton Talbott ’14: Larkin Trade International, China
Ngoc Han Tran Thi ’14: Argox XAC Composite Materials Ltd.

Hamill Fund for Research in Anthropology
Devin Tatro ’14: The Sebei of Eastern Uganda (Loring Danforth, Anthropology)

Harward Center Summer Student Fellowships for community engagement
Elisabeth Baird ’14, The Nutrition Center of Maine, St. Mary’s Health System, Lewiston, ME
Merrill Brady ’14, Free Health Clinic at Trinity Jubilee Center, Lewiston, ME
Stephanie Caplan ’14: L/A Arts, Lewiston, ME
Teika Carlson ’15, Hillview Family Development, Lewiston Housing Authority, Lewiston, ME
Theodosia Fehsenfeld ’16, Futurewise, Seattle, WA
Mikka Macdonald ’16, International Rescue Committee, Baltimore, MD
Sarah Maneval ’14, Volunteer Lawyers Project, Portland, ME
Alexandra Morrow ’16, Children’s Museum of New Hampshire, Dover, NH

Kathryn Polio ’15, Community Concepts, Lewiston, ME
Cody Tracey ’15, Jane Doe, Inc., Boston, MA

Hoffman Fellowships, for summer research in all disciplines
Charles Grant ’14: Meditative Uses of Thangka Painting: A Study of Tibetan Arts in Exile (Tria Nguyen, Art and Visual Culture)
Claire McGlave ’15: Clearway Minnesota Menthol and Tobacco Cessation Study (Kola Okuyemi, University of Minnesota Center for Health Disparities Research)
Nicholas Pray ’15: Growth Rate of the Soft-shelled Clam (Mya arenaria) along the Coast of Maine (William Ambrose, Biology)

Hoffman Research Support Grants for summer research in all disciplines
W. Evan Beinecke ’14: The Role of Glycosylation in Neural Signaling and Plasticity (Kaneolani Pilobello, L’École Normale Supérieure de Paris)
Colleen Fitzgerald ’14: Reflections of Machismo in Argentine Tango (Elizabeth Eames, Anthropology)
Julia Hanlon ’14: An Immersion in Ecstatic Chant: Studying Western Kirtan Culture and Music (Gina Fatone, Music)
Emma Lutz ’15: Baseline Assessment of Early Childhood Caries and Malnutrition (Karen Sokal-Gutierrez, UC-Berkeley/UCSF Joint Medical Program)
Mariya Manahova ’14: Neural Correlates of Changes in Attitude toward Others (Nalini Ambady and Brent Hughes, Stanford University, CA)
Carlo Miani ’13: Translation of Scipio Slataper’s Essay “Il mio Carso” (“My Karst”) from Italian to English (Raluca Cernahoschi, German)
Nicholas Pray ’15: Growth Rate of the Soft-shelled Clam (Mya arenaria) along the Coast of Maine (William Ambrose, Biology)
Yanying Sheng '16: The Returning Rural-Urban Migration in China (Francesco Duina, Sociology, and Wei Ouyang, Sun Yat-Sen University, China)

Hang Yin '15: Civil Society and the New Authoritarianism in Russia and China (James Richter, Politics)

Maine INBRE Faculty-Student Research Grants for summer research in molecular sciences

Abigail Alexander '14: Actions of Opioids on Accessory Olfactory Bulb Function (Jason Castro, Psychology)


Halward Blegen '14: Hypoxia, BDNF, and the Development of Respiratory Control (Ryan Bavis, Biology)

Yuying Chen '16: Transcriptional Regulation of the Nuclear Factor Erythroid-2-related Factor (nrf) Family by the Aryl Hydrocarbon Receptor (AHR) (Larissa Williams, Biology)

Destany Franklin '14: Neuropeptide Modulation of Feeding Behavior: A Role in Susceptibility to Parasites? (Nancy Kleckner, Biology)

Caleb Glassman '14: Neuropeptide Modulation of Feeding Behavior: A Role in Susceptibility to Parasites? (Nancy Kleckner, Biology)

Grace Hamilton '15: Determining the Three-Dimensional Structure of AlkB: Closing In (Rachel Austin, Chemistry)

Sarah Logan '14: Hypoxia, BDNF, and Development of Respiratory Control (Ryan Bavis, Biology)

James Meyo '14: Transcriptional Regulation of the Nuclear Factor Erythroid-2-related Factor (nrf) Family by the Aryl Hydrocarbon Receptor (AHR) (Larissa Williams, Biology)

Jacob Sandor '14: Actions of Opioids on Accessory Olfactory Function (Jason Castro, Psychology)

Mount David Research Fellowships, for summer research in the sciences

Saad Ansari '14: Simultaneous Spatial and Temporal Focusing (Michael Durst, Physics)

Albert Shi '14: Optical Tweezers (Michael Durst, Physics)

Otis Fellowship

Alexandra Balter '14: Environment as a Shaper of the Sami Reindeer Herding Culture, Norway

Phillips Student Fellowships

Rachel Baumann '14: Berlin Then and Now: The Holocaust as It Is Remembered, Germany and Poland

Asha Mohamud '15: Africans4Africa: a Pan-African Endeavor, Tanzania

Rawlings Fellowship for Research in Mathematics

Alex Nowak '14: Tropical Linear Algebra and Its Applications (Catherine Buell, Mathematics)

Ruggles Fellowships, for pre-thesis research in the humanities, social sciences, and interdisciplinary studies

Colleen Fitzgerald '14: Reflections of Machismo in Argentine Tango (Elizabeth Eames, Anthropology)

Aung Myint '14: Authoritarianism and Judicial Empowerment (James Richter, Politics)

Scher Fellowship, for research at Memorial Sloan-Kettering Cancer Center

Daniel Birkhead '14: Research Internship at Memorial Sloan-Kettering Cancer Center (Michael Morris, MSKCC, NY)
Stangle Fellowships in Economics and Law

Brian Kennedy '14: Marine Technology in the Gulf of Maine (Robert Martin, Maine Technology Institute)


Stepan Ochodek '14: Analysis of Error Occurrence in Photovoltaic Power Plants and Mitigation of Associated Economic Cost (Alejandro Dellachiesa, Economics)

STEM Faculty-Student Summer Research Grants

Alexandra Balter '14: Late Holocene Climate Change in Svalbard, Norwegian High Arctic (Michael Retelle, Geology)

Erin Curry '14: Laser-scanning Microscopy for Biomedical Imaging (Michael Durst, Physics)

Yang Guo '14: Studies of Ultracold Atomic Vapor and Bose-Einstein Condensation (Nathan Lundblad, Physics)

Edwin Mapfuwa '15: Determining the Three-Dimensional Structure of AlkB: Closing In (Rachel Austin, Chemistry)

Cira Mollings-Puentes '16: Water-soluble Chiral NMR Shift Reagents for Anions (Thomas Wenzel, Chemistry)

Jacqueline Ordemann '15: Determining the Three-Dimensional Structure of AlkB: Closing In (Rachel Austin, Chemistry)

STEM Travel Grants for conference presentation in the sciences and mathematics

Eric Barry '13: A Comparison of the Major Ion Chemistry of Two Maine Watersheds, Pleasant River (Bethel, ME) and Stetson Brook (Lewiston, ME), presented at the Northeast Section Meeting of the Geological Society of America, Breton Woods, NH, March 2013 (Beverly Johnson, Geology)

Jenna Burke '13: Purification by Affinity Chromatography of the UbcH7-dependent Ubiquitin Protein-Ligase that Targets the EMCV 3C Protease for Ubiquitylation and Degradation, presented at the American Society for Virology Conference, State College, PA, July 2013 (T. Glen Lawson, Chemistry)

Bryan Carrillo '13: The Riemann Zeta function and the Prime Number Theorem, presented at the Northeast Section Meeting of the Mathematical Association of America, Bridgewater, MA, November 2012 (Dawn Nelson, Mathematics)

Chester Chiao '13: The Effect of the 2012 Alewife Migration on Nutrient Dynamics in Nequasset Lake, Woolwich, ME, presented at the Northeast Section Meeting of the Geological Society of America, Breton Woods, NH, March 2013 (Beverly Johnson, Geology)

Colin Dowey '13: Late Holocene Glacial-Lacustrine Varve Records from Two Proglacial Lakes in Svalbard, presented at the Northeast Section Meeting of the Geological Society of America, Breton Woods, NH, March 2013 (Michael Retelle, Geology)

Lauren Farnsworth '13: A Geomorphic and Sedimentological Study of the Periglacial Processes and environments, Vardeborgsletta, Western Spitsbergen, Svalbard, presented at the Northeast Section Meeting of the Geological Society of America, Breton Woods, NH, March 2013 (Michael Retelle, Geology)


David Harning '13: A Geochemical Investigation of Late Holocene Lake Sediment Cores from Pyramid Lake, Fiordland, New Zealand, presented at the Northeast Section Meeting of the Geological Society of America, Breton Woods, NH, March 2013 (Beverly Johnson, Geology)
Amna Ilyas ’13: *Graph Theoretic Model for Music Information Retrieval*, presented at the Hudson River Undergraduate Mathematics Conference, Williamstown, MA, April 2013 (Pallavi Jayawant, Mathematics)

Eric Kimball ’13: *Frobenius Pseudoprimes and a Cubic Primality Test*, presented at the Eastern Sectional Meeting of the American Mathematical Society, Chestnut Hill, MA, April 2013 (Catherine Buell, Mathematics)

Conor Maginn ’13: *Variations in Hypoxia and Productivity along the Oregon Margin during the Younger Dryas and Early Holocene*, presented at the Northeast Section Meeting of the Geological Society of America, Bretton Woods, NH, March 2013 (Michael Retelle, Geology)

Qasim Mahmood ’13: An Examination of Public Goods in Networks, presented at the Hudson River Undergraduate Mathematics Conference, Williamstown, MA, April 2013 (Pallavi Jayawant, Mathematics)


Phi Nguyen ’13: *UNC-46 Is a Synaptic Vesicle Protein Required for GABA Neurotransmission*, presented at the 19th International *C. elegans* Meeting, Los Angeles, CA, June 2013 (Glenn Ernstrom, Biology)

Torben Noto ’13: *Genomic Scale Analysis of Olfactory System Heterogeneity*, presented at the National Conference on Undergraduate Research, La Crosse, WI, April 2013 (Jason Castro, Psychology)


Matthew Valles ’13: *Synchronization of Chaotic Outputs in Multimode Vertical-cavity Surface-emitting Lasers*, presented at the Optical Society of America Meeting, Rochester, NY, October 2012 (Hong Lin, Physics)

Amanda Wescott ’13: *Tracking Seasonal and Storm-induced Recession of the Popham-Seawall Barrier Beach Complex*, Phippsburg, ME, presented at the Northeast Section Meeting of the Geological Society of America, Bretton Woods, NH, March 2013 (Michael Retelle, Geology)

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**Summer Community Work-Study Fellowships, for community engagement**

Benjamin Breger ’15: *Lake Auburn Watershed Protection Commission, Auburn, ME*

Lexie Carter ’14, *Lewiston School Department, Lewiston, ME*

Denise Del Villar ’16, *Camp Ronald McDonald for Good Times, Los Angeles, CA*

Brett Emmons ’15, *Tree Street Youth, Lewiston, ME*

Andrea Meyer ’14, *Lewiston School Department, Lewiston, ME*

Madeline Santizo ’16, *Uncommon Good, Claremont, CA*

Nicholas Steverson ’15, *Tree Street Youth, Lewiston, ME*

Maria Vargas ’16, *Kids Unlimited, Medford, OR*


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**Summer Research Apprenticeships, for student-faculty collaborations in all disciplines**

Kathryn Ailes ’14: *Power and Privilege in Black Science Fiction* (Theri Pickens, English)

Barbara Crespo ’15: *Grassroots Efforts to Increase Educational Opportunities among Unregistered Refugees in Addis Ababa, Ethiopia* (Patricia Buck, Education)

Thuy My Do ’16: *Shamanism and How to Make the Universe Right: Art and Artifacts from the Yao and Others in Southern China and Northern Viet Nam* (Trian Nguyen, Art and Visual Culture)

Hang Yin '15: Civil Society and the New Authoritarianism in Russia and China (James Richter, Politics)

Tanaka Fellowship for Research in Asia

Yanying Sheng '16: The Returning Rural-Urban Migration in China (Francesco Duina, Sociology, and Wei Ouyang, Sun Yat-Sen University, China)

Tanaka/Technos International Week Fellows, for cultural exchange in Japan

Eileen Lam '15: Technos International Week Fellow (Mara Tieken, Education, faculty fellow)

Mi Hui Wong '16: Technos International Week Fellow (Mara Tieken, Education, faculty fellow)
Appendix G. Graduate Fellowship Awards, 2012-13

Hakimah Abdul-Fattah ’13: French Government English Teaching Assistantship, France
Emily Egan ’13: Fulbright English Teaching Assistantship, Bulgaria
Nora Hanagan ’13: Fulbright English Teaching Assistantship, Turkey
Valerie Jarvis ’13: Fulbright English Teaching Assistantship, Malaysia
Hansen Johnson ’13: Fulbright Research Grant in Biology, Norway
Marisa Mohrer ’13: Fulbright-Austria U.S. Teaching Assistantship, Austria
Olivia Norrmen-Smith ’13: Watson Fellowship: Examining Perceptions of Stroke in Morocco, Madagascar, and Cambodia
Taryn O’Connell ’13: Fulbright English Teaching Assistantship, Malaysia
Tara Prasad ’13: Fulbright English Teaching Assistantship, South Korea
Cameron Sheldon ’13: Fulbright English Teaching Assistantship, Armenia
Catherine Tuttle ’13: Fulbright English Teaching Assistantship, Spain
Appendix H. Exhibitions, Bates College Museum of Art, 2012-13

*Starstruck: The Fine Art of Astrophotography*, one of the first major exhibitions of astrophotography which, with its catalog, presents new scholarship in this field. Extensive programming accompanied the exhibition. Organized by curator of education Anthony Shostack, the exhibition travels to the University of Wyoming Art Museum and the James A. Michener Art Museum in 2014. June – December 2012

*Max Klinger: Intermezzos, Opus IV (Intermezzi, Opus IV)* featured a portfolio of twelve etchings and aquatints of a central artistic figure in early twentieth-century Germany. Klinger used Romantic and Symbolist idioms to explore themes of desire, fantasy, and death. Curatorial intern Douglas Welch ’14 assisted with the exhibition. January – March 2013

*Fransje Killaars: Color at the Center* introduced the work of a noted Amsterdam-based textile artist who expresses cultural and conceptual themes through her adventurous use of color. The installations at the Bates College Museum of Art and Museum L-A in Lewiston’s historic Bates Mill Complex merged art, architecture, fashion, and interior design. January – March 2013

*Robert Neumann: Ship to Paradise* presented the artist’s exploration of the follies and foibles of man through intricate compositions depicting a ship in various stages of a journey that is a metaphor of the human condition. The exhibition was presented in collaboration with the Heckscher Museum and Sunne Savage Gallery. January-March 2013

*Senior Exhibition 2013*, the annual exhibition of the work of thesis work by senior studio art majors, a collaboration with the Department of Art and Visual Culture. April-May 2013

*Selections from the Permanent Collection: Recent Acquisitions* enlisted curatorial intern Cara Garcia-Bou ’13 and Nell Wachsberger ’13, who collaborated with curator William Low to select the works in a variety of media, prepare them for exhibition, and install them. April – May 2013

*Dozier Bell: Mind’s Eye* featured diminutive yet powerful drawings by this Lewiston native, whose tiny landscapes and cloudscapes ponder much larger issues, from the mystery of time and place to the forces of nature. April-May 2013
Appendix I. Highlights from Athletics, 2012-13

**Football:** Football had its best season in three decades, placing fourth in the NESCAC and winning the CBB Championship.

**Rowing:** The women's rowing team finished second in the country for the fifth consecutive year, again achieving the highest NCAA finish than any other Bates team.

**Skiing:** The Nordic and Alpine teams combined to place 16th in the NCAA Division I Championships.

**Squash:** Women's squash placed 10th nationally; men's squash placed 13th nationally

**Swimming and Diving:** Members of the men's and women's teams posted 12 new varsity records.

**Track and Field:** The men's track and field and cross country teams finished fourth in the scoring for the USTFCCCA Program of the Year Award, given to the institution with the best combined finished in all track seasons in the year at the NCAA Championships. Both men's and women's cross country teams made the NCAA Championships, with the men finishing sixth. Men's outdoor track and field won the New England Division III and ECAC Division III team titles, and placed ninth at the NCAA Championships. David Pless '13 became the college's first eight-time All-American athlete, claiming his third NCAA indoor shot put title.

**Honors for Bates Coaches in 2012-13:**

Football Head Coach Mark Harriman was named NESCAC Coach of the Year.

Men's and Women's Alpine Skiing Head Coach Rogan Connell was voted EISA Coach of the Year.

Men's Lacrosse Head Coach Peter Lasagna was named NESCAC Coach of the Year.
Appendix J. New Faculty Hired in 2012-13 for the 2013-14 Academic Year

**Hired with Tenure**
Matthew Auer, Vice President for Academic Affairs and Dean of the Faculty; Professor of Environmental Studies

**Tenure-Track Hires**
Jonathan Cavallero, Assistant Professor of Rhetoric
Travis Gould, Assistant Professor of Physics
Brooke O’Harra, Assistant Professor of Theater

**Non-tenure Track Hires**
Meryem Belkaïd, Visiting Assistant Professor of French and Francophone Studies
Jesse Bengson, Visiting Assistant Professor of Psychology
Shuqin Cui, Lecturer in Chinese
Alice Doughty, Lecturer in Geology
Judy Gailen, Lecturer in Theater
Britt Halvorson, Lecturer in Anthropology
Leon Harkleroad, Lecturer in Mathematics
Lea Johnson, Visiting Assistant Professor of Biology
Donald Kimmel, Lecturer in Biology
Benjamin Moodie, Visiting Assistant Professor of Sociology
Ryan Nelson, Visiting Assistant Professor of Chemistry
Scott Ordway, Visiting Assistant Professor of Music
Joaquín Romero Gallego, Lecturer in Spanish
Joshua Rubin, Lecturer in Anthropology
Paul Schofield, Mellon Postdoctoral Fellows in the Humanities and Lecturer in Philosophy
Laura Sewall, Lecturer in Environmental Studies
Nicholas Valvo, Lecturer in English
Hisaaki Wake, Visiting Assistant Professor of Japanese
Appendix K. Endowed Chairs of the Bates Faculty, 2012-13

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