

**Office of the
Vice President for Academic Affairs and Dean of the Faculty**

Report of Activities, 2016-17

Bates College

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Introduction

This report on the Office of the Vice President for Academic Affairs and Dean of the Faculty provides an overview of the work of the office, the role of academic affairs in the life of the college, and priorities and initiatives in 2016-17.

The academic program is what defines Bates as one of the very best liberal arts colleges in the United States. The other essential branches of the college – Admission, Financial Aid, Student Affairs, the Library and Information Services, Facilities, Finance, and Advancement – support the academic enterprise and enable our residential learning community to flourish. We are grateful to our many partners across the campus whose efforts strengthen and enrich the academic program. We share common goals: to prepare young adults for the complex world they will inherit, to generate new knowledge, and to transform ideas into principled action.

This report offers detailed information on Academic Affairs, including 1) the structure and organization of the office, 2) the development and support of the faculty, 3) the curriculum and curricular oversight, and 4) programs in support of student achievement. The report concludes with an outline of our major projects in 2017-18.

The intended audience for this report includes the president and senior staff, members of the Board of Trustees, and the faculty. In particular, we hope that the report is illuminating for those colleagues involved in the search for a new vice president for academic affairs and dean of the faculty and for the candidates for that position.

I am indebted to Matthew R. Auer, vice president for academic affairs and dean of the faculty from 2013 to 2017, for his advocacy of key initiatives including faculty diversity, inclusive teaching and learning in STEM fields, the new Program in Digital and Computational Studies, and an enhanced commitment to planning based on data analysis and assessment. I'm also grateful to the staff of the dean's office, the faculty, the academic staff, and the staff in the offices that report to the dean's office for their expertise and energy, their commitment to academic excellence, and their dedication to the mission of this extraordinary institution.

*Kathryn Graff Low
Interim Vice President for Academic Affairs and
Dean of the Faculty*

Structure and Operations

Staff and Roles. The vice president for academic affairs and dean of the faculty directs all academic operations and works closely with the president and the senior staff. The dean oversees tenure-track hiring, tenure and promotion cases, and retirement contracts. The dean works with faculty governance bodies on long and short-term priorities for the academic program, including faculty legislation, curricular development, and resource allocation. The dean oversees 210 faculty members in 22 departments and ten interdisciplinary programs. The dean manages several academic offices and departments in addition to the faculty and presides over major academic initiatives.

From 2013 through June 2017, the dean's office was led by Vice President for Academic Affairs and Dean of the Faculty Matthew Auer. Until she assumed the interim deanship, Associate Dean of the Faculty Kathryn Graff Low (Psychology) oversaw issues pertaining to and temporary faculty hires in social sciences and STEM fields as well as faculty scholarship, research compliance, academic assessment, and supervision of the Mathematics and Statistics Workshop; she also served as deputy director of Title IX, handling issues pertaining to faculty. Her successor, Associate Dean of the Faculty Áslaug Ásgeirsdóttir (Politics) is continuing this work as of August 2017. Associate Dean of the Faculty Margaret Imber (Classical and Medieval Studies) oversees issues relating to and temporary faculty hires in humanities and interdisciplinary programs as well as new faculty orientation, faculty development and the Faculty Commons, the Academic Resource Commons, the first-year seminar program, and academic advising.

Jason Scheideman, assistant dean of the faculty for budget and administration, oversees operating and endowment budgets for the dean's office, academic departments and programs, and direct reports;

faculty compensation and faculty salary budget planning; academic facilities, including the STEM facilities study; and faculty professional travel. Assistant Dean of the Faculty Kerry O'Brien edits the college catalog and other dean's office publications; manages student research programs, the language assistantship program, issues pertaining to international faculty, and student and faculty recognition programs. Mathieu Duvall, senior director of strategy and analysis, manages planning, assessment, and other data-intensive analytical activities, focusing on curriculum, faculty staffing and workload, and enrollments. He supports faculty governance functions (primarily the Academic Affairs Council) and also is involved with the Bates STEM initiative, the STEM facilities project, and General Education reform.

Three administrative assistants support the deans and manage many of their own projects. Margaret Gresh supports Deans Low and Ásgeirsdóttir; she staffs faculty governance bodies (Academic Affairs Council, Committee on Faculty Governance, department and program chairs, faculty meetings); and manages the Honors Program. Alison Keegan manages nine administrative assistants who support the faculty. She staffs faculty scholarship and student research programs, manages events, and edits the faculty Professional Activities Report and the department's website (bates.edu/dof). Lori Ouellette supports Deans Low and Imber; staffs the hiring, tenure, and promotion processes; manages faculty records in the administrative data base; and assists with faculty offices, onboarding new faculty, and departures. Nancy LePage, who had managed the faculty hiring process and the Honors Program, retired in December 2016 and her duties were absorbed by other staff.

In January 2017 Dean Auer announced that he would be leaving Bates to take a position at the University of Georgia's School of Public and International Affairs. Associate Dean Low was named interim vice president for academic affairs

and dean of the faculty in July 2017. The VPAA organization chart may be found in Appendix 1.

Direct Reports and Changes in 2016-17. In addition to the faculty and academic staff, in 2016-17 the Academic Resource Commons and Writing@Bates, Athletics, Bates Career Development Center, Bates College Museum of Art, Bates Dance Festival, Harvard Center for Community Partnerships, Mathematics and Statistics Workshop, and the Office of the Registrar and Academic Systems, and the Office of Sponsored Programs and Research Compliance reported to the dean. In 2017 oversight of Athletics and the Bates Career Development Center shifted from the dean of the faculty's office to the dean of students' office.

The president, in consultation with the senior staff, determined that athletics program should report to the vice president for student affairs and dean of students, effective in July 2017. Review of head coaches will continue to be overseen by the Dean of the Faculty's office. Following the resignation of Kevin McHugh, director of athletics for ten years, and a national search was conducted and Jason Fein, former director of athletics at Drew University, was named Bates director of athletics in spring 2017.

Since 2012, the dean of the faculty's office has overseen the Bates Career Development Center (BCDC). In 2017 the reporting structure was revised, with the establishment of a new senior associate deanship for purposeful work, reporting to the Student Affairs office. The college's start-up Purposeful Work Initiative will be institutionalized and aligned with BCDC; both units will report to the new senior associate dean.

Budget

The Dean of the Faculty's office oversees four sets of budgets for each branch of academic affairs (the dean's office, the academic departments and programs, and the direct reports), which include the operating budgets for each unit, labor budgets for personnel, endowment budgets, and capital budgets. The total annual academic affairs budget is approximately \$38 million, excluding the separate

college-wide capital budget. This represents around 38% of the total annual college budget. Because the Department of Athletics and the Bates Career Development Center will transfer to the Office of Student Affairs in FY18, the total academic affairs budget will be reduced accordingly. Each week Assistant Dean Scheideman meets with the dean to go over budgets and decide on requests and special projects.

Each budget has its own annual schedule. The faculty salary budget is the largest single budget the dean's office oversees. It is the first budget to be developed annually, because planning for the following year's available funds for replacement faculty depends on accurately assessing the impact on the budget of faculty salaries, leaves of absence, and sabbatical leaves. This process begins in September, so that the dean and the Academic Affairs Council (AAC) can allocate replacement funds in response to the department/program requests. The dean's office works closely with the finance office to determine the likely annual faculty salary budget for the following year. This is an iterative process, so that the dean and the AAC have accurate estimates of the budget for planning allocations. The dean's office and finance office confirm these estimates in the early winter.

The operating and capital budget development processes begin later in the fall. After requesting proposals for budget modifications from the various departments, programs, and direct reports, the dean's office prepares reports and presentations for senior staff with its recommendations for operating budgets. These recommendations feed into the estimated college budget for the approval of trustees in the early winter. The capital requests, after dean's office vetting, are routed to the capital budget committee for approval for the next year's capital budget.

Faculty Governance

The faculty – which, according to the By-Laws, includes the teaching faculty, the president, dean of students, dean of admission and financial aid, CFO, registrar, librarian, and principal assistant librarian – meets monthly to consider issues of interest to the college and the academic program, advance

legislation, and undertake routine practices such as certification of seniors of graduation. The president presides over the meeting; the dean presides in the president's absence. Faculty meetings are the cornerstone of shared governance; they are an important vehicle for both engaging the faculty in substantive decision making, and for transmitting and soliciting valuable information about the college and its functions.

Several faculty committees provide 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. Of the many standing and ad hoc committees on which faculty sit, the central governing committees work closely with and are supported by the dean's office. They include:

~ The Academic Affairs Council (AAC), comprising the dean and one faculty member from each of the four divisions, elected by the full faculty. The AAC oversees educational policy, resource allocation, the college's calendar, and the curriculum, including majors, minors, new programs, and General Education. The AAC also awards Phillips Fellowships; approves sabbaticals, pre-tenure leaves, and leaves of absence; and considers requests for replacements for faculty on leave.

~ The Committee on Faculty Governance (CFG) organizes faculty elections; assigns faculty to appointed committees; schedules proposed legislation for faculty consideration; consults with the president, dean of the faculty, and division chairs; and sets the agenda for faculty meetings.

~ The Committee on Curricular Review (CRC) oversees the curriculum at the course level, reviewing new course proposals, course enrollments, and general education concentrations, and approves individualized self-designed majors. The CRC also manages the schedule of courses within the college's course meeting grid. The registrar's office provides administrative support to the CRC.

~ The Committee on Personnel reviews tenure-track faculty for reappointment, tenure, and

promotion; reappoints and promotes long-term part-time faculty (lecturers); and considers candidates for endowed chairs and emeritus status.

~ Department and program chairs meet monthly with the dean to discuss policies, practices, leadership challenges, and matters of interest to academic departments and programs. The chairs act as a conduit for information back to their respective faculty colleagues.

Senior Staff and President. The dean of the faculty works closely with the president and senior staff on college-wide initiatives including, institutional planning, fundraising and the capital campaign, diversity initiatives, capital projects, and resource and space allocation as well as matters that call for the attention of leaders across the campus.

In 2016-17 the senior staff finalized the *Bates College Institutional Plan*, and aligned those priorities with the current \$300 million capital campaign, the public phase of which was launched in May 2017.

Driving Academic Excellence is a campaign priority that will provide \$100 million in support of the academic program. A major component of this fundraising is earmarked for STEM facilities (\$54 million) with another large percentage dedicated to new faculty lines. Academic Innovation and Digital and Computational Studies also are supported through this campaign priority.

During the 2016-17 academic year, the dean's office began to implement some of the work called for in the institutional plan with a study of the college's STEM facilities, the Bates STEM Initiative, and the review and revision the General Education program (see below).

Faculty Support

Faculty Recruitment

A dynamic faculty, the core of the liberal arts enterprise, begins with recruitment. We recruit the most promising and talented faculty, competing for them against the top colleges and universities in the country. Following the allocation of faculty lines by

the Academic Affairs Council (AAC), 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: securing and allocating funds for faculty lines; reviewing inclusive search plans; placing ads; managing dossiers; interviewing candidates; negotiating offers; preparing contracts; securing visas (when necessary); locating offices, labs, and studios; providing technology; and shepherding faculty through their first year with development programs targeted for new faculty.

In 2016-17 the faculty and deans completed searches for 13 tenure-track hires in Anthropology, Biology, Chemistry, Digital and Computational Studies, Economics, English, History, Neuroscience, Philosophy, Politics, and Theater. In addition, we hired two long-term lecturers in Art and Visual Culture and Theater, and more than 20 replacement faculty. A list of faculty hired in 2016-17 may be found in Appendix 2.

Net Additions, Retirements, and Planning

This is a watershed moment in the development of the faculty and the curriculum. In the 1970s, as part of Bates' growth as a national college, the size of the faculty was nearly doubled. That expansion has meant a steady increase in the last several years of the number of faculty reaching retirement age. Among tenure-track faculty, if professors continue to retire at the time they reach eligibility for full Social Security benefits, 9.5% of the faculty may retire between 2017 and 2021; and 18.3% between 2021 and 2026. These retirements, coupled with the first net additions to the faculty since 2006, have dramatically increased the number of tenure-track searches and will result in a transformation of the faculty and the curriculum.

Such faculty transitions present an opportunity to direct faculty resources where they are needed most now and where they will be needed in the future. This allocation process is managed by the Academic Affairs Council (AAC). Thoughtfully aligning faculty resources requires a long view of

where we want the faculty and the curriculum to be in the next 25 to 40 years, and what we believe future generations of students will need to learn. During Dean Auer's tenure, these efforts focused on increasing embodied diversity among the faculty and hiring faculty who will contribute to multiple academic units of the college. During 2017-18 and 2018-19, the AAC will pause line allocation in order to develop more effective processes and schedules for allocation resources.

In 2016-17 reauthorization requests for 11.6 lines were made to the AAC by departments and programs, and four were approved. As is typical, the number of requests exceeded the number of available lines, these decisions were difficult and sometimes controversial. In all of these considerations, we hope that the faculty as a body understands the needs of the college, the curriculum as a whole, and our students, and that there is confidence among faculty that these decisions are carefully, transparently considered. During Dean Auer's four years at the helm, he filled 31 new tenure-track positions; the next dean will have an equally substantial impact on the faculty in the twenty-first century.

Diversity Recruiting

Bates has a proud history of inclusion: since our founding, we have opened our doors to all qualified persons, regardless of race, sex, religion, or national origin. The college continues to place great value on diverse perspectives as essential to a meaningful education; we are committed to recruiting students and faculty members from diverse backgrounds and life experiences. The dean's office worked closely with Crystal Williams, associate vice president for strategic initiatives, and faculty search committees to develop intentional practices to recruit outstanding colleagues with the skills, knowledge, and experience to teach, challenge, and inspire 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.

Initiatives such as the Mellon C3 Consortium and the Mellon Diversity and Faculty Renewal Program are enhancing these efforts in the humanities and humanistic social sciences. The C3 Consortium, led by Bates, Connecticut College, Middlebury, and Williams, partners liberal arts colleges with diversity officers ("LADO schools") with Research I universities Columbia, UC-Berkeley, Chicago, and Michigan to bring recent Ph.Ds. from these universities to liberal arts campuses for two-year postdoctoral fellowships, aiming to demonstrate the benefits of teaching in a liberal arts institution and deepen the pool of diverse candidates for faculty positions at liberal arts colleges. Bates C3 postdocs include Nina Hagel (Politics, Berkeley), Ian Shin (History, Columbia), Rohan Sud (Philosophy, Columbia), and Hoang Tran (Education, Berkeley).

The Mellon Diversity and Faculty Renewal Program, supported by a grant to Bates from the Andrew W. Mellon Foundation, provides funding to offer new hires from underrepresented groups a postdoctoral fellowship and reduced two-course teaching load in their initial year at Bates, followed by the tenure-track position. These colleagues report that the postdoc enables them to concentrate on developing undergraduate courses and establish their research program in advance of their professorship, which carries a five-course teaching load. Mellon Diversity and Faculty Renewal postdocs in 2016-17 included Patrick Otim (History) and Carolina González Valencia (Art and Visual Culture). In 2017-18 the postdocs include Andrew Baker (History), Jacqueline Lyon (Anthropology), and José Villagrana (English). We have two fellowships remaining, one of which has been awarded to Nina Hagel, currently a C3 Fellow (2016-17 and 2017-18). She will be a Mellon Diversity and Faculty Renewal Postdoctoral Fellow in 2018-19,

and will move in to a tenure-track position in politics in 2019-20.

Of the 27 tenure-track hires in the last three years, 12 (44.4%) reflect embodied diversity (Source: Office of Institutional Research, Analysis, & Planning).

Tenure and Promotion in 2016-17

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 personnel review process, legislated by the faculty to ensure thoroughness and integrity.

We congratulate our colleagues, Jason Castro (Neuroscience), Caroline Shaw (History), and Mara Tieken (Education), who were reappointed to the faculty without limit of tenure in 2016-17 and promoted to associate professor effective 1 August 2017.

We congratulate our colleagues who were promoted to full professor in 2016-17, effective 1 August 2017: Áslaug Ásgeirsdóttir (Politics), Helen Boucher (Psychology), Alexandre Dauge-Roth (French and Francophone Studies), and Karen Melvin (History).

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, though no in-depth reviews of coaches were conducted in 2016-17.

Faculty Development

Faculty Commons. Faculty development is an ongoing priority of the dean's office; we provide teaching, research, and leadership development opportunities for faculty members over the arc of their career. The Faculty Commons provides a virtual clearinghouse for programming that helps faculty develop as pedagogues, advisors, and scholars. Programming is created by and coordinated among staff in the dean's office, Writing@Bates, Curricular and Research Computing, the Ladd Library staff, the Harvard Center for Community Partnerships, the Office of Student Affairs, the Office of Sponsored Programs and Research Compliance, the Office of Intercultural Education, and the Office of Equity and Diversity.

New Faculty Orientation and Mentoring. Helping new faculty launch their careers successfully is an investment with high returns down the road. 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 have a plan for providing this guidance. New faculty receive particular attention through programs for them, directed in 2016-17 by Dean Margaret Imber. 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. Throughout 2016-17, meetings with new faculty addressed such topics as grading, student evaluations, removing barriers to full participation in the classroom, and successfully pursuing a research agenda as a professor in a liberal arts college.

The dean's office sponsors 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.

Teaching Triangles. Teaching Triangles, a program launched in 2012, brings together trios of faculty from different disciplines and ranks for non-evaluative classroom observations and shared reflection. They visit one another's classes and then discuss their observations as a group. This year's program, under the direction of Darby Ray, director of the Harvard Center for Community partnerships and Donald W. and Ann M. Harvard Professor of Community Engagement, included five triangles and fifteen faculty participants, culminating in a gathering and discussion among all the groups. Participants were Katalin Vecsey (Theater), Helen Weetman (Japanese), and Janet Bourne (Music); Alison Melnick (Religious Studies), William D'Ambruoso (Politics), and Lynn Mandeltort (Chemistry); Meredith Greer (Mathematics), William Wallace (Education), and Julie Fox (Dance); Rachel Boggia (Dance), Aleksander Diamond-Stanic (Physics), and Rohan Sud (Philosophy); and Larissa Williams (Biology), Wesley Chaney (History), and Stephanie Pridgeon (Spanish).

The May Conference. The May Conference is an annual opportunity for faculty and teaching staff to delve deeply into topics related to teaching and learning. This year's conference, *Beyond Compliance: Better Liberal Arts through Universal Design*, explored best practices in teaching students with a wide range of abilities and disabilities, and featured keynote speaker Elizabeth Hamilton, associate professor of German and Section 504/ADA coordinator at Oberlin. The conference included a syllabus design workshop and a student panel on learning challenges.

Intramural Grants for Teaching. In addition to teaching development programs, the college offers intramural grant funding to faculty in support of teaching (\$111,022 in 2016-17). The Learning Associates Program, funded by an endowment established by the Christian A. Johnson Foundation,

offers funding to faculty in humanities and social sciences who bring to Bates scholars, experts, and practitioners who provide a real-world context for ideas and learning. These experts provide new dimensions in learning that are especially valuable for students proceeding toward their senior thesis or senior project. The Language Support Fund strengthens teaching and learning by awarding grants to language faculty for teaching materials, travel for curriculum development, and talks and performances by scholars and artists whose work in languages taught at Bates. The Brandow Fund supports visual and performing arts teaching and learning, funding artists in residence and teaching equipment. Finally, the dean's discretionary fund may offer modest support for specific expenses associated with courses such as tickets and travel for off-campus performances, field trips, etc.

Faculty Scholarship

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 influential 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.

Sabbatical Programs

Sabbaticals are essential for a strong 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. These leaves are not guaranteed a replacement: typically one-semester leaves are not replaced and replacement of faculty on yearlong leaves are considered case by case. The Academic Affairs Council (AAC), which is in charge of resource

allocation, approves all sabbaticals and determines which faculty will be replaced in the fall of the preceding year.

Enhanced Sabbaticals. Since 2008-09 we have sought to strengthen the sabbatical program with an additional option providing funding for yearlong leaves at 80% of base salary while encouraging faculty to seek external funding for their work. "Enhanced sabbaticals" cover the costs of hiring visiting faculty to replace those on yearlong leaves. The program enables eligible faculty to apply if they make a timely and substantial effort to obtain external funding in support of their work. 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, this process leads 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 marked impact on the faculty salary budget and the time spent by departments and programs hiring replacement faculty. These temporary faculty have costs as well: 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 enriches and destabilizes the curriculum. Faculty new to Bates are less knowledgeable academic advisors and may have less experience in advising undergraduate theses. The benefits and costs of the enhanced sabbatical program in under discussion by the AAC.

Phillips Fellowships. Each year the college grants up to three Phillips Fellowships to support research in the next year. These 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. Phillips Fellowships provide a full-year leave at their full base salary and up to \$4,000 the year of the fellowship for travel and

research expenses. Fellowships include support for the replacement of the faculty recipient.

Appendix 3 lists all leaves, sabbaticals, enhanced sabbaticals, and Phillips Fellowships in 2016-17.

Internal Funding for Scholarship and Teaching

The Committee on Faculty Scholarship, an elected faculty committee overseen in 2016-17 by Dean Low, who also served as director of faculty research and scholarship, promotes and supports the scholarly and professional work of the faculty, advising faculty and consulting with administrative offices 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 Roger C. Schmutz Fund; and generous annual gifts from the Ladd family and the Glaser Fund. 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 2016-17 the Bates Faculty Development Fund awarded 61 internal grants to faculty totaling \$193,961 (exclusive of faculty-student research grants).

The faculty scholarship committee awards funding to faculty who engage students in their summer research through Bates Science Fellows Program Faculty-Student Grants, INBRE Faculty-Student Research Grants, Sherman Fairchild Faculty-Students Grants, STEM Faculty-Student Research Grants, and Summer Research Apprenticeships. Thanks to two major institutional grants – from

NIH/INBRE and the Sherman Fairchild Foundation – the committee was able to fund 70 student positions as research assistants to faculty in summer 2016, a marked increase from previous years (48 in 2016 and 54 in 2015).

Faculty members have access to an annual allotment for travel to conferences: \$800 per full-time faculty member for travel to meetings, with a maximum of \$1,500 for faculty who are presenting. Approximately 50% of the faculty takes advantage of conference travel funding each year. In 2016-17 the fund granted \$140,346 in travel support.

Including start-up funds, conference travel, enhanced sabbaticals, and intramural grants, the college awarded more than \$2,626,800 to faculty members in 2016-17 in support of scholarship and teaching. A list of internal grants awarded to faculty members may be found in Appendix 4. A summary of internal faculty support for scholarship, teaching, and enhanced sabbaticals may be found in Appendix 5.

External Grants

Sponsored Programs and Research Compliance. The Office of Sponsored Programs and Research Compliance (SPRC), directed by Joseph Tomaras, obtains, manages, and stewards institutional grant support and supports faculty seeking external funding by identifying sources, assisting with proposals, and overseeing stewardship. SPRC provides extensive outreach to faculty to encourage and support grant submissions.

In 2016-17, the office submitted 42 grant proposals to external agencies in support of institutional and faculty projects, winning ten of them. Of the submitted proposals, another 11 are pending. The office also plays a critical role in managing grant administration post-award, and ensuring that grant reports are submitted promptly. A list of the 41 grants active in 2016-17 that support faculty research and curriculum may be found in Appendix 6.

Joseph Tomaras has been instrumental in attending to compliance issues, and has updated policies. Among the compliance initiatives undertaken in 2016-17, the office worked with members of the Institutional Review Board (IRB) to align its activities with the new "Common Rule" governing human subject research. A search was undertaken in 2017 to fill a new position of assistant director of sponsored programs and research compliance; Theresa Bishop began her work in August 2017.

Office of Corporate and Foundation Relations. The dean's office enjoys a close working relationship on the Office of Corporate and Foundation Relations (CFR), a unit of the Office of College Advancement. CFR director Rachel Wray meets regularly with the deans and faculty working groups to discuss academic priorities and institutional initiatives. She manages relationships with key foundation such as Mellon Foundation, and coordinates and authors major institutional proposals to foundations including the Alden Trust, Sherman Fairchild Foundation, and the Howard Hughes Medical Institute. She meets with individual faculty members and direct reports to assess their needs and discuss corporate and foundation funding options. She also manages stewardship for corporate and foundation grants. Among the major institutional grants supporting teaching and faculty and student scholarship are:

Mellon C3 Consortium Grant. The goal of the C3 Consortium is to increase embodied diversity and diverse perspectives among the liberal arts professoriate. C3-funded programs include the Postdoctoral Program (see above); the Undergraduate Fellowship Program; development of inclusive hiring strategies and practices among liberal arts colleges; and the annual C3 Summit, a research and strategy gathering of undergraduates, graduate students, faculty, administrators. A renewal of this grant currently is under review by the Mellon Foundation. If successful, it will provide funding for at least two additional C3 Postdoctoral Fellowships at Bates between 2018 and 2022.

Mellon Diversity and Faculty Renewal Grant. This grant provides support for seven postdoctoral fellows over five years who will enhance and diversify the faculty and the curriculum (see above).

Maine INBRE. 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, student research at other Maine INBRE institutions, and innovative pedagogy.

Sherman Fairchild Foundation STEM Enrichment Grant. A three-year grant from the Sherman Fairchild Foundation provides funding for 45 summer research positions for STEM students working with Bates faculty members.

George I. Alden Trust Grant. This grant supported the renovation in 2017 of two classrooms in Carnegie Science Hall into active-learning classrooms, which will promote pedagogical innovation in all disciplines.

Henry Luce Foundation Grant. This grant is funding the digitization of the Marsden Hartley Memorial Collection, housed at the Bates College Museum of Art and the Muskie Archives and Special Collections.

Coby Foundation Grant. This grant supports the conservation of a group of rare Late Antique textiles, which are part of the Marsden Hartley Memorial Collection, housed at the Bates College Museum of Art and the Muskie Archives and Special Collections.

Grants totaling \$115,000 have been awarded by 19 private foundations in support of the Bates Dance Festival in 2016-17.

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. 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. Most endowed chairs are lifetime appointments; three chairs – the Johnson Professorship in Interdisciplinary Studies, the Benjamin E. Mays '20 Distinguished Professorship, and the Whitehouse Professorship – carry five-year terms.

In 2016, Ryan Bavis (Biology) was named the second Helen A. Papaioanou Professor of Biological Sciences.

The full list of distinguished faculty who held endowed chairs in 2016-17 is found in Appendix 7.

The Retirement Incentive Program

A retirement incentive plan is available to tenured faculty as well as physical education head coaches who hold the 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 three-year plan currently is under review by the Academic Affairs Council.

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 Human Resources offices, we have offered workshops to help faculty prepare for retirement. More information on the College Retirement Plan can be found at bates.edu/hr/benefits/retirement-benefits/.

We congratulate those faculty colleagues who retired in 2016-17 and were awarded emeritus status, and thank them for their service to Bates: James Parakilas, Professor Emeritus of Music and Moody Family Professor Emeritus of Performing Arts; Mark Semon, Professor Emeritus of Physics; and John Strong, Charles A. Dana Professor of Religious Studies.

Curricular Development & Assessment

The Academic Program

The Bates curriculum and related co-curricular programs 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 social sciences. The divisions, in turn, comprise 22 departments and ten interdisciplinary programs that offer depth through 34 majors; many departments and programs also offer a minor. 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 senior projects annually. First-year students participate in the First-Year Seminar Program, which offers writing- and speaking-intensive seminar courses, each limited to 15 students, providing 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). Upper-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 on texts, to hands-on work in lab, the studio, or the community, and are designed to move students toward more sophisticated methodology and theory and advanced techniques necessary for them to become successful scholars in their major.

The Honors Program

Among liberal arts colleges, Bates has a particularly rigorous honors thesis program that involves 8-10% of each class. These students undertake a 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 or performance 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. Honors these are archived electronically in SCARAB (Scholarly Communication and Research at Bates), an online database (bates.edu/curricular-research-computing/project-gallery/scarab/)

New Student Orientation and Academic Advising

Orienting new students to Bates is overseen by Carrie Murphey, assistant dean of students for first-year programs. She works closely with Dean Margaret Imber on academic components of New Student Orientation, including the Common Reading, first-year seminar class meetings during Orientation, and first-year academic advising.

Advising is both 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 Student Affairs and Dean of the Faculty. During the academic year these offices collaborate to present three workshops for first-year seminar instructors, one of which is devoted exclusively to advising students before they declare their major. 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. Because first-year seminar faculty members typically serve as advisors to their students until they declare their major, the advisor and the advisee the chance to know each other well.

Incoming first-years register during the summer preceding their first semester. To alleviate first-year registration confusion, faculty summer advisors takes calls from incoming first-year students during the registration period, giving incoming students the opportunity to consult with a faculty member when selecting courses.

Currently under development by Dean Imber, members of the faculty, and student affairs staff is a

program of support for faculty who advise students in the major before the thesis.

General Education

The current General Education requirements were adopted in 2006 and launched in 2007 with the Class of 2011. According to the 2006 legislation, the General Education Program aimed 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 general education concentrations (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, and Q).

The General Education requirements currently are under limited revision by the Academic Affairs Council (AAC), called for by faculty vote in 2016-17. Issues include the effectiveness of the general education concentrations, science and laboratory requirement outcomes, and the question of a humanities or diversity requirements. The AAC also will consider the ways in which General Education can be more effectively aligned with "The Aims of a Bates Education" outlined in the *Bates College Institutional Plan* (p. 9):

In particular, a Bates education aims to prepare graduates who strive to embody the following qualities, capabilities, and inclinations:

Knowledge, Problem Solving, Analytic Strength. To engage deeply with fields of study and acquire the habits of inquiry, the confidence, and the capacity to define and confront challenges with competence and creativity. Amidst a chaos of information, to describe patterns, knowledge, and understanding.

Discernment and Persuasion. To think critically, contextually, creatively, and conceptually. To reason from evidence and to present ideas and evaluate arguments effectively.

Intellectual Curiosity. To embrace the power of ideas, the joy of learning, and informed engagement with our rich and complex world. To recognize differences in thought and experience as inevitable and valuable.

Social Commitment and Integrity. To strive for justice. To act based on the recognition of the importance of community, our shared humanity, and our common stake in the natural world. To live an examined life with courage and tenacity.

STEM Initiative

The Bates STEM Initiative, which supports diversity and inclusion in the STEM fields, was launched in fall 2016. The initiative aspires to make the sciences at Bates "a model program, grounded in the liberal arts and an inclusive culture, that fosters STEM success among students from underrepresented groups through deliberate culture change, including deep research experiences, engaging curricula, inclusive pedagogy, and intentional mentoring" (mission statement). The goal is to develop a culture of shared success, defined as "explicit and implicit customs and behaviors, norms and values that are normative within STEM education" (National Academics Press, NAS, p. 60) in which faculty, staff, and students prioritize the success of all students in STEM fields through explicit, evidence-based strategies for ensuring that success.

The team of STEM faculty leading these efforts analyzed data on the experiences of students from racial and ethnic groups typically underrepresented in STEM, attended the Council on Undergraduate Research *Broadening Participation* workshop in January 2017, and hosted speakers and activities related to the success and retention of students from underrepresented groups. We have identified culture change as a key outcome, which will be accomplished through class-based research experiences, more engaging curricula, and more deliberate and informed mentoring. Faculty development will be a critical aspect of these

diversity efforts. A \$1 million proposal to the Howard Hughes Medical Institute, currently under development, focuses entirely on STEM diversity and success.

STEM Facilities

In fall 2017, aligned with the goals of institutional planning and the priorities of the capital campaign, we began an assessment of extant STEM facilities. A committee of faculty and staff studied the state of the facilities, the current needs, and the path forward. The college engaged Payette, an architectural firm that specializes in science facilities, to coordinate the work. The end result of the work is a science master plan that will guide the programming, design, and construction of a new building as well as the renovation of the two existing science buildings, Dana Chemistry Hall and Carnegie Science Hall. The programming work for these spaces will continue in the next several years.

Program in Digital and Computational Studies

The faculty passed legislation in May 2015 to establish the interdisciplinary Program in Digital and Computational Studies (DCS). The goals of DCS are to advance learning and scholarship across multiple disciplines, harnessing current and emerging concepts, methods, and tools in computer science and digital studies by interrogating the values and assumptions of a digitized world; increase understanding of the power and limitations of computers in problem solving; enhance our understanding of the theory and logic of computation; promote proficiency in the assessment, analysis, and visualization of data; build competency in analyzing complex relationships among data sources; promote creative and competent use of algorithms in problem solving; and foster connections across academic disciplines.

A national search was conducted in 2016-17 to hire the inaugural chair of the program. Matthew Jadud, formerly of Berea College, was named associate professor of digital and computational studies and program chair effective August 2017. Professor Jadud will oversee tenure-track searches for two faculty positions in DCS and will work with the DCS committee to further articulate the program's values, including social justice and equity; core

competencies in programming, design thinking, and humanistic aspects of computing; and a curriculum with the goal of offering a major in DCS in the near future.

Pedagogical Innovation: Short Term

Dean Imber oversees the Short Term Pedagogy and Innovative Course (re)Design Program. Each year, up to four faculty members organize Short Term courses with a small group of students to design a new course or redesign an existing one. Faculty and students are assisted by curricular and research support teams across campus with a particular emphasis on the adoption of innovative pedagogy and/or technology. Students collaborate with the faculty member on research as well as syllabus and assignment design. Both faculty members and students report experiencing the course as a "team effort." Since 2014 faculty and students from across the divisions have designed or redesigned 18 courses to meet the college's evolving curricular needs.

Developed in collaboration with the Purposeful Work Initiative under the direction of Professor Emily Kane (Sociology) and later Lecturer Rebecca Fraser Thill (Psychology), "practitioner-taught" courses bring to campus outside experts, often Bates alumni, to teach Short Term courses focused on applied knowledge and skills in their field of expertise. These courses enable students to explore worlds of work and enhance their skills, contributing to their career exploration and preparation for future work.

A list of course redesign and practitioner-taught courses taught from 2014 to 2017 may be found in Appendix 8.

Curricular Assessment

Each year, we have assessed selected components of General Education. In 2015 questions customized for the senior survey gathered data about thesis experiences. In early 2016, general education outcomes for S (scientific reasoning) and L (laboratory experience) courses were assessed among a subset of seniors using standardized measures of quantitative achievement and scientific reasoning. In fall 2016 a survey on General

Education gathered data on student and faculty perceptions of outcomes related to requirements, including writing, general education concentrations, S and L requirements, and preparation for thesis. These data informed the General Education revision conversations that will continue in 2017-18.

Since the last accreditation review, we have made significant progress in the area of academic assessment at the level of the major. All departments and programs have developed goals and objectives that are posted and available to students. In their annual reports for 2016-17, departments and programs outlined their specific plans for assessing student learning related to the major. Many units have assessment well underway, with strategies ranging from portfolio development and review to standardized assessments of student learning. In addition, each department or program completes a decennial review (see below) which often includes alumni surveys and direct assessment of student learning.

Course Evaluations

Two years ago, the faculty voted to revise the course evaluation, the instrument the college uses for course assessment by students. Rejecting questions that have been found to solicit feedback that may be biased in a number of ways, the revised instrument instead requires faculty to list up to five learning goals for the course. Students, at the end of the semester, evaluate on a Likert scale how well, in their individual experience, the course has achieved these goals. The new evaluation form was launched for courses taught in the winter 2017 semester. Results of the student assessment on the learning goals will remain private to the faculty member for two years. During that time the Committee on Teaching and Learning will evaluate the effectiveness of the learning goals question and whether to extend or remove the embargo on sharing these data (removal would make the data available to department and program chairs and the Committee on Personnel).

Department and Program Reviews

The academic program needs constant attention: we honor the liberal arts tradition, but we must be innovative in supporting the best possible academic

outcomes for our students. Departments and programs typically volunteer to participate in a review about once every decade. Occasionally, a review is called for by the Academic Affairs Council (AAC), particularly when retirements are in the offing or a faculty position is to be considered for reauthorization.

A typical review begins with an assessment of the senior thesis or capstone, a process through which departments and programs establish learning goals in the major. Following that review, a comprehensive self-study is prepared by the department or program, which addresses a specific set of issues identified by the faculty in conjunction with the AAC. The self-study is considered by a review by an internal committee of Bates faculty members from other disciplines, followed by an on-campus review by a committee of peers in the discipline from other liberal arts colleges and 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 (bates.edu/dof/governance-and-policies/department-and-program-review-guidelines/). We ask the department or program under review 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. 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).

Direct reports to the dean's office also undertake department reviews, following the same structure

as academic department and program reviews, but addressing questions specific to that unit and its role in the academic program and the life of the college.

In 2016-17, reviews were undertaken of the Program in African American Studies and the Program in American Cultural Studies (reviewed together), the Harward Center for Community Partnerships, and the Department of Psychology.

Academic Systems and Enrollment

The Office of the Registrar and Academic Systems 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. The registrar's office maintains student academic records, oversees course registration and class scheduling, processes grades and major declarations, maintains data for the college catalog, and verifies student records for graduation. In addition the office supports enrollment management and policy and program assessment through data analysis.

Enrollment Optimization. In 2016-17 the Registrar's office, in collaboration with the AAC and the Dean of the Faculty's office, worked to identify and relieve enrollment bottlenecks among course offerings. The AAC committed resources to several departments and programs to add seats in key courses, and the registrar redesigned the registration process to better student course selection with registration outcomes. The courses targeted were those that are chronically overenrolled and required to fulfill a major. The new registration process, "optimization," maintains the random placement of students into limited enrollment courses, but factors multiple sections into the process as well as the need to balance limited sections. In combination, the additional seats and the optimization process significantly increased the number of students securing seats in three or more courses (from 78% in 2014 to 97% in 2017). This marks a major improvement in course access and student

satisfaction. The second phase of optimization will be implemented in 2017-18 and enrollment patterns will be assessed.

Calendar Review. A Calendar Task Force convened in 2015 to review the new federal credit-hour definition in the context of the unusual Bates calendar. Led by Dean Low and Registrar Mary Meserve, the task force is currently finalizing recommendations for calendar revisions for implementation in 2019-2020. Along with a revision in calendar, the task force has recommended, in line with institutional planning objectives, that Short Term be reviewed to take better advantage of its unique characteristics.

Curricular Partners

Donald W. and Ann M. Harward Center for Community Partnerships

The Harward Center, established in 2002 to honor the sixth president of Bates and his wife, demonstrates our abiding commitment to community engagement as a mutual benefit to Bates students, faculty, staff, and community members. The Harward Center advances the college's commitment to informed civic action and responsible stewardship through reciprocal, sustained partnerships that meet community needs, enhance academic work, and develop leaders who are empowered to enact social and environmental change. The Harward Center fosters sensitivity and confidence to engage cross-culturally and encourage collaborative inquiry into issues of local and global significance. The Harward Center's vision is that upon graduation, every Bates student will have the skills and inspiration to collaborate with diverse others to advance the greater good.

Through diverse curricular and co-curricular programs, the Harward Center aims to meet real local needs and celebrate the richness of the Lewiston-Auburn community. In 2016-17, over 34,000 hours of academically-based community work were logged by students through courses, independent studies, and senior theses; 14,000 hours were spent in local public schools. More than 1,100 students and 50 faculty members from 21

academic departments and programs participated in these efforts. During the fall semester, ten faculty members participated in the Publicly-Engaged Pedagogy Learning Community, resulting in the creation of eight new community-engaged learning courses. Mara Tieken, Assistant Professor of Education, was awarded the nationally-competitive Ernest A. Lynton Award for the Scholarship of Engagement for Early Career Faculty.

In the co-curricular sphere, students contributed more than 15,000 hours of nonacademic volunteer work to the off-campus community during 2016-17. Thirty-one Bonner leaders, nine Community Outreach Fellows, 14 Bates Civic Action Team members, 41 Community Work Study Fellows, 100 Community Liaisons, and 42 Junior Advisors led their Bates peers in engaging the off-campus community. Fifteen students were awarded fellowships for summer work in nonprofit settings. Two students won \$10,000 Davis Projects for Peace awards.

Among the Harvard Center's many programs for college and community, The Public Works in Progress series features presentations of diverse community-engaged projects undertaken by faculty, staff, and students, while the Civic Forum Series presents thought leaders and activists who explore civic, political, and policy issues of significance to the Bates community, Maine, and beyond. The Harvard Center makes annual grants in excess of \$160,000 to faculty, students, staff, and community partners engaged in community-based research, service, volunteering, or collaboration.

The Harvard 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. In 2016-17, 13 Bates courses in five departments and programs brought 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. Hundreds of other students included

those from other colleges, K-12 schools, and camps. A total of 22,691 individuals visited these sites in the past year.

A review of the Harvard Center undertaken in 2017 highlighted the center's reputation as a national leader in higher education community engagement. Reviewers identified numerous areas of strength and encouraged the College to continue to invest in and capitalize on this nationally prominent program.

Bates College Museum of Art

The Bates College Museum of Art and its exhibitions, collections, stewardship, and educational programming enhance the vitality of the intellectual and cultural life of Bates, the surrounding communities, and beyond. The museum provides 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 exhibitions and educational programming that offer innovative scholarly and creative explorations. The museum staff is committed to bringing students into contact with art, artists, and scholars from around the world, engaging themes and ideas in visual form and grounded in other cultures and beliefs. More than 14,000 individuals visited the museum or attended programs in 2016-17.

The museum presented seven exhibitions in 2016-17, which addressed a wide range of media, themes, and creative approaches to artistic production. Several academic departments and programs collaborated with the museum on exhibitions and programming. The exhibitions, more fully described in Appendix 9, include:

Robert Indiana: Now and Then, (June 10 – October 8, 2016)

Jay Bolotin: The Book of Only Enoch (June 10 – October 8, 2016)

David C. Driskell: The Doorway Portfolio (April 8 – August 27, 2016)

Phantom Punch: Contemporary Art from Saudi Arabia in Lewiston (October 28, 2016 – March 18, 2017)

Mythology (September 9 – December 23, 2016)

Recent Acquisitions: Martin Puryear, Prints (January 13 – March 18, 2017)

Senior Exhibition 2017 (April 8 – May 29, 2017)

Bates students hone their pre-professional training through the museum's internship program, undertaken in conjunction with the Department of Art and Visual Culture. Interns are trained by the museum staff and conduct curatorial, collections management, education, and social media and publicity work. Twelve students completed semester-long internships in 2016-17.

The museum's professional staff, director and chief curator Dan Mills, curator William Low, and education curator Anthony Shostak, expanded in 2016 with the net addition of Corie Audette as assistant collections manager/registrar. In her short tenure she has migrated the museum's collections records to a new records management system, EmbARK, and has accessioned hundreds of objects, trained interns on registration methods, and updated standards and procedures.

Bates Dance Festival

The Bates Dance Festival is the leading presenter of contemporary dance in northern New England during the summer. The mission of the festival is to "advance the work and life of dance students, professional artists, and public communities by cultivating opportunities for learning, creativity, and connection in a supportive and diverse dance and performance environment." The festival fosters experimentation and excellence through an integrated platform of activities for artists at all stage of their careers. Founded in 1982, the Festival has become an intensive six-week series of programs that brings together a community of over 80 dance artists with 320 students from around the globe and 4,500 audience members.

In the last several years the festival has become more deeply aligned to the academic program in

dance, and Bates dance majors are required to participate in at least one festival season. Festival artists often return during the academic year as artists in residence in the Department of Theater and Dance.

After the 2017 season the festival's long-time director, Laura Faure, stepped down. To plan for this transition the dean's office convened a committee to report on the state of the festival and offer suggestions for moving forward. The dean's office undertook a national search for a new director, hiring Shoshona Currier, formerly the director of performing arts for the Department of Cultural Affairs and Public Events for the City of Chicago. She began her work in September 2017.

Student Development

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. Students are supported in their academic work through a host of resources organized under the Academic Resource Commons, Writing@Bates, and the Mathematics and Statistics Workshop.

The Academic Resource Commons

Under the direction of Dan Sanford, the Academic Resource Commons (ARC) works alongside the Faculty Commons to foster an ongoing campus dialogue about ways of thinking, communicating, learning, and teaching. As Bates' learning and writing center, ARC offers student-focused peer tutoring and other support services that complement the classroom experience in a collaborative environment that engages learners of all backgrounds. ARC services are provided by Bates students who have performed well in the classes for which they are providing support, demonstrated an aptitude for peer-led learning, and received training on tutoring pedagogy.

Learning Strategies. Learning Strategies tutors engage fellow students over skills that overarch

individual courses, affecting student success across the entire curriculum. In workshops and individual consultations, students refine their approaches to time management, note-taking, critical reading, studying, and other core academic skills.

Peer-Assisted Learning. In Peer-Assisted Learning (PAL), students learn course content, outside of the classroom, from one another. PAL leaders design their sessions not only to help students master their current course material, but also to help students build lasting strategies that they can take with them to other courses.

Science and Content Tutoring. Content tutors work with students on course material, disciplinary problem-solving strategies, and critical thinking for most courses taught at Bates. Tutors schedule individual appointments and evening drop-in labs.

The Writing Center. The Writing Center helps students become more effective writers, communicators, thinkers, and learners by providing a supported environment for students to generate ideas, collaborate, draft, write, revise, edit, and present.

Writing@Bates

Also led by Dan Sanford, Writing@Bates is an important part of the Faculty Commons, providing support and development for faculty in teaching writing, a role which is particularly important at Bates, given that the college has no separate composition program. Writing@Bates also provides high-level support for student writers, in partnership with the Writing Center. Writing@Bates is staffed by composition professionals who meet individually with and provide workshops and training for students, faculty, and staff. For many years three part-time writing specialists provided support for Writing@Bates. Beginning in 2017-18, these positions will be restructured into two assistant directors of writing, Bridget Fullerton, Ph.D. (humanities, social sciences, and interdisciplinary fields) and Stephanie Wade, Ph.D. (natural sciences and interdisciplinary fields) who, in addition to providing the support for student and faculty that writing specialists have historically

provided, will provide greater coordination and oversight for Writing@Bates programming in support of W1, W2, and W3 courses.

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 supervised the 42 student math tutors who staffed the Math Workshop in 2016-17. 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 Bates Science Fellows Program

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. As part of this effort to attract and retain students from diverse backgrounds in STEM fields – and to help them succeed – the Science Fellows Program was established in 2014. Through a competitive recruitment and selection process up to 12 incoming first-year students are named fellows each year, with preference given to students from groups traditionally underrepresented in STEM (African Americans, Hispanic students, Native Americans, Native Alaskans, Native Pacific Islanders), first-generation-to-college students, and students from under-resourced high schools in Maine. The program centers on a two-semester half-credit course sequence, which fellows take alongside introductory science or math courses. The curriculum reviews quantitative skills needed for STEM courses, introduces lab reporting, reviews

current scientific literature, and fosters group learning. The goals of the program are to enhance fellows' quantitative reasoning, time management, and study skills; strengthen students' ability to reason from evidence; increase proficiency in lab work; and build strategies to master key content in scientific literature. In the process the group forms a social and intellectual cohort and receives guidance throughout the year from a dedicated faculty mentor. Fellows may also take advantage of summer research opportunities open only to them, and develop STEM leadership skills as TAs and PAL leaders. The program was directed in 2014-15 and 2015-16 by Stephanie Richards (formerly of Biology) and since 2016-17 has been led by John Smedley (Physics).

Student Scholarship Support

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. 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. In addition to \$222,429 in the faculty-student grants awarded to faculty by the Faculty Scholarship Committee, the student research and fellowship committees awarded \$183,948 in support of student research funding, travel fellowships, and environmental internships in 2016-17, total student support of \$406,377, exclusive of faculty external grants.

Together with Harvard Center for Community Partnership's Harvard Summer Civic Engagement Fellowships and Community Work-Study Fellowships, and the Purposeful Work Initiative internships, 236 funded student positions were supported in summer 2017.

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.

The Mount David Summit

Our students must learn to communicate effectively about their scholarship and defend their ideas, methods, and results. They 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 Back-to-Bates 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 Summit has evolved into a major events at Bates, at once a showcase of student academic achievement, an accepted student day, and a donor recognition event. 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 faculty and the academic program. More information on the Mount David Summit is at bates.edu/summit.

Student Recognition

The dean's office coordinates a number of student development programs designed to recognize student excellence. The dean's list is coordinated by the Dean of the Faculty's office. Each term the Registrar's office determines the top 25% of students who make the dean's list. We send letters of congratulation to students and parents, and in Short Term we hold a reception for students who have made the dean's list for the first time. The dean's office coordinates the Honors Program, including oral defenses, receptions, and the Honors Banquet, The office also manages department, program, and college-wide awards, most of which go to seniors at Commencement.

In 2017 the dean's office assumed the coordination of the Dana Scholars Program from the student affairs office. This program identifies twenty students of exceptional promise after their first year. Faculty, staff, and students nominate first-years for this distinction, and nominees are invited to apply for consideration. A committee composed of student affairs and academic affairs staff selects the scholars. Being named a Dana Scholar is remarkable predictive of future success at Bates and beyond.

Graduate Fellowships

At Bates we expect our students to excel after they leave the college, and we support their efforts to secure extraordinary opportunities for advanced study and independent research. Robert Strong, graduate fellowships advisor and lecturer in English, and faculty members of the Graduate Fellowships Committee, and the Watson Fellowship Committee, chaired by Professor Georgia Nigro (Psychology), 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 delighted to report that 24 students and recent alumni were awarded prestigious fellowships in 2017, and two recent alumnae who served as Fulbright English Teaching Assistants in 2016-17 were named Senior ETAs for 2017-18. Bates is a top Fulbright producer in the United States, fifth among baccalaureate institutions in 2016-17. The 2016-17 recipients of graduate fellowships may be found in Appendix 10.

Key Issues and Challenges Ahead

2017-18 is a year of transition for the Office of Academic Affairs and the Dean of the Faculty. With the departure of Dean Auer, a search is underway for a new dean. Our work continues under the direction of Dean Low, and we have identified several priorities for close attention in the coming year:

Faculty

Faculty Diversity Initiatives. With the resignation in August 2017 of Crystal Williams as a leader in diversity efforts, more projects and mentoring will fall to the dean's office and faculty colleagues, including overseeing the Mellon C3 diversity work.

Faculty Resource Allocation. In a departure from established practices, the Academic Affairs Committee (AAC) will consider integrated, multiyear planning when considering requests for faculty resource allocation. A multiyear plan will help departments and programs more fully understand their resources and enable planning, especially for inclusive hiring efforts.

Roles and Responsibilities of Nontenure-track

Faculty. The AAC will discuss the current policies and practices surrounding service to the college of part-time nontenure-track faculty in long-term appointments.

COACHE Assessment of Faculty Climate. In winter 2018 the AAC and the president's office will undertake the COACHE (Collaborative on Academic Careers in Higher Education) survey of faculty job satisfaction.

Curriculum and Instruction

General Education Program Revision. The review and revision of General Education by the AAC will continue, and we expect to bring forward legislation to revise the program in early 2018.

STEM Initiative. The STEM Initiative will continue to develop programs to encourage success among all students in STEM. A major institutional proposal to

the Howard Hughes Medical Institute (due October 2017) is focused on meeting these goals through faculty development, course-based research, and an expanded Science Fellows Program.

STEM Facilities. Faculty consultation and design work will continue on the renovation of our two science buildings and the construction of a new STEM facility. The new building has a planned completion date of early 2021, with work to begin on Dana Chemistry Hall at that time.

Calendar Reform. The AAC will bring to the faculty legislation to revise the academic calendar and will begin discussions on ways to strengthen Short Term.

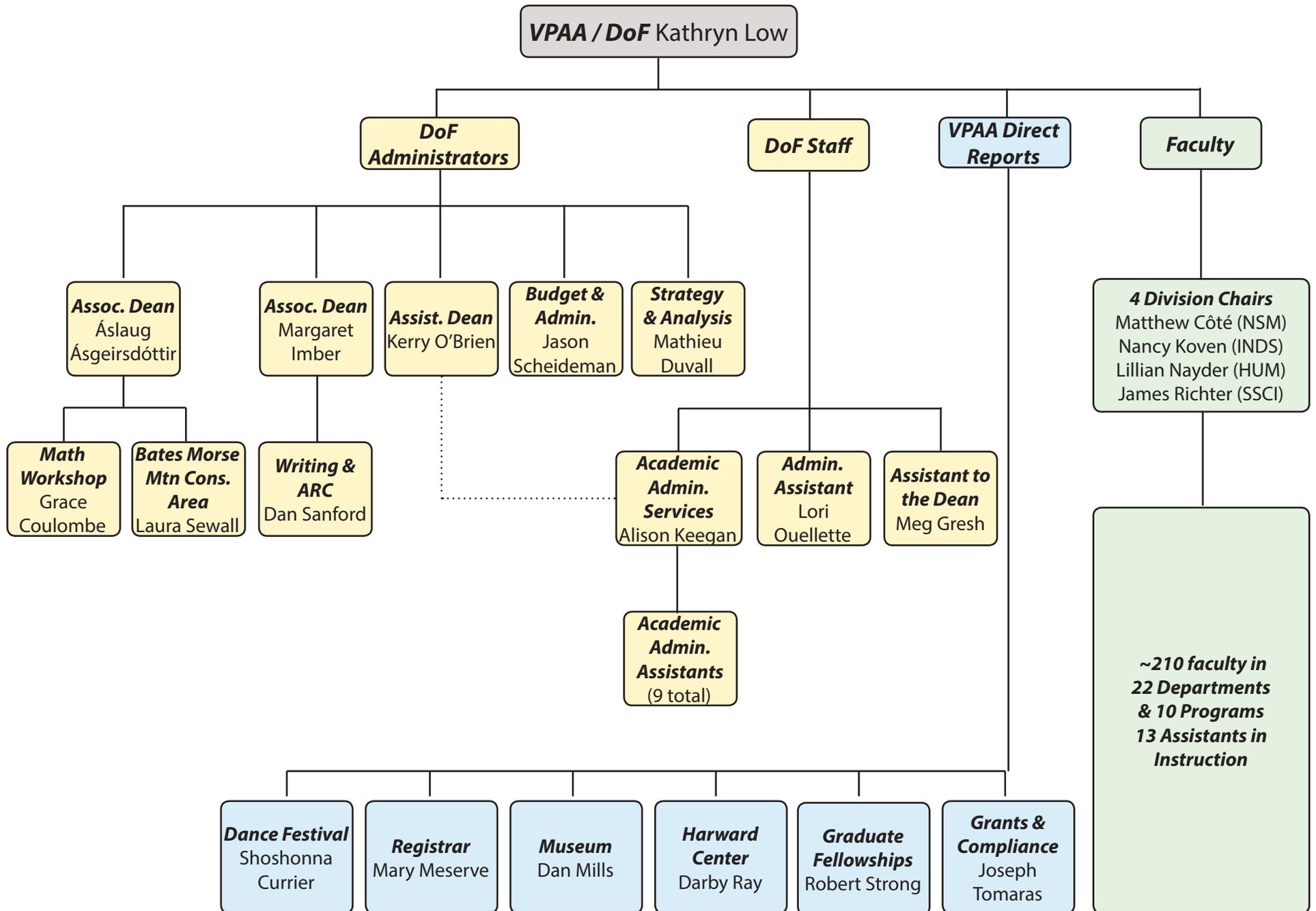
Cross-listing Courses. The AAC and the Curricular Review Committee will work with the registrar's office to study our current method of cross-listing courses and develop a plan to make cross-listing more functional and navigable.

College Priorities

Capital Campaign. The dean's office staff will work with senior staff to revisit and refine institutional planning priorities for the campaign, participate in Capital Campaign events as requested, and help engage faculty as college envoys for the campaign.

Accreditation 2020. Training, staffing, and preliminary work will begin on the college's 2020 NEASC accreditation (New England Association of Schools and Colleges).

Appendix 1: Organizational Chart, Office of the Vice President and Dean of the Faculty



Appendix 2. Faculty Hiring, 2016-17 (for 2017-18)

Carla Abdo-Katsipis, Visiting Assistant Professor of Politics
Ellen Alcorn, Lecturer in Humanities
Steven Bachelor, Lecturer in History
Andrew Baker, Lecturer in History and Mellon Diversity and Faculty Renewal Postdoctoral Fellow
Aimée Bessire, Lecturer in Art and Visual Culture
Gerald Bigelow, Visiting Associate Professor of History
Alex Borgella, Visiting Assistant Professor of Psychology
See-Won Byun, Visiting Assistant Professor of Politics
Luke Chicoine, Assistant Professor of Economics
William d'Ambruoso, Visiting Assistant Professor of Politics
Michael Dacey, Assistant Professor of Philosophy
Susan Dewsnap, Lecturer in Art and Visual Culture
Alice Doughty, Visiting Assistant Professor of Geology
Luke Douglass, Lecturer in Psychology
Timothy Dugan, Assistant Professor of Theater
Rebecca Fraser-Thill, Lecturer in Psychology
Denise Froehlich, Lecturer in Art and Visual Culture
María Gil Poisa, Visiting Assistant Professor of Spanish
Michelle Greene, Assistant Professor of Neuroscience
Benjamin Hansberry, Visiting Assistant Professor of Music
Matthew Jadud, Associate Professor of Digital and Computational Studies
Jiyoung Ko, Assistant professor of Politics (beginning in 2018-19)
Martin Kruse, Assistant Professor of Biology and Neuroscience
Susan Langdon, Lecturer in Psychology
Geneva Laurita, Assistant Professor of Chemistry
Derek Laux, Visiting Assistant Professor of Biology
Laura Ligouri, Lecturer in Neuroscience
Jacqueline Lyon, Lecturer in Anthropology and Mellon Diversity and Faculty Renewal Postdoctoral Fellow
Si Me Park, Lecturer in Economics
Clifford Odle, Lecturer in Theater
Christopher Petrella, Lecturer in the Humanities and Associate Director of Programs, Office of Intercultural Education
Brian Ruppert, Kazushige Hirasawa Professor of Japanese Studies and Professor of Asian Studies (hired in 2015-16)
Tiffany Salter, Visiting Assistant Professor of English
Jason Scheideman, Lecturer in Politics and Assistant Dean for Budget and Administration
José Villagrana, Lecturer in English and Mellon Diversity and Faculty Renewal Postdoctoral Fellow
Xiaqing Xu, Visiting Instructor in Chemistry and Biochemistry
Julieta Yung, Assistant Professor of Economics

Appendix 3. Faculty Sabbaticals, 2016-17

Phillips Fellowships

Áslaug Ásgeirsdóttir, Politics
Lauren Ashwell, Philosophy
Nathan Lundblad, Physics

Enhanced Sabbaticals

Matthew Côté, Chemistry
Claudia Aburto Guzmán, Spanish
Sue Houchins, African American Studies
Steven Kemper, Anthropology
Kirk Read, French and Francophone Studies
Adriana Salerno, Mathematics
Thomas Wenzel, Chemistry
Peter Wong, Mathematics

Sabbaticals

Sanford Freedman, English
Liping Miao, Chinese
Karen Palin, Biology
Mary Rice-DeFosse, French and Francophone Studies
Heidi Taylor, Sociology

Pre-Tenure Leave

Travis Gould, Physics

Retirement Leaves

Charles Carnegie, Anthropology
Margaret Creighton, History
Michael Jones, History
James Parakilas, Music
Mark Semon, Physics
John Strong, Religious Studies
Thomas Tracy, Philosophy and Religious Studies

Appendix 4. Internal Grants to Faculty for Scholarship and Teaching, 2016-17

BATES FACULTY DEVELOPMENT FUND

Akhtar, Ali, Religious Studies. *Shahs and Shoguns in Touch: Diplomacy and Material Culture in Early Modern Asia*

Ásgeirsdóttir, Áslaug, Politics. *Maritime Spatial Planning in the Baltic Sea; Sabbatical Travel; United Nations Meeting on Ocean Areas Beyond National Jurisdiction*

Baughman, John, Politics. *The People's House: Representation and Responsiveness in the Antebellum U.S. House of Representatives*

Beasley, Myron, African American Studies and American Cultural Studies. *Digital Archiving, Vertamae Grosvenor; Caribbean Philosophical Association's Summer School*

Bourne, Janet, Music. *A Theoretical Framework for Analogy during Music Listening*

Carnegie, Charles, Anthropology. *Supplementary Conference Travel; Kingston Space, Kingston Time*

Cavallero, Jonathan, Rhetoric. *Television Directors, Film Festivals, and Sitcoms*

Charles, Anita, Education. *Disability and Inclusion in India: A Cross-Cultural Study of Educational Policies and Practices*

Danforth, Loring, Anthropology. *"For Man and Nature:" The Transborder Prespa Park*

Duina, Francesco, Sociology. *Manuscript Preparation; Conference Book Panel; Publication Fees*

Engel, Steve, Politics. *Fucking with Dignity: Public Sex, Queer Intimate Kinship, and the AIDS Epidemic Bathhouse Closures as a Dignity Taking*

Eldredge, Cody, Politics. *Conference Travel Support*

Fatone, Gina, Music. *Verbal Metaphor in One-to-One Instrumental Music Instruction*

Federico, Sylvia, English. *Colloque Troie Paris*

Fra-Molinero, Baltasar, Latin American Studies and Spanish. *Sor Teresa Chicaba: Religious Subjectivity and the Racial Discourse of Eighteenth-Century Spain; Indexing for Black Bride of Christ: Chicaba, an African Nun in Eighteenth-Century Spain*

Fra-Molinero, Baltasar, Latin American Studies and Spanish, and Sue Houchins, African American Studies. *Proofing for Book Publication*

Houchins, Sue, African American Studies. *Editorial Meeting at ONE Archives and Interdisciplinary Study of the Papers of Joseph Houchins*

González Valencia, Carolina, Art and Visual Culture. *Solo Algunos Glimpses*

Greer, Meredith, Mathematics. *Agent Based Modeling: Strengthening Classroom Teaching and Research Possibilities*

Imber, Margaret, Classical and Medieval Studies, and Kirk Read, French and Francophone Studies. *The Mediterranean Seen*

Johnson, Pamela, Art and Visual Culture. *Bring Me the Girl: Recent Work by Pamela Johnson*

Konoeda, Keiko, Japanese. *Paper Presentation on Innovative Multi-literacies Pedagogy at AILA 2017, Rio de Janeiro, Brazil*

Liu, Mia, Chinese. *First Book Publication Subvention*

Malcolmson, Cristina, English. *International Margaret Cavendish Society Conference, Bates College, June 2017*

Mathis, Katherine, Psychology. *Implicit Preferences and Memory for Web-Based Advertisements in Low but Not High Load Conditions*

Miura, Hiroya, Music. *Three Distinct Projects*

Nayder, Lillian, English. *Exploring the Dickens Archives*

O'Higgins, Dolores, Classical and Medieval Studies. *The Irish Classical Self: Poets and Poor Scholars in the Eighteenth and Nineteenth Centuries*

Osucha, Eden, English. *Visiting 9/11 Museum and Presenting at MLA Annual Meeting in Philadelphia, January 2017*

Pickens, Therí, English. *Conference Funding; Professional Development: Poetry*

Plastas, Melinda, Women and Gender Studies. *Telling Stories: Tobacco and Histories of Loss*

Rabanal, Jean Paul, and Olga Rabanal, Economics. *Experiments in Market Behavior and Social Learning*

Rand, Erica, Women and Gender Studies. *Archival Research for Your Insides are Showing*

Ray, Darby, Harvard Center for Community Partnerships. *Workgroup for Constructive Theology*

Retelle, Michael, Geology. *Sediment Transfer in a High Arctic Glacial System Enhanced by Recent Late Melt Season Rain Storms, Linnévatnet, Svalbard, Norwegian Arctic*

Rice-DeFosse, Mary, French and Francophone Studies. *Louise Colet's Artifacts and Mementos*

Riera-Crichton, Daniel, Economics. *Conference Travel and DC Project*

Robert, Geneviève, Geology. *Cost of Laboratory Safety Improvements to Carnegie 208; Conference Travel to IAVCEI 2017; and Pre-tenure Leave Travel to High-Pressure Petrology Laboratories*

Rush Mueller, Elizabeth, English. *Research Trip to Pensacola, Florida, and the Isle de Jean Charles, Louisiana*

Salerno, Adriana, Mathematics. *Sabbatical Travel*

Sargent, Michael, Psychology. *Support for Social Science Faculty Lunches on Causal Inference (LOCI) 2016-2017*

Schlax, Paula, Chemistry. *Biosafety and the Bacteria that Causes Lyme Disease*

Sturtevant, Blake, Physics. *Supplement for Conference Travel*

Tefft, Nathan, Economics. *QuantEcon Workshop on Computational Economics; Household Purchases and Retailer Sales of Products Associated with Health Risks*

Vecsey, Katalin, Theater. *Dramatic Adaptation and Staging of Nikolai Gogol's Short Story, "Diary of a Madman"*

Wong, Peter, Mathematics. *Collaborations in Italy and China*

Wright, Myra, English. *The Poetics of Angling in Early Modern England*

Yang, Shuhui, Chinese. *Support for Publication, Slapping the Table in Amazement*

BOYLE-SHEA FACUTLY FUND FOR RESEARCH IN HISTORY

Bigelow, Gerry. *Medieval and Postmedieval Archaeological Artifacts at the Bryggens Museum, Bergen, Norway*

Hall, Joseph. *Student Research Assistant for Local Environmental History Research, Summer 2017*

History Department. *Departmental Workshop on a Book Related to Historical Scholarship*

Jensen, Hilmar. *Research Trip Related to Book Manuscript, Forging an African American Left: John P. Davis and the Radical Roots of the Modern Civil Rights Movement*

Jones, Michael. *Establishing a Reliable and Precise Chronology for the Environmental Destruction of the Broo Township in Shetland during the Later Seventeenth Century*

Melvin, Karen. *Archival Research in Madrid, Spain; Indexing of Forthcoming Co-edited Volume, Imagining Histories of Colonial Latin America: Synoptic Methods and Practices*

BRANDOW FUND OF THE ARTS

Rachel Boggia, Dance. *Artist Residency, Terrence Karn, Dance Musician*

NEH LANGUAGE SUPPORT FUND

Browne, Dennis, Russian. *German Language Study Berlin in Preparation for Off-Campus Course*

Dauge-Roth, Alexandre, French and Francophone Studies. *Visit of Philibert Muzima, Survivor of the Genocide of Tutsi in Rwanda* (in collaboration with Anthropology and Politics)

Dauge-Roth, Alexandre, French and Francophone Studies. *Visit of Filmmaker and Actor Lyes Salem for FFS s21, L'art du court! Writing, Acting and Filming a Short Movie, and to Produce a Festival of Short Films*

Faries, Nathan, Chinese. *Visit of Liu Ning, Nanning University of Finance and Economics*

Miao, Li-ping, Chinese. *Visit of Calligraphy Artist Hai Tao Pang* (in collaboration with Art and Visual Culture)

Pridgeon, Stephanie, Spanish. *Visit of Ilan Stavans, Amherst College, to speak in SPAN s35, Jewish Latin American Film, and Deliver a Public Lecture* (in collaboration with Latin American Studies)

Rice-DeFosse, Mary, French and Francophone Studies. *Fieldwork in Avignon and Clermont-Ferrand, France, on Politics, Immigration, Real Estate, and Culture for French Studies Courses*

INBRE FACULTY-STUDENT SUMMER FELLOWSHIPS

Bavis, Ryan, Biology. *Prenatal Stress and Plasticity in the Neural Control of Breathing*

Gould, Travis, Physics. *Nanoscale Fluorescence Imaging of DNA and RNA*

LEARNING ASSOCIATES PROGRAM FOR HUMANITIES AND SOCIAL SCIENCES

Anthony, Jessica, English. *Terese Svoboda, Poet; Aleksander Hermon, Writer*

Aslan, Senem, Politics. *Hikmet Kocamaner, Anthropologist*

Beasley, Myron, African American Studies and American Cultural Studies. *Romel Jean Pierre, Visual Artist*

Boggia, Rachel, Dance. *Claudia Lavista and Omar Carrum, Choreographers and Dancers; Stephan Kopliwicz, Artist and Choreographer*

Corrie, Rebecca, Art and Visual Culture. *Matthew Nichols, Scholar of Classics and Digital Reconstructions*

Cummiskey, David, Philosophy. *Jonathan Quong, Scholar of Philosophy*

Dewsnap, Susan, Art and Visual Culture. *Mark Johnson, Ceramic Artist and Educator*

Engel, Stephen, Politics. *Julie Azari, Presidential Scholar*

Fatone, Gina, Music. *Undang Sumarna and Een Herdiani, Indonesian Drummer and Dancer*

Fra-Molinero, Baltasar, Latin American Studies and Spanish. *Carmelo Ruiz-Marrero, Environmental Activist and Writer*

Freedman, Sanford, English. *Sarah Ross, Writer*

Mills, Daniel, Museum of Art. *Jay Bolotin, Artist and Musician*

Miura, Hiroya, Music. *Momenta Quartet, Musicians*

Nero, Charles, Rhetoric. *Rodney Evans, Filmmaker*

Osucha, Eden, English. *Michael Gillespie, Scholar of African American Studies and Film and Media Studies; James Hannaham, Writer; Maurice Wallace, Scholar of Twentieth-Century African American Literature and Culture*

Pickens, Therí, English. *Charlotte Albrecht, Scholar of Arab American Literature; Christina Sharpe, Scholar of Twentieth-Century African American Literature and Culture; Charif Shanahan, Poet*

Ray, Darby, Harvard Center for Community Partnerships. *Sean Dorsey, Choreographer and Dancer*

Richter, James, Politics. *Daniel Richter, Climate Advocate*

Rush Mueller, Elizabeth, English. *Elena Passarello, Writer*

Schofield, Paul, Philosophy. *Anton Ford, Scholar in Philosophy*

SCIENCE FELLOWS FACULTY-STUDENT SUMMER RESEARCH

Bavis, Ryan, Biology. *Hypercapnic Ventilatory Response and Metabolism of Developing Quail*

Ewing, Holly, Environmental Studies. *Exploring the Utility of Field Assessment of Cyanobacterial Blooms by Citizen Scientists*

Robert, Geneviève, Geology. *Synthesis of Fluorine-bearing Mixed-alkali and Alkali-alkaline Earth Aluminosilicate Glasses*

SHERMAN FAIRCHILD FACULTY-STUDENT SUMMER RESEARCH

Castro, Jason, Neuroscience, and Travis Gould, Physics. *Imaging Intact Neural Circuits*

Diamond-Stanic, Aleksandar, Physics. *Star Formation, Black Hole Growth, and Feedback in the Local Universe; Measuring the Physical Properties of Galactic Winds with Optical Spectroscopy*

Essenberg, Carla, Biology. *Reward Variability, Flower Size Cues, and Bumblebee Behavior*

Greer, Meredith, Mathematics. *Mathematical Models of National Healthcare Approaches*

Huggett, Brett, Biology. *Phenotypic Plasticity, Photosynthesis, and Carbon Budgeting in Pitch Pine (*Picea rigida*) Growing across a Wide Range of Environmental Gradients*

Johnson, Beverly, Geology. *Buried Stump/Sand Horizon; Salt Marsh Blue Carbon; Mapping Eelgrass Blue Carbon Stocks in Maine*

Kennedy, Andrew, Chemistry. *Neuroepigenetic Therapies to Improve Memory*

Lin, Hong, Physics. *Experimental Investigation of Dynamics in Quantum Dot Lasers*

Lundblad, Nathan, Physics. *Ultracold Atomic Physics on Earth and in Space*

Mountcastle, Andrew, Biology. *Effects of Floral Vegetation Surface Topography on Wing Wear in Bumblebees; Mapping the Wing Costal Break across the Hymenopteran Phylogeny*

Retelle, Michael, Geology. *Hydrologic and Limnologic Studies in a High Arctic Glacial Watershed, Svalbard, Norwegian Arctic*

STEM FACULTY-STUDENT SUMMER RESEARCH

Oishi, Jeffrey, Physics. *Construction and Testing of a Periodic, Magnetohydrodynamic Equatorial β plane Model for Stellar Magnetism*

Robert, Geneviève, Geology. *Synthesis of Fluorine-bearing Mixed Alkali and Alkali-alkaline Earth Aluminosilicate Glasses*

Saha, Raj, Geology. *Critical Transitions in the Arctic Permafrost*

Schlax, Paula, Chemistry. *In vitro Characterization of Ribonucleases from the Organism that Causes Lyme Disease; Osmolarity and RNA Decay in the Organism that Causes Lyme disease*

SUMMER RESEARCH APPRENTICESHIPS

Baughman, John, Politics. *The People's House: Representation and Responsiveness in the Antebellum U.S. House of Representatives*

Douglass, Amy, Psychology. *Subtle Influences in Eyewitness Identification Decisions*

Hall, Joseph, History. *Exploring Western Maine Environmental History*

Kazecki, Jakub, German. *From Film to Graphic Novel: The Adaptation of Wim Wenders' Der Himmel über Berlin (1987) by Sebastiano and Lorenzo Toma (2015)*

Lewis, Lynne, Economics. *Climate Change: Defining and Measuring Socioecological Resilience*

Melvin, Karen, History. *Reading the Inquisition*

Plastas, Melinda, Women and Gender Studies. *Telling Stories: Tobacco and Histories of Loss*

Appendix 5. Support for Faculty Scholarship and Teaching

Faculty Scholarship Grants and Startup Funds	Funds Awarded*
Bates Faculty Development Fund	\$ 193,961.00
Boyle Shea Grants in History	\$ 11,760.00
INBRE Faculty-Student Summer Research Grants	\$ 30,000.00
STEM Endowment Faculty-Student Summer Research Grants	\$ 27,905.00
Sherman Fairchild Faculty-Student Research Grants	\$ 119,872.00
Science Fellows Faculty-Student Summer Research Grants	\$ 18,276.00
Summer Research Apprenticeship Grants	\$ 26,376.00
Conference Travel Fund	\$ 140,346.00
Startup Funds	\$ 524,000.00
TOTAL	\$ 1,092,496.00
Teaching Support Grants, 2016-17	
Learning Associates Program	\$ 62,990.00
NEH Language Support Fund	\$ 15,032.00
Brandow Fund for the Arts	\$ 3,000.00
Dean's Discretionary Fund (JS estimate 1/2 of fund)	\$ 30,000.00
Total	\$ 111,022.00
Enhanced Sabbatical Support (excluding the cost of standard sabbaticals)	
Phillips Fellowships	\$ 418,958.00
Enhanced Sabbaticals	\$ 1,017,237.00
Total	\$ 1,436,195.00
TOTAL Scholarship and Teaching Support, and Enhanced Sabbaticals	\$ 2,639,713.00

* Note: some actual spending, including summer student payroll, is not available as of 9/1/17

Appendix 6. Active Grants to Faculty from External Sources, FY 2017 (July 1, 2016 – June 30, 2017)

Ambrose, William, Biology (Program Director). *Arctic Observing Network*, June 2015 – August 2017. Source: National Science Foundation.

Ambrose, William, Biology (Co-PI). *Lobster Growth and Aging*, \$12,255, October 2014 – September 2016. Source: University of Maine, under the Maine Department of Marine Resources.

Ambrose, William, Biology (Co-PI). *Lobster Growth and Aging Project Development*, \$11,200, September 2014 – August 2016. Source: University of Maine, Maine Sea Grant Program, National Oceanic and Atmospheric Administration.

Ambrose, William, Biology (PI). *Spatial and Temporal Variation in the Growth of the Soft-Shell Clam*, \$37,060, February 2013 – September 2016. Source: University of Maine, Maine Sea Grant Program, National Oceanic and Atmospheric Administration.

Ambrose, William, Biology (PI). *Recovery and Growth of Commercial Sized and Sub-Commercial Sized Blood Worm (Glycera dibranchiata) in Mid Coast Maine*, \$5,000, July – December 2016. Source: Maine Department of Marine Resources.

Aronson, Krista, Psychology (PI). *The Picture Book Project*, \$20,197, October 2016 – September 2017. Source: Institute of Museum and Library Services.

Ashwell, Lauren, Philosophy (Fellow). *Projection and Desire: Residency in Philosophy at Harvard University*. August 2016 – July 2017. Source: American Council of Learned Societies, Frederick Burkhardt Fellowship for Recently Tenured Scholars.

Bavis, Ryan, Biology (PI). *Chronic Intermittent Hyperoxia and Development of Respiratory Control*, \$399,844, August 2013 – July 2016. Source: National Institutes of Health – National Heart, Lung, and Blood Institute.

Castro, Jason, Neuroscience (PI). *CAREER: Data-driven Approaches for Investigating Olfactory System Heterogeneity*, \$360,000 (total grant \$720,000), May 2016 – April 2021, Source: National Science Foundation.

Diamond-Stanic, Aleksandar, Physics (PI). *How Compact Is the Stellar Mass in Eddington-Limited Starbursts?*, \$107,883, August 2016 – July 2018. Source: Space Telescope Science Institute, under National Aeronautics and Space Administration.

Diamond-Stanic, Aleksandar, Physics, and Jeffrey Oishi, Physics (Co-PIs). *Transforming the Integration of Teaching and Research in Physics and Astronomy at Bates College*, \$22,495, January 2017 – January 2018. Source: Maine Space Grant Consortium, under National Aeronautics and Space Administration.

Douglass, Amy, Psychology (PI). *RUI: Can Brief Social Interactions Undermine System Variable Protections against False Eyewitness Identifications?*, \$127,858, September 2016 – August 2018. Source: National Science Foundation.

Gould, Travis, Physics (INBRE Investigator). *Investigating the Organization of Chromatin by Super-Resolution STED Microscopy*, \$345,949, May 2015 – April 2018. Source: Maine INBRE, National Institutes of Health – National Institute of General Medical Sciences.

Huggett, Brett, Biology (PI). *Collaborative Research: Structure and Function of Whole-tree Xylem Networks in Response to Past, Present, and Future Drought*, \$164,704, March 2016 – February 2019, Source: National Science Foundation.

Kennedy, Andrew, Chemistry (INBRE Investigator). *Epigenetic Mechanisms of Memory Formation*, \$212,064, September 2016 – April 2018. Source: Maine INBRE, National Institutes of Health – National Institute of General Medical Sciences.

Kennedy, Andrew, Chemistry (PI). *Investigating Therapies for Pitt-Hopkins Syndrome*, \$88,000, August 2016 – December 2017. Source: Pitt-Hopkins Research Foundation.

Koven, Nancy, Neuroscience (PI). *The Role of Endogenous Oxytocin in Adult Psychosocial Adjustment: Main Effects and Interactions with Serotonergic and Dopaminergic Modulators of Social Cognition*, \$299,439, September 2015 – August 2018. Source: National Institutes of Health – National Institute on Aging.

Koviach-Côté, Jennifer, Chemistry (INBRE Research Training Faculty). *Synthesis of O-Mannosylated Oligosaccharides*, \$69,150, May 2016 – April 2018. Source: Maine INBRE, National Institutes of Health – National Institute of General Medical Sciences.

Lawson, T. Glen, Chemistry (PI). *3C Protease Polyubiquitylation as a Picornavirus Replication Success Determinant*, \$350,000, August 2012 – July 2016. National Institutes of Health – National Institute of Allergy and Infectious Diseases.

Lundblad, Nathan, Physics (PI). *Microgravity Dynamics of Bubble-geometry Bose-Einstein Condensates*, \$268,626, March 2015 – July 2017. Source: Jet Propulsion Laboratory.

Lundblad, Nathan, Physics (PI). *NIST Support of Student Travel Grants to American Physical Society/Division of Atomic, Molecular, and Optical Physics Meeting*, \$5,000, May 2016 – September 2016. Source: U.S. Department of Commerce, National Institute of Standards and Technology.

Lundblad, Nathan, Physics (PI). *NSF Support of Student Travel Grants to APS-DAMOP 2016*, \$12,000, June 2016 – May 2017. Source: National Science Foundation.

Lundblad, Nathan, Physics (PI). *Joint Quantum Institute*, August 2016 – September 2016. Source: U.S. Department of Commerce, National Institute of Standards and Technology.

Mills, Daniel, Museum of Art (Project Director), in collaboration with Loring Danforth, Anthropology (Curator). *Phantom Punch: Saudi Art Now*, \$100,000, October 2016 – March 2017. Source: King Abdulaziz Center for World Culture.

Oishi, Jeffrey, Physics (PI). *Stellar Insights into Solar Magnetism: Exploring Fundamental Dynamo Physics across the Lower Main Sequence*, \$45,751, August 2016 – December 2017. Source: University of Colorado at Boulder, from NASA Goddard Space Flight Center.

Oishi, Jeffrey, Physics (PI). *The Stellar MRI*, \$50,000, January – December 2017. Source: Research Corporation for Scientific Advancement.

Retelle, Michael, Geology (PI). *Collaborative Research: Exploring the Role of Oceanic and Atmospheric Forcing on Arctic Marine Climate from Newly Developed Annual Shell-based Records in Coastal Norway*, \$337,228, August 2014 – July 2017. Source: National Science Foundation.

Retelle, Michael, Geology (PI). *Collaborative Research: Svalbard REU: Holocene and Modern Climate Change in the Norwegian High Arctic*, \$182,452, September 2013 – August 2016. Source: National Science Foundation.

Robert, Geneviève, Geology (PI). *RUI: Melt Viscosities in Silica-Undersaturated Systems*, \$136,265, September 2016 – August 2019. Source: National Science Foundation.

Sanford, Daniel, Writing@Bates and Academic Resource Commons (Project Director). *Academic Resource Commons: Reimagining a Liberal Arts Education*, \$223,536, June 2016 – May 2019. Source: Davis Educational Foundation.

Schlax, Paula, Chemistry (PI). *mRNA Degradation in Borrelia burgdorferi*, \$345,750, September 2015 – August 2018. Source: National Institutes of Health – National Institute of General Medical Sciences.

Seeley, William, Philosophy (PI). *Scientific Workflows, Image Analysis, and Visual Stylometry in the Digital Analysis of Art*, \$6,327, June 2016 – August 2017. Source: Fitchburg State University, from National Endowment for the Humanities.

Sewall, Laura, Harvard Center for Community Partnerships: Bates-Morse Mountain Conservation Area (PI/Project Director). *Strategic Planning and Collaboration for Monitoring Changes in Coastal Ecosystems, Gulf of Maine*, \$24,952, August 2015 – July 2016. Source: National Science Foundation.

Shaw, Caroline, History (PI). *Beyond Sticks and Stones: A Modern History of Reputation in Britain*, \$6,000, June – August 2017. Source: National Endowment for the Humanities.

Tefft, Nathan, Economics (Co-PI). *Building the Economic Case for Eating Disorders Prevention and Early Detection: A Comparative Cost-Effectiveness Analysis of Five Intervention Strategies*, \$19,692, December 2015 – November 2017. Source: Boston Children's Hospital from the National Eating Disorders Association.

Tieken, Mara, Education (PI). *Rural-Rooted and College-Bound*, \$42,571, December 2013 – June 2019. Source: Spencer Foundation.

Wenzel, Thomas, Chemistry (PI). *Chiral Shift NMR Reagents*, \$159,150, September 2012 – August 2016. Source: National Science Foundation.

Wenzel, Thomas, Chemistry (PI). *Development of E-Learning Modules for Analytical Chemistry*. \$650,000, September 2011 – August 2017. Source: National Science Foundation.

Wenzel, Thomas, Chemistry (PI). *Collaborative Research: Moving Faculty from Experimentation with to Long-term Adoption of Engaged Student Learning in Analytical Chemistry*, \$657,070, September 2016 – August 2019. Source: National Science Foundation.

Williams, Larissa, Biology (INBRE Investigator). *Role of Nuclear Factor Erythroid 2 (Nfe2) in the Oxidative Stress Response during Development*, \$506,939, July 2014 – April 2018. Source: Maine INBRE, National Institutes of Health – National Institute of General Medical Sciences.

Williams, Larissa, Biology (PI), Matthew Côté, Chemistry, Travis Gould, Physics, and Nancy Kleckner, Biology (Co-PIs). *MRI: Acquisition of a White Light Laser Confocal Microscope for Multidisciplinary Research and Teaching at a Liberal Arts Undergraduate Institution*, \$791,480, September 2014 – August 2017. Source: National Science Foundation.

Appendix 7. Endowed Professorships, 2016-17

Martin Andrucki, Charles A. Dana Professor of Theater (2001)
Ryan Bavis, Helen A. Papaioanou Professor of Biological Sciences (2016)
Marcus Bruce, Benjamin E. Mays '20 Distinguished Professor of Religious Studies (2012-2017)
Rebecca Corrie, Phillips Professor of Art and Visual Culture (2000)
Jane Costlow, Clark A. Griffith Professor of Environmental Studies (2012)
Loring Danforth, Charles A. Dana Professor of Anthropology (2004)
Rebecca Herzig, Professor of Women and Gender Studies and Christian A. Johnson Professor of Interdisciplinary Studies (2012-2017)
James Hughes, Thomas Sowell Professor of Economics (2000)
Steven Kemper, Charles A. Dana Professor of Anthropology (2004)
T. Glen Lawson, Charles A. Dana Professor of Chemistry (2012)
Lynne Lewis, Elmer W. Campbell Professor of Economics (2012)
William Matthews, Alice Swanson Esty Professor of Music (1997)
Margaret Maurer-Fazio, Betty Doran Stangle Professor of Applied Economics (2007)
Michael Murray, Charles Franklin Phillips Professor of Economics (1986)
Dolores O'Higgins, Euterpe B. Dukakis Professor of Classical and Medieval Studies (2005)
James Parakilas, Professor of Music and Moody Family Professor of Performing Arts (2001)
Erica Rand, Whitehouse Professor of Art and Visual Culture and Women and Gender Studies (2012-17)
Darby Ray, Donald W. and Ann M. Harward Professor of Community Engagement (2012)
John Strong, Charles A. Dana Professor of Religious Studies (2012-2017)
Thomas Tracy, Phillips Professor of Philosophy and Religious Studies (2000)
Thomas Wenzel, Charles A. Dana Professor of Chemistry (1997)

The Thomas Hedley Reynolds Professorship in History was unassigned in 2016-17.

Appendix 8. Short Term Innovative Pedagogy Programs, 2014-2017

Curricular Design and Redesign Courses

2014

ED/SO s51A. Community Organizing, Mara Tieken.
PSYC s51A. Pedagogical Exploration in Statistics, Amy Douglass.
PSYC s51B. Computational Neuroscience, Jason Castro.
RHET s51A. Presidential Campaign Rhetoric, Stephanie Kelley-Romano.
RUSS s51A. Multi-Level Language Instruction, Dennis Browne.

2015

CM/HI s51A. Studies in Greek History, Dolores O'Higgins.
ECON s51A. Big Data and Economics, Nathan Tefft.
GEO s51A. Environmental Geochemistry, Beverly Johnson.
PHYS s51A. Microcontroller Laboratory, Travis Gould.
PLTC s51A. Politics Statistics, Clarisa Pérez-Armendáriz.

Practitioner-Taught Courses

2014

EXDS s15A. Graphic Design.
EXDS s15B. Healthcare Administration.
EXDS s15C. Social Change.
EXDS s15D. Digital Innovation.

2015

EXDS s15C. Social Change.
EXDS s15E. Entrepreneurship.
EXDS s15F. Music Production, Recording, and Mixing.
EXDS s15G. Urban Planning.
EXDS s15H. Mediation and Restorative Justice.

2016

CHEM s51A. Rethinking Introductory Chemistry, Matthew Côté.
EXDS s51A. Writing Center Theory, Danial Sanford.
SOC s51B. Re-envisioning Global Health, Heidi Taylor.

2017

ECON S51B. Six Beverages that Changed the World, James Hughes.
MATH s51A. Course Design: Math and the Art of M. C. Escher, Grace Coulombe.
NRSC s51A. Redesigning Introduction to Neuroscience, Jason Castro.
PHIL s51A. Philosophy Thesis Redesign, Susan Stark.
PSYC s51C. Experiencing Children's Literature, Krista Aronson.

2016

EXDS s15F. Music Production, Recording, and Mixing.
EXDS s15I. Consulting for Strategic Development.
EXDS s15J. Journalism in an Age of Media Explosion.
EXDS s15K. Brand Culture Building.
EXDS s15L. Filmmaking: The Creative Process.

2017

EXDS s15B. Healthcare Administration.
EXDS s15H. Mediation and Restorative Justice.
EXDS s15M. Business of the Arts.
EXDS s15N. Digital Marketing.
EXDS s15P. Start-up Project Management Boot Camp.

Appendix 9. Exhibitions, Bates College Museum of Art, 2016-17

Robert Indiana: Now and Then, (June 10 – October 8, 2016)

Curated by Michael McKenzie, in consultation with Dan Mills; developed by Landau Traveling Exhibitions, in association with American Image Art

An exhibition featuring over 70 works by this major American Pop artist and long-time resident of Maine, including works from many of his iconic series EAT, LOVE, HOPE, plus the premiere of *Like A Rolling Stone*, a new series focusing on the most recognized song by Bob Dylan another iconic artist associated with the 1960s.

Jay Bolotin: The Book of Only Enoch (June 10 – October 8, 2016)

Curated by Richard Waller; developed by the University of Richmond Museums

The exhibition focused on a portfolio of 20 woodcut and relief etchings by this master storyteller, and selected plates used to create the prints. Bolotin tells the story of Only Enoch, a sensitive Jewish boy from Kentucky who is named after an apocryphal book left out of the Hebrew Bible. In Bolotin's story, Only Enoch explores an ever-changing dream world in search of spiritual clarity and self-awareness.

David C. Driskell: The Doorway Portfolio (April 8 – August 27, 2016)

Curated by the museum staff, with curatorial assistance from intern Elizabeth LaVerghetta '16

The *Doorway Portfolio* includes twelve serigraphs by David C. Driskell, and twelve pages of handset letterpress prose by Michael Alper, that explore doorway themes. This portfolio is a recent acquisition for the permanent collection. Driskell is one of the world's foremost authorities on African American art, and is one of the preeminent artists of his generation. Alper is a writer, publisher, and visual artist.

Phantom Punch: Contemporary Art from Saudi Arabia in Lewiston (October 28, 2016 – March 18, 2017)

Curated by Loring M. Danforth, Anthropology, and Dan Mills

This was the first exhibition in New England of work by Saudi artists. This multifaceted project includes a significant exhibition of leading and emerging Saudi artists, as well as a series of lectures, visiting artists, and performances, story-telling and other pop-up events that create timely cross-cultural dialogue on campus and in the surrounding communities. The artists create smart, topical, funny, culturally resonant, and technically savvy work.

Mythology (September 9 – December 23, 2016)

Curated by museum education intern Lillie Shulman '17, under the direction of Anthony Shostak

Mythology explores Classical Greco-Roman mythology through works from the museum's permanent collection. Representations of Classical myths not only reflect the influence of time and place, but also demonstrate how artists alter and augment mythological narratives. This exhibition examines mythology's influence on our culture and how the artist's transference of myth from literary to visual art shapes our perceptions of Classical mythology.

Recent Acquisitions: Martin Puryear, Prints (January 13 – March 18, 2017)

Curated by intern Emerson Krull '19, under the direction of Dan Mills

Martin Puryear is internationally known for his sculptures, which resist easy identification. Working in materials including wood, stone, metal, and mesh, he investigates history, identity, and culture. His sculptures appear abstract, but reference recognizable shapes such as the human head, caps, carriages, and architectural structures. In his prints, Puryear utilizes various techniques that demonstrate his carefulness and attention to detail.

Senior Exhibition 2017 (April 8 – May 29, 2017)

Curated by Robert Feintuch, Art and Visual Culture, and William Low

Since its dedication in 1986, the Bates College Museum of Art has maintained a special relationship with the college's Department of Art & Visual Culture. Part of this is a commitment to supporting the work of Bates students through the Annual Senior Thesis Exhibition. This year's exhibition highlights work selected from the thesis projects of 17 graduating seniors majoring in Studio Art. Thesis projects vary from student to student, each pursuing an individual interest. The emphasis of the program is on creating a cohesive body of related works through sustained studio practice and critical inquiry. The year-long process is overseen by Art and Visual Culture faculty and culminates in this exhibition.

Appendix 10. National Fellowships Awarded to Students and Alumni, 2016-17

Number of Applicants Mentored:

62 Fulbright Grants (English Teaching Assistantships and Research Grants)
1 Rhodes Scholarship
2 Churchill Scholarships
1 Beinecke Scholarship
5 Gates Cambridge Scholarships
1 Goldwater Scholarship
2 Truman Scholarships
3 Island Fellowships (Island Institute)

Fellowships awarded:

22 Fulbright English Teaching Assistantships (ETA)
3 Fulbright Research Grants
1 Princeton in Asia Fellowship
1 Island Fellowship

In addition, 2 Fulbright Colombia ETAs from 2016-17 were named Senior ETAs for 2017-18.