

Annual Report

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

2008–09

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INTRODUCTION

It is my pleasure to introduce the annual report of the Office of the Dean of the Faculty. This report reviews the activities of the office during the 2008-2009 academic year. It describes how we direct and support learning at Bates.

I am honored to be part of the Bates community. Our faculty are distinguished scholars and artists who are deeply committed to undergraduate teaching. Our students benefit immensely from their work with professors who themselves always seek new knowledge. The creative energy that our students experience in the classroom extends to the laboratories, concert hall, theaters, our community of Lewiston-Auburn, and the world. The faculty and students are assisted by dedicated staff members in the Imaging and Computing Center, the Writing Program, the Mathematics Workshop, the Museum, the Registrar's Office, and the Summer Scholars Program. We in the Dean of the Faculty's office are fortunate to work with the talented and dedicated people who make up the academic life of the College.

A Culture of Inquiry

When President Elaine Tuttle Hansen convened planning groups in 2007-2008, faculty, staff, and students discussed the College's values and principles. They developed five core principles that address the question, "What makes Bates the place it is?" These principles define a College that is and aspires to be academically rigorous and adventurous, pluralistic and egalitarian, committed to community life and civic engagement, self-critical and reflective, and open and communicative.

The fourth of these principles—"Bates is committed to ongoing, critical, and constructive reflection on how we practice the values that we profess, and we seek creative ways to realize those principles most fully in action"—may be the standard that most sets Bates apart from other elite residential liberal arts colleges. We believe that we can *always do better*. When we integrate critical evaluation and assessment into our academic programs, we do so not just in service to funders or the accreditation process; we do so as a consequence of who we are. Central to the Bates identity is a fortunate impatience, an unwillingness to rest on our laurels, an existential desire to improve. The very core of the College is enmeshed in reflection, analysis, and a constant call to develop and deepen the learning experience. It is a culture of self-examination, a culture of inquiry, that sets us apart and that makes Bates great.

As you read and think about this review of our activities in the last year, we ask that you take note of our attention to critical evaluation and self-study as tools for improving how we do our work, as framed in our departmental mission:

The Office of the Vice President for Academic Affairs and Dean of the Faculty advances learning in the liberal arts tradition by

- *recruiting, developing, and evaluating faculty*

- *fostering the development of academic programs*
- *cultivating excellence in the academic and intellectual life of the Bates community*

Once again this year, we have used these broad categories of the mission statement as an organizational structure for this report.

Throughout all seasons of the year, the Dean of the Faculty's office hums with activity. In supporting the work of the faculty—the foundation of the College—we oversee the activities of the academic departments and programs. We also guide the work of Athletics, the Bates College Museum of Art, the Harvard Center for Community Partnerships, the Imaging and Computing Center (with Information and Library Services), the Mathematics and Statistics Workshop, the Office of the Registrar and Academic Systems, and the Writing Program. I am proud of the accomplishments in the past year. They result from the contributions of everyone in the office: associate deans Matthew Côté and Judy Head, assistant dean Kerry O'Brien, and director of faculty research Pamela Baker, and our colleagues who keep everyone on track: David Baker, Denise Begin, Angela Bellegarde, Theodore Coulombe, Nancy LePage, and Lori Ouellette.

We are privileged to work with an extraordinarily talented faculty and staff who give life to our most exciting programs. I applaud their wisdom, their expertise, and their dedication to Bates. Our work could not be accomplished without the contributions and expertise of the people in the many other offices and departments that make up the College under the leadership of President Hansen. On a daily basis, we share the goal of making Bates an institution of true distinction. Our accomplishments result from the collective efforts of us all.

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

Jill N. Reich
Vice President for Academic Affairs and Dean of the Faculty

SUPPORTING AN OUTSTANDING FACULTY

The Office of the Vice President for Academic Affairs and Dean of the Faculty advances learning in the liberal arts tradition by recruiting, developing, and evaluating faculty.

In 2009, as part of our assessment of the science program at Bates, the Office of the Dean of the Faculty undertook a survey of more than 1900 alumni who graduated as science or mathematics majors in the last twenty years. The survey asked about careers and graduate education, as well as a number of open-ended questions about the experience of having been a student at Bates. By far, the respondents were most passionate about the faculty as the best part of Bates. Many alumni told us that no teachers—before or after their college experience—matched the Bates faculty's commitment and dedication to individual student success. The faculty is the foundation of the College, at once defining the institution and helping students define themselves.

The Dean of the Faculty's office supports our exceptional teacher-scholars by attending to each faculty member through the arc of his or her career. In this section we describe our efforts in 2008-2009 to recruit, retain, support, evaluate, compensate, and honor faculty colleagues.

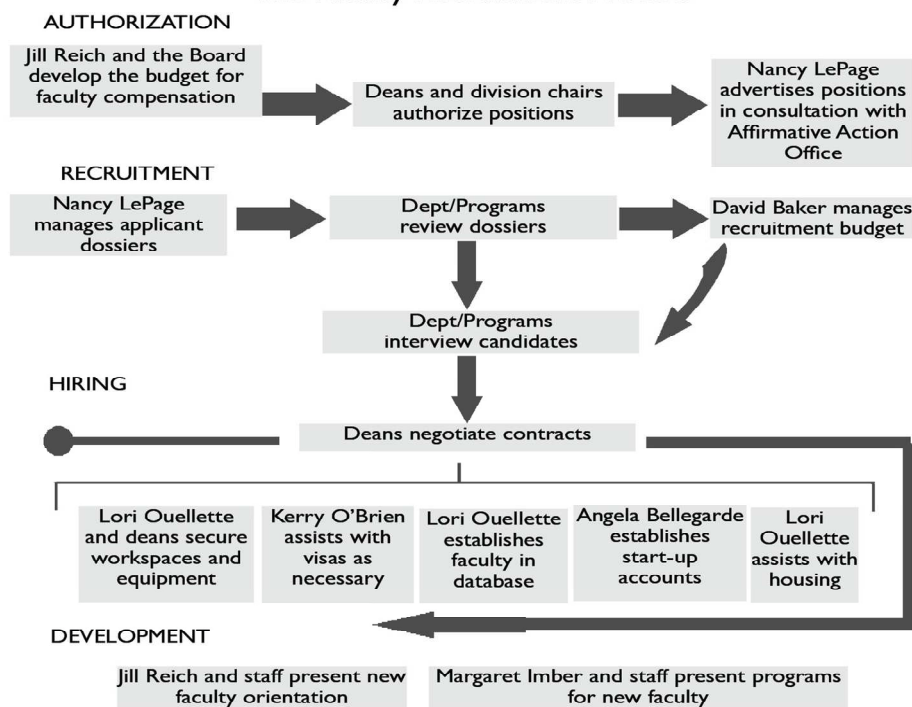
Faculty Recruitment

A great faculty must be cultivated and sustained, beginning with recruitment. We recruit the most promising and talented faculty, and we compete for them against the top colleges and universities in the country. 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 (see figure outlining process on the next page). Faculty committees devote considerable time and energy to searches, ensuring that the most qualified teacher-scholars fill positions at Bates.

In 2008-2009 the faculty completed searches for five tenure-track hires, in African American studies and American cultural studies, mathematics, philosophy, physics, and politics. They also completed thirteen searches for lecturers and temporary replacement faculty.

A list of the new faculty hired in 2008-2009 for the 2009-2010 academic year appears in *Appendix A*.

The Faculty Recruitment Process



Committee on Personnel

Dennis Browne
Russian

Marcus Bruce
Religious Studies

J. Dykstra Eusden
Geology

Dennis Grafflin
History

David Haines
Mathematics

Elaine Hansen
President

James Hughes
Economics

Trian Nguyen
Art and Visual Culture

Jill Reich
Dean of the Faculty

Thomas Tracy
Religious Studies

Committee on Physical Education Personnel

John Creasy
Geology

David Cummiskey
Philosophy

Elaine Hansen
President

Kathryn Graff Low
Psychology

Jill Reich
Dean of the Faculty

Michael Retelle
Geology

Faculty Tenure and Promotion in 2008-2009

Essential for building and sustaining an outstanding faculty is a comprehensive review process. Faculty standing for tenure or promotion undergo a rigorous review by the Committee on Personnel, an elected committee of tenured faculty from the three academic divisions and the interdisciplinary programs. The Dean of the Faculty's office manages the complex process of personnel review, legislated by the faculty to ensure thoroughness and integrity. We congratulate those colleagues who were reappointed to the faculty without limit of tenure in 2008-2009: Ryan Bavis, associate professor of biology; Patricia Buck, associate professor of education; Alexandre Dauge-Roth, associate professor of French; Carol Dilley, associate professor of dance; and Krista Scottham, associate professor of psychology. We congratulate those who were promoted in 2008-2009: Rebecca Herzig, professor of women and gender studies, and Lynne Lewis, professor of economics.

A similar review process is in place for physical education faculty and head coaches. Undergoing an in-depth review in 2008-2009 were Rogan Connell, head coach of men's and women's alpine skiing; Marsha Graef, associate professor of physical education; Albert Fereshetian, head coach of men's cross country, indoor track and field, and outdoor track and field and assistant professor of physical education; James Murphy, head coach of women's soccer and women's basketball and associate professor of physical education; and George Purgavie, head coach of men's soccer and associate professor of physical education.

The Kroepsch Award for Excellence in Teaching

In recognition of the faculty's long commitment to excellence in teaching, the late Robert H. Kroepsch '33, LL.D. '71, established the Ruth M. and Robert H. Kroepsch

Endowed Fund for one or more annual awards to members of the faculty "in recognition of outstanding performance as a teacher. " The Dean of the Faculty's office invites all students and alumni from the past five years to submit letters of nomination for the award. Each year, the Kroepsch prize is awarded to the faculty member who is judged to best stimulate student interest in the subject and foster desire for further learning and who is able to help students understand subject matter and its importance in a broad context. The Kroepsch awardee must demonstrate innovation in teaching and inspire a high level of performance among students, and he or she must effectively integrate teaching and scholarship, demonstrating a deep commitment to student learning.

In 2008-2009 the Kroepsch Award for Excellence in Teaching was granted to Joseph Hall, associate professor of history. Joe came to Bates in 2002 as the first new early Americanist in almost two generations. His courses consider the broad sweep of colonies and empires in the Americas from 1500 to 1800. They examine the experience of all peoples—especially the complex roles of indigenous peoples and Africans—in colonial America and the early republic. Joe teaches courses on the Spanish and British empires, colonial America, the American Revolution, African slavery in the Americas, Native American history, Wabanaki History in Maine, and U.S. environmental history. In his research, Joe explores the ways Native Americans participated in the creation of colonial North America. He investigates the interrelationships among European colonials and natives peoples in the southeastern United States, and in Maine and the Maritimes in the seventeenth and eighteenth centuries. His work on Wabanaki history in the colonial period led him to investigations of much more recent history, including the Indian Land Claim of the 1970s and Edmund Muskie's role in that process, engaging student research assistants and Maine Indians who participated in this landmark case.

Endowed Professorships

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

The distinguished faculty who hold endowed chairs are listed in *Appendix B*.

Support for Faculty Learning and Scholarship

Bates expects members of the faculty themselves to be scholars who contribute to their fields through research presented at scholarly meetings, in peer-reviewed publications, and in other ways appropriate to their discipline. One of the most important ways the College supports this scholarship is by providing faculty time for their continued intellectual growth, research, and creative work.

A list of faculty on leave in 2008-2009 appears in *Appendix C*.

Whiting Fellowship Supports Pre-tenure Leave

Bates is committed to supporting tenure-track faculty, who are establishing themselves as first-rate teachers at the College while they pursue scholarly careers that will make

lasting contributions to our understanding of the world and our place in it. The College grants a one semester, full salary pre-tenure leave after three years of fulltime teaching to all tenure-track faculty members who request it.

In 2007 the Mrs. Giles Whiting Foundation awarded Bates a four-year grant of \$100,000 each year to support a member of the junior faculty whose work is in the humanities. The Whiting Fellowship recognizes the link between robust scholarship and outstanding teaching. While the criteria for the award focuses on excellence in teaching, the funding supports the faculty member's scholarship by providing funds for a yearlong pre-tenure leave at full pay.

In 2008-2009, Dale Chapman, assistant professor of music, was named the Whiting Fellow. He received a yearlong pre-tenure leave for the 2009-2010 academic year plus a stipend of \$10,000 to support his research. Dale's close examination of African-American music explores popular culture through a lens of musical theory. He asks students to examine particular forms of music, ranging from jazz to rock to rap, by looking at criticism to broaden their understanding of both the music under study and the larger world of music. Both Dale's teaching and his scholarship reflect an impressive depth of critical thought and range.

A second Whiting Award of \$15,000 was made to B. Christine McDowell, assistant professor of theater, who teaches theatrical and costume design. In her work she reaches beyond Bates, designing for theaters in South Africa, Japan, and Europe at the same time that she is influenced by cultures there. During her one-semester pre-tenure leave, Christine is serving as a scholar for the re-creation of an eighteenth-century theater at Colonial Williamsburg.

Enhanced Sabbatical Program

Sabbaticals are essential to an outstanding faculty because they support a period of focused and concentrated time to further 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. A long-term goal of President Hansen and Dean Reich has been to strengthen the sabbatical program by increasing funding for yearlong leaves while at the same time encouraging faculty to seek external funding for their work. In 2007-2008, with the help of a four-year, \$1,000,000 grant from the Andrew W. Mellon Foundation, we launched such a program. The funds from the Mellon Foundation cover the costs of hiring visiting faculty to replace those on yearlong leaves during a period of transition into the program. The program enables eligible faculty members who make a timely and substantial effort to obtain external funding in support of their work to apply for a yearlong sabbatical at 80% of annual base salary. The College's basic sabbatical policy remains in effect for those who do not seek outside funding or who for other reasons elect a half-year leave. By requiring a faculty member to apply for outside funding, we ask them to think clearly and methodically about their planned leave and develop a sound research strategy. Thus, even if they do not garner external funding, we expect that this process will lead to a more meaningful and productive sabbatical.

In 2008-2009, one enhanced sabbatical was awarded for the 2009-2010 academic year to Peter Wong (mathematics). The Web site (<http://www.bates.edu/sabbatical-funding.xml>) provides detailed information about the enhanced sabbatical program.

Faculty Compensation

In order to recruit and retain the very best teacher-scholars, Bates must offer salary and benefits that are competitive with our peer institutions, which are often recruiting the same individuals. In the past, the Dean of the Faculty's office has taken steps to improve faculty compensation by working with the Board of Trustees to raise starting salaries for tenure-track assistant professors, raise minimum salary floors at each rank, aggressively increase faculty salaries with special emphasis on issues of equity within ranks, and to ensure that pre-tenure leaves do not delay sabbaticals.

The focus of our efforts has been a group of more than twenty comparable institutions and specifically Bowdoin, Colby, and Middlebury colleges (BCM). As with peer institutions, the national financial situation has slowed our efforts to increase faculty salaries in strategic areas. Faculty understood the decision to keep most salaries unchanged in fiscal year 2010. They appreciated, however, that we were able to organize the salary pool so that faculty members receiving promotions were granted raises. We look forward to working with the Board of Trustees in strategic areas of faculty salaries so that we may continue to attract and retain top-quality faculty.

The Retirement Program

The College must take the long view of faculty trajectory in its planning. In 2007-2008 the Dean of the Faculty's office analyzed the demographic profile of the faculty. The study revealed significant challenges and opportunities related to faculty retirements. For example, if faculty continue to retire before or up to the time they reach eligibility for full Social Security benefits, seventeen percent of our tenured faculty will retire by 2012, thirty-six percent will retire by 2017, and fifty-one percent will retire by 2022.

After we reviewed the College's retirement policies for tenured and physical education faculty, we recommended to the president and Board of Trustees that the current program be converted to a retirement incentive program. That recommendation was accepted by the Board at its May 2008 meeting. The new plan began 1 July 2009. To participate in this plan, tenured and physical education faculty and head coaches must enter into a retirement agreement on or before 1 July of the year in which they reach their full Social Security retirement age. The length of service required to participate in this plan has been changed from twenty-two years to fifteen years of full-time service to Bates consistent with the overall College's approach to retirement eligibility.

The plan asks participants to resign tenure and choose from two leave-and-compensation options:

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

The retirement program remains voluntary and the benefits are unchanged. Retirees have access to the Rowe Fund for undergraduate tuition assistance for dependent children. Until they reach sixty-five years old, retirees may purchase health insurance through Bates at the College's group rates. Through the Office of Human Resources, we have offered workshops to help faculty prepare for retirement. More information on the College Retirement Plan can be found on the Web site: www.bates.edu/x117741.xml.

FOSTERING AN EXEMPLARY ACADEMIC PROGRAM

The Office of the Vice President for Academic Affairs and Dean of the Faculty advances learning in the liberal arts tradition by fostering the development of academic programs.

General Education in 2008-2009

Adopted in 2006 and introduced with students entering the College in the fall of 2007 as members of the Class of 2011, Bates' new General Education program embodies the College's renewed vision of a liberal arts education. The new General Education requirements mark a departure from the distribution requirements that characterized the previous General Education program, adopted in the 1970s, and focuses instead on key competencies, habits of mind, and approaches to intellectual questions as guiding principles. The new General Education requirements seek to:

- 1) foster an understanding of how the academic disciplines function and what they can teach us. This goal is met through a major and two General Education concentrations. In this way, students achieve both depth and breadth not only in their area of focus but also in other fields of inquiry.
- 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 various points in a student's Bates career (W1, W2, W3).
- 3) ensure that all students have formal instruction at the college level in the methods and findings of the sciences and in quantitative analysis. This goal is met by taking three distinct courses that call for scientific reasoning, quantitative literacy, and a laboratory experience (S, L, Q).

In 2008-2009, two classes of students—first-years and sophomores—enrolled under the new General Education program. The General Education Implementation Team, which includes members of the First-Year Seminar and Writing Committee, the SLQ Committee, the Committee on Curriculum and Calendar, the Educational Policy Committee, and administrative staff, monitors the enrollment patterns of these students and oversees the details of the implementation.

Because under the new curriculum, students must be mindful about their entire academic careers, the committee agreed that standardizing the schedule and process for major declaration was critical in helping students think ahead. The committee set 1 March as the annual major declaration day by which every sophomore must declare his or her "Major Plus Two"—the major plus the two General Education concentrations (or a second major or a minor). Registrar Mary Meserve and Eileen Zimmerman and her colleagues in the Administrative Computing Group created an online major declaration process through which all sophomores declare a major and concentrations and select or

General Education Implementation Team

Matthew Côté
Chemistry

Meredith Greer
Mathematics

Joseph Hall
History

Glen Lawson
Chemistry

Mary Meserve
Registrar's Office

Kerry O'Brien
Dean of the Faculty's Office

Ellen Peters
*Institutional Research and
Assessment Support*

Helen Regan
Education

Bonnie Shulman
Mathematics

Susan Stark
Philosophy

John Strong
Religion

Eileen Zimmerman
Information and Library Services

Jill Reich
Dean of the Faculty's Office

are assigned a major advisor. By the early March 2009 registration period, 100% of sophomores had declared a major, a first for Bates.

In 2008-2009 the Committee continued to discuss those aspects of the new General Education program that require particular attention. Among the key issues for the new program are its impact on enrollment-limited courses, the requirements and course offerings of the General Education concentrations, and the development of an automated degree audit system.

The Importance of Assessment

Overarching questions guide the work of the faculty: Are our students learning what we intend to teach them? How do we know what they are learning? An academic program of our caliber needs constant attention; we must be keen observers and critics of what we do. We must honor the great traditions of the liberal arts, but we must also be nimble and responsive, willing to shift gears if we need to in order support the best possible academic outcomes for our students. Assessment is a critical tool: It helps us measure our success, identify areas for improvement, and develop plans for useful change.

Enrollment Planning

To best meet the requirements of our curriculum and needs of our students, it is important to study enrollment patterns and our course schedule. This ongoing and careful examination enables us to adjust to the demands and changes of the new General Education curriculum, address the needs of our students for their majors, and make wise use of that most important resource, our faculty.

Over the past few years, the Committee on Curriculum and Calendar (CCC) has reported increasing numbers of requests for course enrollment limits based on new pedagogies and course goals. In addition, the registrar has faced constraints on classroom availability. The Dean of the Faculty's office has added extra science courses to ensure that seniors could meet their graduation requirements. And in the third year of our new General Education curriculum, new patterns of student need and demand are beginning to emerge. Over time these factors have combined to create pressure at certain points. The Dean of the Faculty's office, division chairs, the CCC, and chairs of departments and programs continue to analyze and address enrollment patterns.

In 2008-2009, in an important adjustment, the CCC required all departments and programs to schedule courses in all time-slots—even those less popular—when scheduling courses for 2009-2010. As fall approached, the dean called upon department and program chairs to think creatively about how best to address the large number of courses with limited numbers of spaces for students. Chairs are currently drawing up proposals for adjusting the size of entry-level courses in preparation for the next academic year. By continuing to examine enrollment patterns and course schedules the College is able to respond to changing student needs as they emerge.

Department and Program Reviews

For two decades, the Dean of the Faculty's office has sponsored a program of academic department and program reviews, designed to help departments and

programs reflect on their goals, identify what is working and what is not, refine their curricula, develop a dynamic intellectual culture, and plan for the future. These reviews also pay particular attention to the way the department or program relates to other departments and programs and to the academic program as a whole. Usually departments and programs volunteer to participate in this process with each department and program reviewed about once a decade. Occasionally, a review is required by the dean and the division chairs particularly, when a faculty position is to be considered for reauthorization.

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

In 2008-2009 the College completed a review of the Program in Environmental Studies and began a review of the Department of Theater and Rhetoric.

A list of academic department and program reviews undertaken to date may be found in *Appendix D*.

New England Consortium on Assessment of Student Learning (NECASL)

In 2008-2009 Bates continued its participation in the New England Consortium on Assessment of Student Learning (NECASL), a project in place since 2005 with funding from the Teagle, Mellon, and Spencer foundations. The consortium of seven highly competitive liberal arts colleges (Bates, Bowdoin, Colby, Middlebury, Smith, Trinity, and Wellesley) and the New England Association of Schools and Colleges (NEASC) studies key points in student decision making. Jill Reich is one of the founding members and leaders of the project; Heather Lindkvist (anthropology) directs the work at Bates.

The NECASL project focuses on several critical transition points in the academic careers of students: the transition from high school to college, the choice of a major, the decision of whether or not to study abroad or participate in other significant off-campus experiences, and the capstone experience, and postgraduate planning during the senior year. These are points when students are most reflective, most able to articulate how and what they are learning, and most engaged in dialogue with others about what kinds of experiences are best suited to their academic interests and goals.

In 2006-2007, the consortium launched a longitudinal panel study of thirty-six students from the Class of 2010 following them from their first to last college years. Three sets of student-conducted interviews revealed how students make the transition from high school to college and how our institutional practices and curricula affect that transition. Trained student interviewers continued these conversations twice again in 2007-2008, during their sophomore year, and administered a survey to the sophomore class at each college. Questions focused on how students choose a major field of study, how they consider study

abroad during their junior year, and their intellectual and social spheres. These qualitative duties expand ongoing institutional surveys providing opportunities for analysis within and across institutions.

During the 2008-2009 academic year, a number of the students, now juniors, studied abroad so the interviewers developed new strategies for following their progress. Student participants were interviewed once in the fall and once in the winter and submitted writing samples. In addition, a survey was administered to the entire junior class.

Heather Lindkvist and colleagues from Bowdoin and Wellesley presented on the methodology and results of the study at the annual meeting of the American Association of Colleges and Universities and the annual meeting of the American Educational Research Association. Again this year Heather shared preliminary data and conclusions about the first and second college years in May with faculty who teach and advise first-year students.

This ambitious project will help all of us develop a richer and more nuanced perspective on student learning by probing the ways students engage the curriculum, experience intellectual and social transitions, discover their intellectual and civic passions, and develop into mature learners, engaged scholars, and responsible citizens.

Teagle Grant for Quantitative Assessment

In 2009 Bates and Bowdoin colleges received a grant of \$148,780 from the Teagle Foundation's Systematic Improvement in Student Learning initiative for a three-year collaborative project to address the acquisition of quantitative reasoning skills among our students. This project will extend and deepen our understanding of how best to implement the quantitative reasoning components in our respective general education curricula, develop synergies with our ongoing collaboration through the NECASL project, and reinforce our shared goal of fostering ongoing conversations among our faculty about quantitative learning outcomes for our students. It will also provide opportunities for participating faculty and administrators to share results with wider national audiences in higher education and public policy arenas.

The project uses a faculty workshop model to identify and assess the set of understandings, skills, abilities and dispositions that are necessary if our students are to have confidence in their application of quantitative reasoning. When faculty better understand specifically what students need, they can introduce improvements to curricula and pedagogical techniques that ultimately will lead to an enhancement of student learning on both campuses.

HHMI Science Assessment

Since 1992 the science and mathematics programs of the College have been supported by major institutional grants from the Howard Hughes Medical Institute (HHMI). The assessment of the programs funded by the HHMI grant, including student research, the summer scholars program, and the Imaging and Computing Center, have been the focus of a significant assessment effort in 2008-2009 and 2009-2010. To determine the impact of HHMI support for the sciences over almost two decades, we study enrollments in the sciences,

curricular offerings, laboratory and instrument enhancements, student and faculty research opportunities, external funding secured for the sciences, and, of course, student learning and student outcomes. We must also assess how our students perceive their own learning in the sciences and mathematics and the value to them of a Bates education.

In the summer of 2009 the Dean of the Faculty's office undertook a major online survey of more than 1900 alumni who were declared science or mathematics majors between 1990 and 2009. In the survey we asked about graduate or professional education they pursued after Bates and postgraduate careers. We also asked them how well the study of math and science prepared them for their careers and the value of studying math and science in a liberal arts context. Over 43% of the alumni responded, and we now have a massive amount of data on alumni perceptions of science education at Bates. So far we have made only begun to review the survey data, but some strong themes emerge: the value of student research and the lack of adequate funding for it; the strength of writing and communicating in the science and math curricula, which helps Bates students excel in graduate school and careers; and the need to more fully integrate math into all aspects of science study (which is the direction our science faculty are moving in curriculum development). The insights provided by alumni through this survey will inform the faculty as they review and enhance the science curriculum; admissions colleagues as they seek the strongest possible prospective science and math majors; and advancement colleagues as they raise funds for the sciences at Bates.

To assess these rich survey data and to undertake assessments of the Bates College Imaging and Computing Center and the summer scholars program, we secured an extension on our 2004 HHMI grant in order to hire an assessment officer, Teague Morris, Ph.D., who joined the College in October 2009 for a nine-month HHMI-funded appointment. These assessment efforts are absolutely critical as we refine the science and math curriculum and begin to conceive a new science center.

Learning Commons Planning Group

During the past year, the Learning Initiative Team of the president's planning process placed a Learning Commons high on its list of important objectives for Bates. The Learning Commons initiative, led by the Dean of the Faculty's office, Information and Library Services, and the Dean of Students' office, began in 2005 with funding from a grant from the Mellon Foundation. The grant supported an analysis of how best to support student learning and faculty teaching along with the development of next steps. At that time, we charged a group of faculty and administrators with investigating ways to bring together services currently scattered throughout the campus that support students in writing, quantitative competencies, academic courses, and computing and technology, and that serve faculty in developing innovative pedagogy.

From visiting existing centers at peer colleges and exploring the literature, the team developed a concept of a "Learning Commons" and set about creating ways to enhance services and efficiencies through greater communication, coordinated goals, and organizational efficiencies. During the next two years, this concept took shape and came closer to reality when Gene Wiemers, vice president for information and library services, designated 4,000 square feet of space in Ladd library for the project.

Learning Commons Group

William Ash
Imaging and Computing Center

Joanne Cole
Peer Writing Project

Grace Coulombe
*Math and Statistics Workshop
PALG Program
Mathematics*

Mathieu Duval
Imaging and Computing Center

Tedd Goundie
Dean of Students' Office

Holly Gurney
Dean of Students' Office

Patricia Hager
Writing Workshop

Judy Head
Dean of the Faculty's Office

Margaret Imber
Classical and Medieval Studies

Laura Juraska
Information and Library Services

Jill Reich
Dean of the Faculty's Office

Andrew White
Information and Library Services

Gene Wiemers
Information and Library Services

When the Learning Commons is in place in the library, it will be a welcoming learning space that can be configured for many uses. Based on the concept that all of us are learners, it will connect, develop, and consolidate the support and services that are important for the success of faculty and students. It will be a center that fosters innovative and entrepreneurial thinking, promotes partnerships that cross offices and departmental boundaries, encourages collaboration among those who work with students and faculty, and promotes campus-wide discussion about issues important for the campus and the world beyond Bates.

During 2008-2009, the Learning Commons Group organized a unified approach to offering support for students presenting at the Mount David Summit, guiding the efforts of the Math Workshop, Writing Workshop, Imaging and Computing Center, and Peer Writing Center. They coordinated scheduling and advertising for design workshops, PowerPoint workshops, math reviews, and oral presentation practice sessions.

The Learning Commons Group also began an anthropological examination of the ways students use support space at the College to determine the best configuration of the Learning Commons. The study will continue in 2009-2010 with an audit about how students use space in Ladd Library and further analysis undertaken by students in Anthropology 101.

Writing at Bates

Writing has always been important to a Bates education, but the three-tiered writing requirement in the new General Education program brings writing to the heart of campus life and learning. We want our students to write well, because to do so they must think clearly, knowledgeably and deeply, and they must communicate in a clear, organized manner.

Faculty members have reacted enthusiastically to the challenges of the new writing requirements. In 2008-2009, all first-year seminars and several other courses were designated as first-level (W1) courses with a renewed focus on writing. Faculty have certified more than 120 courses that concentrate on writing at the intermediate level (W2), with more than 1,000 seats available for sophomore and juniors in 2009-2010. The senior thesis and several upper-level seminars were designated as writing-attentive at the senior level (W3).

To accomplish the goals for writing set out in the new curriculum, faculty asked for new opportunities to discuss what they expect of students and how to best approach the teaching of writing in their courses, and they called for greater support for student writers. In summer 2007 the Davis Educational Foundation responded to a proposal led by the Dean of the Faculty's office by awarding the College a grant of \$255,000 over three years to support a writing initiative reflecting these goals. During the first two years, the initiative has created a vigorous program of peer writing assistants, offered workshops and other faculty development opportunities around writing, established a program to assess student writing at the first-year and senior levels, and begun efforts to update the Writing Workshop, a campus institution for twenty-five years.

To lead this effort, Hillory Oakes joined the College in summer 2009 as director of writing. Hillory has a Ph.D. in literary studies with a concentration in rhetoric from the

University of Denver. With seven years of experience as director of the Munn Writing Center at Saint Lawrence University, Hillory brings an array of ideas about ways to nurture students as better writers and strategies for supporting faculty as teachers of writing. She also looks forward to working with students and faculty to develop the skills of our students as presenters.

Peer Writing Project, 2008-2009

In 2008-09 the Peer Writing Project expanded its reach in only its second year. More than 1,500 one-to-one conferences were held this year through the Peer Writing Center in Ladd Library, course-attached writing assistants, and a new peer writing partners program. Numbers of students reached, faculty requesting writing assistants and participating as mentors, courses supported, and writing assistants joining the program also increased. In 2008-2009, the number of individual writing conferences increased by 40% over 2007-2008. Notable in 2008-2009 were the increase in sophomores and male students using the center. The Peer Writing Project also supported thirty-one classes with a course-assigned peer writing assistants serving 591 students.

In 2008-2009 we also launched a one-to-one peer writing partners pilot project, pairing writing assistants with students facing particular writing challenges as identified by faculty or the Dean of Students' office. To assess the Peer Writing Project, brief questionnaires were completed by students seeking the assistance of peer assistants. Ninety-three percent reported satisfaction with the program, and 98% said they would recommend it to other students.

The students serving as peer writing assistants in 2008-2009 are listed in *Appendix E*.

The Writing Workshop

For more than a generation, the Writing Workshop has provided support for student writers and faculty who teach writing. The Writing Workshop continues to play an important role in our enhanced focus on helping all students develop as writers by offering one-to-one writing support from professional writers. The renewed attention to writing across the College is reflected in the increasing vitality and programming available through the Writing Workshop, under the leadership of Patricia Hager, interim director.

During the 2008-2009 academic year the Writing Workshop hosted 743 consultations with students. In addition, the Writing Workshop offered sixty-five workshops with approximately 300 students attending. The staff of the Writing Workshop offered nine workshops for faculty during the fall semester and seven faculty workshops in the winter semester, with sixty-three attending.

In an assessment survey at the end of fall 2008, 97.7% of the students responding said they were comfortable with the learning associate they worked with, 90.6% felt the person they worked with understood their concerns, 98.8% said they would recommend the Writing Workshop to others, 76.7% felt that they learned skills that could be applied to future writing projects.

First-Year Seminar Writing Prize

The three-tiered writing development process called for by the new General Education requirements begins with the first-year seminar and other W1 courses, where college writing unfolds as a dialogue between a student writer and a professor within the framework of course assignments and discussions about writing. To draw attention to and celebrate writing in the first year, the Dean of the Faculty's office sponsors a writing competition for students enrolled in first-year seminars.

At the end of the fall semester, faculty teaching first-year seminars submit some of the best writing from their students. A committee of faculty and staff examines the entries and awards a first prize and two honorable mention awards. Because entries come from seminars in many disciplines, entries show great variation in purpose and style. The committee looks for sound thinking, clear organization, and coherent, articulate prose across all disciplines.

In 2008-2009 the First-Year Seminar Writing First Prize went to Michael Pasek and Honorable Mentions were awarded to Maria King and Jack Mulvaney, all from the class of 2012.

Assessment of Writing, 2008-2009

Though comments from students and alumni tell us that our faculty are successful as teachers of writing, we aim to strengthen writing at Bates even more. We examine student work to compare what our students can do as writers with what our faculty would like them to be able to do. In 2007-2008 we launched a college-wide assessment of writing. In spring 2008, eighty members of the faculty read papers of first-year students and talked about goals for writing, focusing on writing as a way of thinking and communicating. In summer 2009 a smaller group of faculty built on the earlier experience by reading different papers and more sharply delineating goals for writing in the first year. In the fall, they conveyed these objectives to other faculty teaching first-year students.

The senior thesis is the capstone of a Bates education. Both the process of researching and writing a senior thesis and the product itself are important indicators of student learning. Last year we developed a process for assessing the senior theses. In winter semester and Short Term 2009, we initiated a pilot assessment with faculty in the Department of Anthropology and the Program in Classical and Medieval Studies. Faculty members were asked to articulate their goals for senior-level writing and to designate which of these goals they might expect to see in the senior thesis. Each group read three theses, discussed them, and weighed the learning and accomplishments of their students. As a result of the common reading and discussion, faculty understood how to alter the curriculum to improve their students' performance. We plan to continue our theses pilot next year and also broaden its scope into a wider look at the thesis across disciplines.

Academic Advising

Advising is an important learning experience for students and a teaching commitment for faculty. At Bates, advising during the first year is designed to help students consider the role of a liberal arts education in their lives, launch a successful career at the

College, and move toward the declaration of a "Major Plus Two." First-year seminar faculty members serve as students' advisors. This arrangement gives the advisor and the advisee the chance to know each other well.

Academic advising is a developmental and collaborative process. Students and their advisors review schedules, identify intellectual and career goals, and assemble a General Education program and a major. Over time students gain greater knowledge of how the academic system at Bates works, acquire the ability to identify and reach out to faculty in areas they might consider intellectually important to them, and expand their capacity to chart courses and make decisions about their future intellectual development.

In 2008-2009, we began two new initiatives related to advising first-year students. First, we developed an advising syllabus for faculty advisors and new students, which sets out the objectives of advising along with the responsibilities of faculty members as advisors and students as advisees. Second, our office worked with the Dean of Students' office to give Junior Advisors (JAs) a role in the advising process. Faculty and staff from both offices asked JAs to help incoming students learn to navigate the Garnet Gateway. We also requested that JAs review the list of responsibilities on the advising syllabus, as a way of preparing students for their first meeting with their faculty advisors.

In summer 2009 we continued an initiative begun during the summer of 2008 by asking two faculty members to take calls from first-year students during the registration process, giving students the opportunity to consult with a faculty member when selecting courses. In an additional bonus, the faculty members involved passed along to their colleagues information about course availability and the registration process.

Pedagogy Series: Tools for Teaching

In its third year, the monthly series, *Tools for Teaching*, centered again this year on writing, with special emphasis on writing in the senior theses. Organized and led by Margaret Imber, (classical and medieval studies), each session featured a core of faculty and writing support staff talking about how they or their departments and programs develop good writing and critical-thinking skills in our students.

Find the list of programs in *Appendix F*.

New Faculty Series, 2008-2009

Introducing new faculty to the culture and demands of an liberal arts institution like Bates is critical to their success. In August 2008, under the leadership of Margaret Imber, the Dean of the Faculty's office sponsored a three-day workshop and year-long series to orient new faculty to Bates and give them a strong foundation for teaching at the College. The workshop offered an introduction to the online records system, library and technology resources, and syllabus and assignment design. The last session of the August workshops brought together experienced faculty with their new colleagues in a discussion of the strengths of a liberal arts education.

Throughout the year monthly get-togethers of new and experienced faculty colleagues focused on the topics that the new faculty had identified in August as important to them. For example, one session focused on qualifications for an award of tenure while another concentrated on how to mentor seniors who are writing a thesis. The yearlong series gives new faculty an introduction to pedagogy, a comfortable place to come together to ask questions, and the opportunity to talk with expert senior colleagues.

Fourth Annual May Conference on Teaching

Fifty faculty and staff attended the fourth annual day-long May Conference: Creating a Community of Inquiry, on 15 May 2009. Margaret Imber organized the conference. In his keynote address, education writer Kevin Carey, argued that to prosper, liberal arts colleges must take advantage of and adapt to technological advances. Following the keynote, faculty attended sessions devoted to new technology in teaching, interdisciplinary faculty research and learning, and assessment of senior theses. During a working lunch, a panel of seniors talked with faculty about their experiences writing their senior theses.

The conference program can be found in *Appendix G*.

Mathematics and Statistics Workshop

In discussions about General Education, the Bates faculty reaffirmed that an educated person must be able to understand quantitative information and make informed judgments based on that understanding. Furthermore, as mathematics is increasingly integrated into the study and conduct of science—and the social sciences and the humanities as well—the need for students from a range of disciplines to develop mathematical competencies is escalating. Since 2000, the Mathematics and Statistics Workshop has been an important resource for Bates students, supporting learning in mathematics and quantitative literacy by teaching and tutoring students and supporting faculty in several disciplines. In 2008-2009, students received help in math and statistics preparation for a variety of courses, including Astronomy, Gravity and Cosmology, Calculus I and II, Mathematical Models in Biology Linear Algebra Great Ideas in Mathematics, Working with Data, Multivariable Calculus, Real Analysis, Statistics of Economics, Biostatistics, Classical Physics, Atomic and Molecular Structures, Senior Thesis, and with preparation for the Graduate Record Examination. Grace Coulombe, who also teaches in the Mathematics Department, directs the Math Workshop and trained and supervised the thirty-two math tutors who staffed the Math Workshop in 2008-2009. Grace also supervises the Peer-Assisted Learning Group leaders.

The Math Workshop offers services on both a drop-in basis and by appointment. The workshop provides one-on-one peer tutoring in quantitative skills and understanding. Throughout the fall and winter semesters, nightly two-hour help sessions are held for groups of students in calculus courses. Instructors may refer students to the Math Workshop for help, or students may seek assistance on their own. The workshop also provides tutorial sessions in the use of graphing calculators; software programs such as MATLAB, Minitab, Maple, SPSS, and Excel; and in typesetting mathematical documents using LaTeX. Students drop in to review math topics or to use the computer resources. In addition, Grace offers workshops in algebra, trigonometry, and pre-calculus to prepare students for calculus. She also gives guest-lectures in Biology 101, covering for students specific mathematical or statistical concepts.

The Math Workshop is invaluable for students who use it. Tutors, too, benefit; they receive extensive training before they begin their work, and as tutors, they gain experience as teachers of math and quantitative studies thereby solidifying their own understanding of the material as they help other students learn. After Bates, many go on to teach mathematics at the secondary or college level.

Students who worked as Math Workshop tutors in 2008-2009 are listed in *Appendix H*.

Peer-Assisted Learning Groups

The Peer Assisted Learning Group program (PALG), now in its sixth year, provides regularly scheduled, out-of-class, peer-facilitated study sessions for students in challenging introductory science courses. In 2008-2009 these courses included Organismal Biology, Cell and Molecular Biology, Atomic and Molecular Structure, Chemical Structure and Its Importance in the Environment, Chemical Reactivity, Chemical Reactivity in Environmental Systems, Organic Chemistry I and II, Classical Physics; and Modern Physics. PALG leaders incorporate the development of appropriate study strategies (e.g., taking notes, graphic/visual organization, questioning techniques, vocabulary acquisition, problem solving, and test preparation) as they review course material. PALG leaders are trained in pedagogical techniques and use collaborative learning strategies to help students formulate and answer their own questions. In most sessions, students work in groups, share what they have learned with others, and often work out solutions on the blackboard.

PALG leaders are students who have demonstrated competence in the course when they took it during a previous semester. Leaders attend all class sessions, take notes, and read all assigned material. PALG leaders work closely with the faculty teaching the courses to ensure that their efforts are complementary. Faculty meet with their PALG leader weekly to discuss common problem areas for particular topics, the leader's plans for upcoming sessions, and concerns about students.

Pamela Baker oversees the program; Grace Coulombe implements it, trains leaders, monitors sessions, and works with the faculty who use PALG leaders in their classes.

A list of PALG leaders and participating faculty can be found in *Appendix I*.

The 2008 Hughes Summer Scholars Program

At Bates we know that we must cultivate future scientists from a wide range of backgrounds if we are to flourish in a diverse society and make contributions to an increasingly complex world in which science and technology play a pivotal role. In 2007 and 2008, a grant from the Howard Hughes Medical Institute funded a pilot summer program designed as an accelerated introduction to math and sciences for students from groups traditionally under-represented in these disciplines. The goal of the program was to recruit, retain, and support students from diverse ethnic, educational, and socioeconomic backgrounds who plan to pursue studies in mathematics and science. The two-year run of the Hughes Summer Scholars Program enrolled eleven students each year, who took a math course and a chemistry course over a six-week period preceding their first year at Bates.

Seeing the value and results of the program, and the obvious connections between it and the college-wide diversity initiative, Educating for Excellence, President Hansen made a commitment to continue the program beyond the pilot phase. The program is resource-intensive, but we believe the investment we make in these developing scientists is invaluable. This year, generous gifts from the Chevron Corporation and an anonymous donor supported the Bates Summer Scholars Program in 2009.

The 2008 Hughes Summer Scholars Program got underway on 22 June and concluded on 1 August. Jennifer Koviach-Côté (chemistry) and Grace Coulombe (mathematics) taught the courses, assisted by teaching assistants Hilary Ginsburg '09 (chemistry) and

2008 Hughes Summer Scholars

Nazsa Baker '12
Reid Christian '12
Sarah Dominique '12
Reann Gibson '12
Cameron Hamilton '12
Shaunyce Johnson '12
Zelford Leonard '12
Antonio Lewis '12
Lesley Mo '12
Olivia Moody '12
Shashi Shankar '12

Hong Nguyen '11 (mathematics, and a summer scholar in 2007). The residential life program was coordinated by residence fellows Brian Klein '09 and Kimberley Russell '09 assisted by Jessica Mellen of the Office of the Dean of Students. Overseeing the program were Pamela Baker (biology); Marylyn Scott, director of multicultural recruitment and associate dean for student transition; and assistant dean Kerry O'Brien.

Eleven members of the Class of 2012 enrolled in the 2009 program. Several self-identify as premedical students. The summer scholars took two courses: a lab-based first-year seminar, The Chemistry of Life, and a math course, Mathematics across Time and Cultures. The course and lab contact hours in the summer program equaled the contact hours in courses during the regular Bates twelve-week semester, so the pace was intense to cover the material in six weeks.

Having incoming first-year students on campus for six weeks during the summer requires attention to residential life as well as to academics. Bates does not hold a summer session, so many resources for students are suspended during the summer months. This means that the residential life staff—the student residence fellows in particular—had a great deal of responsibility.

During the summer and throughout the 2008-2009 academic year, Marylyn Scott met regularly with individual summer scholars, providing guidance and advising while she monitored their academic progress. In fall 2008 we introduced a fall component to the program, in an effort to build mentoring relationships among the scholars and the student staff. Scholars, residence fellows, and teaching assistants convened for nine Sunday night dinners throughout the fall semester in which they discussed such topics as time management, communicating with faculty, working effectively in groups, and preparing for exams. We received mixed reactions to this program: some scholars thought it was beneficial; others, less so. We regard this aspect of the program as a work in progress, but we do know that it is critical to continue to offer support to and connect with summer scholars once the summer term has ends.

Assessment of the program continues through in-depth interviews and transcript analysis. As our classes of scholars move through Bates, we are also tracking their choice of majors, their summer research activities, and, eventually, their graduate outcomes.

The Sophomore Hub

In fall 2005, the offices of the Dean of the Faculty joined other offices in examining the sophomore year at Bates. While surveys and focus groups with students indicate that most sophomores at Bates do not experience a "sophomore slump," we judged that we need to better communicate to students the importance of the sophomore year in their intellectual, academic, and social development. During the sophomore year, students make important decisions about their future. It is the year they declare their major; the year they decide whether or not and where they want to study abroad in their junior year. It is the year when many leadership opportunities from peer tutoring to positions in residences become available to them.

To inform students about the distinctive features of this pivotal year of college life, the Dean of the Faculty's office collaborated with other offices to create a Web site for sophomores called the Sophomore Hub (<http://www.bates.edu/Sophomore-Hub.xml>). Ted Coulombe, digital technician for academic support in the Dean of the Faculty's office, designed the site and provided the technological skills. The site, unveiled for

sophomores in September 2008 and updated throughout the academic year, provides information on declaration of the major, research and other funding opportunities, off-campus study, internships and jobs, leadership opportunities, and more.

Learning Associates

Central to the strength of a Bates education are the intense and deep relationships formed between faculty and students, and the quality of learning that results from sustained contact between them. To complement the depth of intellectual exploration among students and faculty, the College engages “learning associates,” experts in many fields who hail from Maine and around the world. Learning associates help students and faculty by bringing new meanings and perspectives to a subject. Learning associates may be on campus for a day, a week, a semester, or a year, or may have a “virtual residency,” working with students via e-mail, critiquing research methodology or results, or reading emerging senior theses. These experts expand the knowledge available to students and faculty, challenge the tidiness of discipline-based academic thinking, and provide rich contexts for translating ideas into action in the real world.

The Learning Associates Program, originally funded by a grant from the Andrew W. Mellon Foundation, is now supported through an endowment generously established by the Christian A. Johnson Foundation. The Johnson endowment annually generates approximately \$50,000 to sustain this important program. Given the reduced annual budget, the faculty committee that reviews proposals decided to discontinue semester-long resident learning associates after the current year, concentrating instead on residencies of one week or less. In 2008-2009, twenty-five scholars and practitioners worked with students at Bates thanks to the Johnson Learning Associate awards. A number of projects have been funded and will take place early in 2009-2010.

A list of the 2008-2009 learning associate grants awarded to faculty appears in *Appendix J*.

Teacher-in-Residence in Science Education

For two years, funding from a grant from the Howard Hughes Medical Institute (HHMI) supported the Hughes Teacher-in-Residence Program, bringing a precollege teacher to the campus to teach, study, and mentor students interested in careers in precollege science or math teaching. Funding from HHMI was not renewed in 2007, but the College covered the position in 2008-2009.

The teacher-in-residence program offered a lectureship in education to an experienced middle or high school science or math teacher on leave from his or her position to spend a year at Bates. In 2008-2009 the teacher-in-residence was Gretchen Feiss, a science teacher from Mount Ararat High School (Maine School Administrative District 75). In the first semester the teacher-in-residence may take Bates courses to strengthen his or her background in science or math. Ms. Feiss took Environmental Geochemistry and Bioenergetics. She also participated in the teacher education program in the fall, sitting in on and co-teaching some sessions of Student Teaching I, observing and mentoring two of the student teachers. In the winter semester she taught Teaching Math and Science: Curriculum and Methods. Her students included those who are preparing to be teachers as well as science majors who may teach and so are interested in learning how to do so effectively. In Short Term, she offered a course at the Bates-Morse Mountain Conservation Area in Phippsburg, Creating Educational Experiences at Morse Mountain. The course taught Bates students how to develop and run science

field trips, which they then presented to students from her school district and from Phippsburg.

During her resident Ms. Feiss wrote, "I was reflecting during a class the other day about how enriching this experience has been to my practice so far, from taking classes and spending time in other teachers' classrooms, to helping new teachers and undertaking the thinking required to put together a solid methods curriculum. I will be a completely different teacher from now on, and I feel like I have gained this incredible perspective on my field that is so valuable."

The teacher-in-residence program added an important dimension to the education department's offerings by focusing specifically on science and math teaching. The courses offered in the program are foundational in two General Education concentrations, Science Education, and Science Education for Prospective Teachers of Children and Early Adolescents. Without a source of funding in the future, however, the fate of this innovative program remains uncertain.

The Harward Center for Community Partnerships

The Donald W. and Ann M. Harward Center for Community Partnerships continues to invigorate the campus by building meaningful connections with the community, from Lewiston-Auburn to neighborhoods around the world. Community engagement in a liberal arts environment includes conducting scholarship for the public good; educating students for responsible, active citizenship; bringing the College's skills and knowledge to bear on public issues; and learning from the lives and experiences of community members.

Under the direction of David Scobey, Harward Professor of Community Partnerships, the Harward Center sponsors a nationally-recognized community-based learning program, faculty grants programs, student volunteer and leadership programs, and myriad campus community lectures and public fora. The Harward Center also oversees the Bates-Morse Mountain Conservation Area and the Bates College Coastal Center at Shortridge, both in Phippsburg.

Each year, more than one-third of our students complete courses with community engagement components. During the past three academic years, the number of student community-based learning hours via coursework increased over 20%, the number of students participating in community-based learning increased over 26%, and the number of community partners increased by 40%. Bates was one of the first schools in the nation to receive the Carnegie Foundation's Community Engagement Classification for both its curriculum and its outreach and partnership programs.

Many of the partnerships and collaborations built over the years continued during the past year. Some of the busiest were the work with the Downtown Education Collaborative; partnerships with Lots to Gardens and other programs focusing on nutrition and food; research, teaching, and community programs with the Lewiston Housing Authority; literacy and teaching opportunities in local schools; and a growing partnership with Museum L.A.

A highlight in 2008-2009 for the Harward Center was joining the Bonner Network and establishing the Bonner Leader Program. The program names ten Bonner Leaders each

year from the incoming class. Bonner Leaders receive fellowships and serve as leaders of various community endeavors.

Information on the Harvard Center, its annual report, and its current undertaking are described on the Web site (<http://www.bates.edu/harvard-center.xml>).

The Museum of Art

The Bates College Museum of Art 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, and other museums to create educational programming and original exhibitions that offer innovative and diverse scholarly explorations. Through a growing collection, the Museum commits to expanding the traditional study of the history and practice of art, while addressing local and global issues.

During 2008-2009 the museum provided a range of exceptional exhibitions and related programs. *Stairway to Heaven: From Chinese Streets to Monuments and Skyscrapers* featured the photography of seventeen Chinese artists who consider the changing urban landscapes of China. This exhibition, organized by the museum, travelled to the Kansas City Art Institute. In contrast, *Flourishing Folk: New England Decorated Works on Paper and Document Boxes from the Deborah N. Isaacson Trust*, was on view during the same period. This exhibition of eighteenth- and nineteenth-century regional works—most of them by women—was organized by Bates as part of a statewide collaborative focus on folk art. In *The Somali Diaspora: A Journey Away* Somali-born photographer Abdi Roble documented the relocation of Somalis to Minneapolis, Minnesota; Columbus, Ohio; and Maine—home to three of the larger Somali communities in the United States. The museum also sponsored the installation in November 2008 of a major sculpture by Sui Jianguo, one of China's most provocative contemporary artists. The monumental bronze sculpture "Legacy Mantle: Mao Jacket" was installed on the Alumni Walk on a one-year loan, initiating what we hope will be an ongoing program of art installation on this campus thoroughfare.

Student curators look critically at the art collection with fresh eyes and new scholarship. In the exhibition *Recent Acquisitions: Collection Project III* student interns explored a variety of ideas through recent acquisitions, from gender and race to medium and provenance. In *The Kimono and Traditional Japanese Culture*, curatorial intern Hise Abe '09 the importance of Kimono pattern using the museum's collection of Japanese woodblock prints. The *Senior Exhibition 2009* represents for seniors the culmination of their college career as studio art majors.

The museum offers students outstanding opportunities through its internship program, Bates students hone their pre-professional training while contributing to the goals and programming in the museum. Interns work in one of three areas—curatorial, collections management, and education—and receive hands-on training by museum staff. For the College and the public, the museum offers lectures on collections, exhibitions, and the visual arts professions. The museum also sponsored the 2008 *Global Lens* series of independent international narrative films.

The Thousand Words Project, the museum's premier education program, continued in 2008-2009 in Lewiston Middle, Auburn Middle, Lewiston High, and St. Dominic

Regional High schools. The program links the development of careful observation and cultural knowledge to effective writing.

The museum oversees an ambitious schedule with a very small staff of three professionals, part-time visitor services staff, and students. In February 2009 museum director Mark Bessire resigned his position at Bates to assume the directorship of the Portland (ME) Museum of Art. In August 2009 an interim director, Alexandra Rollins, was hired to manage the staff and activities of the museum; oversee the budget and capital requests; work with Advancement, Communications and Media Relations, and other offices of the College; and assist the Dean of the Faculty's office in planning a national search for a new director, which will get underway in fall 2009. We expect a new director to be in place by August 2010.

The Athletics Program

Athletics play an important role in both a liberal arts education and a residential college, as we strive to educate each student intellectually, ethically, socially, and physically. Physical education courses, clubs, and intramural and varsity athletics give students the opportunity to compete, to work together toward common goals, and to develop as leaders. Bates students are notoriously physically active, and a high percentage of students participate in athletics at some level. The active lifestyle students maintain at Bates will contribute to a lifetime of good health. Athletics and academics are mutually supportive; Director of Athletics Kevin McHugh continued to focus on the development of scholar-athletes.

Under Kevin's leadership, the athletics program has a busy and successful year in 2008-2009. Facilities improvements included upgrading treadmills, exercise bicycles and elliptical trainers and increasing the overall capacity in the Davis Fitness Center by adding more fitness stations. A new throwing area in the Merrill Gymnasium, named for former coach Joseph Woodhead, was dedicated in February 2009. The department completed a comprehensive review of intercollegiate athletics, physical education curricular offerings, club sports and intramurals. The staff also developed a new orientation program for first-year athletes, focusing on alcohol education and nutrition.

Bates hosted the NESCAC Men's and Women's Cross Country Championships in November 2008 at Pineland Farms, New Gloucester. In March 2009 the College hosted the NCAA Men's and Women's National Collegiate Skiing Championships. Alpine events for Division I and Division III were held at Sunday River in Bethel; Nordic events were held at Black Mountain in Rumford.

On playing fields, Bates athletes excelled, with an overall increase in wins and higher NCAA finishes in women's rowing, skiing, women's swimming, women's indoor and outdoor track, and softball. Women's rowing garnered second place in the NCAA, the highest place ever by a Bates team. The men's rowing team competed internationally at the Royal Henley Regatta (U.K.) in summer 2009. The ski team placed 13th in the nation. We congratulate Benjamin Stein '09 and Amrit Rupasinghe '10, who won the NCAA national doubles tennis title; Stein was a national runner-up in singles play.

The Registrar and Academic Systems

The Office of the Registrar and Academic System maintained its tradition of providing advanced technological service to students and faculty in collaboration with Administrative Computing Group. The Registrar's office and Administrative

Computing partnered to design a declaration system that makes Bates one of the few colleges nationally where students declare majors, minors, and concentrations on line. In 2008-2009, the Registrar's office also tested an online system for auditing student completion of General Education requirements, launched in September 2009.

In addition, the Registrar's office and Administrative Computing modified the summer registration process for incoming first-year students. The new system, which closely mirrors the registration system that students experience once they are on campus, randomizes entry into courses with a limited number of spaces. Reports indicate that students consider this process smoother than first-come, first-served process employed in previous years. The Registrar's office and Administrative Computing also worked together to implement a faculty-requested addition to the *Bates Catalog* that allows users to view the interdisciplinary programs that each course supports.

During the past year, the Registrar's office has continued to work with the Dean of Faculty's office and committees to identify and analyze trends in enrollments.

Presidential Planning Initiative

In the past two years, President Hansen has launched an ambitious institutional planning process that dovetails with ongoing facilities master planning. Institutional planning in 2007-2008 and 2008-2009 has involved faculty, staff, students, trustees, and alumni. The staff of the Dean of the Faculty's office has taken a leadership role in these efforts. In 2008-2009, President Hansen identified three planning initiatives. They all focus on the academic programs of the College. We are pleased that the president has prioritized these areas for planning, and were honored to serve on planning initiative teams. Associate dean Matthew Côté co-chaired the science planning initiative team and assistant dean Kerry O'Brien co-chaired the arts planning initiative team. Associate dean Judy Head and director of faculty scholarship Pamela Baker served on the learning initiative team. The president has drawn on the recommendations of these teams to create a plan, *Choices for Bates*, which describes the initiatives in detail.

The Arts in the College and the Community

The arts team saw the planning initiative as an opportunity to take an already strong arts program to the next level. The faculty and staff who work in the arts at Bates see at their top priority the development of students as artists and professionals, but they also serve many other constituencies: the College community at large, the local community, K-12 audiences, as well as state, regional, and national audiences. Given the resources and institutional commitment, the arts are positioned to build on strengths and enrich their contributions to all these constituencies. The art team's report can be found at cms.bates.edu/Prebuilt/ArtsReportFinal-withAppendices.pdf.

The Natural Sciences and Mathematics in the Liberal Arts

The science initiative provided a well-timed opportunity for the faculty to look carefully at the sciences and mathematics at Bates within the larger context of an increasingly cross-disciplinary culture within science and math, the adoption of new General Education requirements, and the hiring of several new faculty members in science and math. With such a focus, the College is poised to become a national leader in the teaching and practice of natural sciences and mathematics in the liberal arts. The science team's report can be found at www.bates.edu/Prebuilt/Science%20and%20Math%20May%202009.pdf.

Learning at Bates

The learning initiative team emphasized the values of excellence, innovation, diversity and collaboration, achieved through individual and collective efforts, as guiding principles of its recommendations and reiterated the value that the quality of learning has always been the highest priority of the College. The primary focus of the learning team's recommendations is to foster the academic mission of the College and build the learning community at Bates. The learning team's report can be found at www.bates.edu/Prebuilt/Learning%20May%202009.pdf.

SUSTAINING EXCELLENCE

The Office of the Vice President for Academic Affairs and Dean of the Faculty advances learning in the liberal arts tradition by cultivating excellence in the academic and intellectual life of the Bates community.

Supporting 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 a discipline and the values and attitudes of the scholar. Faculty who are active scholars often draw students into their work at the same time that they serve as important role models for our students, who are developing as educated adults responsible for their own ideas and learning. Because of the energy and innovation that faculty scholarship produces for the faculty, students and the College, support for faculty scholarship is among our highest priorities.

In the most visible of these efforts, the College offers financial support for faculty research through a number of programs. New tenure-track faculty members are awarded start-up funds to launch their scholarship at Bates. Intramural grant programs funded through endowments and operating dollars support faculty work. These internal College funds are expanded by institutional grants to the College, such as the NIH-funded Maine INBRE (IDeA Network of Biomedical Research Excellence) support research for faculty and student collaborators, as well as for curriculum and lab development.

Other grants from foundations, such as the Mellon Innovation grant and the CBB Mellon Collaborative Faculty Enhancement grant, support faculty scholarship, learning, and teaching across disciplines and colleges. Most scholarship support is awarded through competitive grant programs administered by the Dean of the Faculty's office and other offices such as the Harvard Center for Community Partnerships. Faculty committees oversee these grant programs making decisions about the proposals and awarding the funds.

There are many ways through which the College supports the scholarly work of our faculty, ranging from sabbaticals and leaves, to support for conference travel, opportunities for collegial gatherings and exchanges, and direct funding for scholarly activities.

The Committee on Faculty Scholarship

The Committee on Faculty Scholarship was established to provide faculty leadership and oversight of programs that support faculty scholarship. This elected faculty committee promotes and supports the scholarly and professional work of the faculty, advising faculty and consulting with administration about 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, a pooled fund of operating and endowment support that offers modest (\$500-\$5,000) grants to faculty proposing exemplary scholarly work. In December 2008, the committee awarded Bates Faculty Development Grants to faculty members from all ranks and all academic divisions of the College. Awards totaling \$65,000 supported projects ranging from new studies to finishing book manuscripts. Together with the deans and division chairs, the Harvard Center, and other focused committees, this group has awarded a wide range of support to faculty and their students (see *Appendix K*). Each year the committee receives many more quality proposals than it can fund. Because the committee gives priority to junior faculty, some of the more senior people are left without the means to advance their scholarship.

The committee also promotes a culture of faculty scholarship at Bates. As part of this effort in 2008-2009, the committee sponsored three sessions in the *Excellence in Scholarship* series. In evening dinners with faculty colleagues, the 2007-2008 Phillips Faculty Fellows, John Baughman (politics), Marcus Bruce (religious studies), and Todd Kahan (psychology), discussed their sabbatical research. The faculty scholarship committee also partnered with the committee that promotes and awards Mellon Innovation grants and worked with Advancement's Office of Corporate and Foundation Relations to host monthly lunch-time sessions for faculty about finding, securing, and managing external grants on finding, securing, and managing external funds.

Mellon Faculty Innovation Grants

In November 2007, Bates received a \$450,000 grant from the Andrew W. Mellon Foundation to support faculty projects that will have a lasting impact on Bates College. Innovation projects fall into, and frequently overlap, three areas:

- 1) the new General Education program, with particular focus on the development of General Education concentrations and their associated courses;
- 2) the infusion of diversity into all aspects of the academic program, with specific attention to curriculum development around issues of diversity, pedagogical strategies and tools for bringing diversity into the curricula of all programs and departments, and the cultivation of more faculty leaders who champion our ongoing work to enhance diversity and inclusion;
- 3) scholarship and research by tenured faculty who undertake activities such as long-term research planning, writing scholarly papers and grant proposals, or undertaking the early stages of new research projects.

A Committee on Faculty Innovation was initiated to develop program guidelines, a granting schedule and to oversee the subgrant program through which these funds are distributed. In two grant rounds (October, 2008, and February, 2009), ten applications were received, six were funded (see *Appendix K*).

Committee on Faculty Scholarship

Pamela Baker
Dean of the Faculty's Office
Biology

C. Valentine Carnegie
Anthropology

Rebecca Corrie
Art and Visual Culture

Rebecca Herzig
Women and Gender Studies

Rebecca Sommer
Biology

2008-2009 Committee on Faculty Innovation

Pamela Baker
Dean of the Faculty's Office
Biology

Alexandre Dauge-Roth
French

Joseph Hall
History

Leslie Hill
President's Office
Politics

Rebecca Herzig
Women and Gender Studies

Pallavi Jayawant
Mathematics

Mellon CBB Collaborative Faculty Development Grant

The Mellon CBB Collaborative Faculty Development Grant program was designed to encourage Bates, Bowdoin, and Colby scholars with common interests to meet, exchange ideas, and form far reaching collaborative networks. The three-year grant program ended in 2008, but funding has been renewed beginning in fall 2009. During the program the grant steering committee—composed of deans and faculty from Bates, Bowdoin, and Colby—awarded \$300,000 to thirty collaborative groups that included more than 100 CBB faculty members. The collaborations brought together teacher-scholars from the three campuses in ways that enrich the intellectual landscape of each campus and of Maine. We look forward to continuing collaborative work with Bowdoin and Colby, and coordinating the grant for the three colleges.

Freeman Grant for Asian Studies

In the fall of 2008 the College received the first \$100,000 installment of a \$200,000 grant from The Freeman Foundation to support the study of East Asia. Based on the success of the first year of the grant, during the summer of 2009 the College received its second \$100,000 installment from the Freeman Foundation, as well as \$100,000 of matching funds from private donors.

The faculty and staff in Asian studies participated in a productive planning process from which two priorities emerged: support for projects proposed by students and faculty, and hiring additional Chinese and Japanese language instructors. The committee overseeing the disbursement of Freeman grant funds consulted with faculty from a variety of disciplines and identified two overarching themes for East Asia-related programming at Bates: performance and performativity, and health and well-being, including activities and curricular development and inspiring faculty and students to bring greater visibility to diverse aspects of East Asian cultures and traditions.

Among the proposals funded in 2008-2009 were two that enhance language learning, fundamental to a strong Asian studies program. One grant brought a second native-speaking Japanese language teaching assistant to the campus in 2009-2010, joining an assistantship program that brings one native speaker in each of our modern languages to Bates each year. The second supported a learning associate in Chinese, a doctoral candidate in language pedagogy at Nanjing University; he is teaching an upper-level Chinese course and conducting research while working with students learning Chinese.

The complete list of internal faculty grants awarded in 2008-2009 by the Office of the Dean of the Faculty, the Committee of Five, the Committee on Faculty Innovation, and the Harvard Center for Community Partnerships can be found in *Appendix K*.

External Support for the Academic Program

The Dean of the Faculty's office devotes considerable energy to securing funds to support academic initiatives of the College and faculty scholarships. As director of faculty scholarship, Pamela Baker, plays a key role in many grant proposals, assisted by most other members of the dean's office staff. Sally Southwick and others in the Office of Corporate and Foundation Relations works closely with the dean's office and the faculty to identify funding sources, advise faculty seeking external support, move external grant proposals through the internal review process, develop sound budgets, and help manage and steward institutional and individual grants. The Finance office also assists in the management of institutional and individual faculty grants.

Institutional Grants

Several major institutional proposals in support of the academic program were funded in 2008-2009:

The Andrew W. Mellon Foundation awarded the College a three-year grant of \$300,000 in support of faculty development and collaborative projects at Bates, Bowdoin, and Colby.

The Teagle Foundation awarded Bates a grant of \$148,780 in support of a collaborative project with Bowdoin to assess and strengthen quantitative analysis in the curriculum.

The Margaret A. Cargill Foundation awarded Bates a five-year grant of \$50,000 to support the environmental studies program.

Chevron Corporation provided \$25,000 in support of the 2009 Bates Summer Scholars Program.

The Tanaka Memorial Foundation supports research and teaching by students and faculty in Asian Studies through a \$10,000 annual award to fund student research in Asia and travel for two students and one faculty member to Japan for Technos International Week.

Bates and other institutions in Maine were also granted a renewals of the Maine INBRE grant. Awarded in May 2009 by the National Institutes of Health, this grant supports the Maine INBRE (IDeA Network of Biomedical Research Excellence), the statewide scientific research infrastructure program sponsored of a consortium headed by Mt. Desert Island Biological Laboratory and including The Jackson Laboratory, the University of Maine, Bates, Bowdoin, Colby, the College of the Atlantic, and several other institutions. The grant also supports faculty and student research in comparative functional genomics for a total of \$2,017,115 over five years (\$1,480,689 direct costs).

Proposals prepared in 2008-2009 and currently under review include:

Arthur Vining Davis Foundations, proposal for \$250,000 to support faculty salaries, submitted in May 2009.

S-STEM proposal. Submitted to the National Science Foundation in September 2009, this proposal requests support for need-based scholarships for science students from under-represented groups. (\$574,950 in direct costs).

Individual Faculty Grants

Faculty who teach at undergraduate institutions like Bates are expected to maintain active research programs, but face particular challenges in doing so. Teaching demands and personal expectations are high, student assistance is at the undergraduate level, and research and administrative infrastructure is more limited than at research universities. Nevertheless, the Bates faculty has a strong record of seeking and securing outside funding for research. Our science faculty, in particular, have been successful in securing external funding for scholarship, to support research equipment and supplies, travel, personnel, and faculty time. Many grants received by Bates faculty include funding for student collaborators, creating unique opportunities for students to become partners in the research enterprise.

The support of faculty research requires commitment and expertise from a number of offices of the College. The Grants Advisory Group, convened by Professor Baker, includes colleagues from Finance, Human Resources, Payroll, Corporate and Foundation Relations, and the Dean of the Faculty's office. The group is charged with streamlining the application, management, and stewardship process for faculty applicants, and to ensure College compliance with federal regulations. In 2008-2009 the Grants Advisory Group worked on the development of a workflow system to coordinate all the moving parts of grants management. The Administrative Computing Group is currently designing an automated system to track grants based on this workflow. The goal is to simplify the process for grant recipients while effectively attending to the many reporting requirements of external grants.

We congratulate the faculty who received external grants in 2008-2009. We applaud the efforts they make to sustain their research, to expand its scope, and to engage students in the process.

A list of the external grants awarded to individual faculty members in 2008-2009 appears in *Appendix L*.

Student Research

A great strength of the Bates curriculum is its emphasis on individual student research, which takes place 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. These committees awarded more than \$270,000 in support of student research in 2008-2009. The Student Research Web site (www.bates.edu/Research-grants.xml) provides information and application forms for students interested in securing funding for research.

During the academic year, the College encourages students to pursue research associated with courses, independent studies, and senior theses. Grants provide financial assistance for the acquisition of books, data sets, musical scores, supplies and equipment, and travel to research facilities and scholarly conferences.

During the summer, there are many opportunities for students to assist Bates faculty members active in scholarly research. These opportunities offer stipends rather than academic credit and are available directly from faculty researchers funded through faculty grants or summer research grant programs administered by the Dean of the Faculty's office. Students are encouraged to explore off-campus summer research opportunities as well. Funding is available to support off-campus fieldwork and student research at other research facilities.

The students who received grants through the Dean of the Faculty's office are listed in *Appendix M*. The members of the many committees that review students grant proposals are listed in *Appendix N*.

The Mount David Summit

The goal of the faculty is to transform every student into a scholar. We believe that a Bates student should be able not only to conduct careful, well-documented research; he

or she must also be able to effectively communicate that scholarship and defend his or her methodology and results. Students are encouraged to present their research at regional, national, and international meetings. They also have many opportunities to present their academic work on campus at events throughout the year. Departments and programs sponsor student talks and poster sessions, and the annual Parents and Family Weekend Poster Session in the fall provides an opportunity for students who conducted summer research projects to share their results with students, faculty, and families. At the end of the winter semester, the campus community gathers for the Mount David Summit, the year's largest on-campus research forum.

The eighth Mount David Summit took place on Friday, April 3, with over 280 students participating, advised by seventy faculty members. In concurrent sessions throughout the afternoon, students presented research posters, short talks, art exhibitions, and a festival of student films. Civic activism, health care, education, and politics were among the topics on which students presented papers, along with linear algebra, developmental psychology, and art history. Research posters focused on the many applications of global positioning technology as well as a range of topics in biology, chemistry, Chinese, economics, education, environmental studies, history, mathematics, neuroscience, physics, politics, psychology, and public health. The Summit culminated in an evening concert by the Bates College Modern Dance Company. The event attracts students, faculty, staff, parents, donors, and prospective students to Bates.

The Mount David Summit has evolved into a remarkable showcase of student academic achievement at Bates. The presentations represent thousands of hours spent by students in experimentation, analysis, discovery, and creativity, and by the dedicated faculty who advise them. The caliber of the students' academic work at the summit reflects the excellence of the College's academic program.

The success of the Mount David Summit would not be possible without the intellectual energy of our students and faculty, and without the support of many offices of the College, including Physical Plant, Classroom Technology and Event Support, Internet Software Services, Dining Services, Communications and Media Relations, Admissions, Office Services, the Writing Workshop, the Imaging and Computing Center. We are especially indebted to the Learning Commons Group for coordinating a well-attended series of workshops and training sessions designed to prepare students to be effective presenters.

More information on the Mount David Summit is at the Web site (www.bates.edu/mt-david-summit.xml).

The Honors Program

Among liberal arts colleges, Bates has a particularly rigorous honors program, which exemplifies the culture of inquiry and learning we aim to cultivate in all Bates students. The senior thesis, long a distinctive—and many say defining—element of a Bates education, is undertaken by more than 98% of each graduating class; a senior thesis or capstone project will be a requirement of all students beginning with the Class of 2011.

The Honors Program involves about 10% of each class; these students undertake an ambitious thesis project that spans at least two semesters and often includes research in the summer before the senior year. Honors candidates are nominated by their

Honors Committee

Dennis Browne
Russian

Atsuko Hirai
History

Stephanie Kelly-Romano
Rhetoric

Nancy Koven
Psychology

department or program, and are required to report on their progress in department and program seminars throughout the year.

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

The work of the committee in 2008-2009 focused on collecting faculty comments about the honors process and the quality of theses. Recommendations for enhancing the Honors Program were presented to the faculty in early fall 2009.

A list of May 2009 honors recipients appears in *Appendix O*.

Graduate Fellowships and Watson Fellowships

At Bates we expect our students to excel after they leave the College. Consequently, we support their efforts to secure extraordinary opportunities for advanced study and independent research. We are delighted to report that six Bates students and alumni were awarded prestigious fellowships in 2008-2009 through Bates: Sulochana Dissanayake '09, Watson Fellowship for the study of performance arts in South Africa and Indonesia; Emily Grady '10, Udall Scholarship for research in environmental studies; Tim McCall '08, Fulbright Fellowship to Germany; Marilla Pender-Cudlip '10, Goldwater scholarship in medicinal chemistry; Ross Van Horn '08, Fulbright Fellowship to Brazil; Rebecca Westlake '07, Fulbright Fellowship to Spain. Two other Bates alumni, Jill Jakemetz '05 and John Atchley '06, received Fulbright Fellowships but did not apply through the College. Jill is conducting research in environmental studies in the Netherlands and Ireland and John is studying urban development in India. We are pleased to celebrate the accomplishments of our students and alumni.

Sagaree Sengupta (Asian studies), graduate fellowship advisor, and members of the Graduate Fellowships and Watson committees, work with applicants to strengthen their applications and counsel faculty on letters of recommendation. Each fellowship has a faculty mentor, who with a few other faculty readers, reviews the application with the student. Mariah Bumps, assistant director of career services, worked with students on their resumes and in finding fellowships not sponsored by the Watson or Graduate Fellowships committees. Both the students who receive awards and those who do not benefit from the application process, as it prepares them for applications to graduate schools and for grants.

Graduate Fellowships Committee

Mariah Bumps
Office of Career Services

John Creasy
Geology

Elizabeth Eames
Anthropology

Judy Head
Dean of the Faculty's Office

Lillian Nayder
English

Sagaree Sengupta
Graduate Fellowships Advisor
Asian Studies

Jonathan Skinner
Environmental Studies

Peter Wong
Mathematics

Watson Committee

Nancy Kleckner
Biology

T. Christine McDowell
Theater

Cristina Malcolmson
English

LOOKING FORWARD

A great institution has the ability to balance tradition and innovation, and to build on a storied past in ways that respond to a changing world and prepare students for the future. At Bates the academic program must by its nature be dynamic. We must always strive to do better: to create a deeper, stronger curriculum; to nurture an ever-more talented faculty; to support an increasingly diverse student body; to develop new ways to answer the fundamental questions, "What are our goals for student learning, and how do we know that our students meet their goals and are learning what we seek for them?"

While the Dean of the Faculty's office has many accomplishments of which it can be proud, we are always looking for ways to identify the most strategic points for advancing our goals and determining our next steps. There is always more to do; there are always ways to improve.

Looking toward 2009-2010, our major focus will be to implement, monitor, and assess the third year of the new General Education program, working with advisors of first-year students, sophomores, and juniors as they declare majors, minors, and concentrations and move through the writing and SLQ courses. Central to this work will be to enhance the Writing Program, under the leadership of our new director of writing, Hillory Oakes. With the support of a new Teagle Foundation grant and in collaboration with Bowdoin College, we will review the quantitative requirements and develop assessment measures for quantitative literacy. We will analyze the graduate outcomes of twenty years of science and math majors, and examine the impact of the Imaging and Computing Center on student learning. Much of our assessment work will be coordinated into the College's reaccreditation self-study, a project co-chaired by associate dean Matthew Côté, and to which we expect to devote considerable energy and resources.

At the same time, we will carry forth our efforts to develop and deepen our educational programs by continuing the initiatives and activities described herein. Particular attention will be given to curriculum management, the nuts and bolts of making our academic program work well for each student. During this time of financial challenges, we will work to increase funding opportunities for both faculty and students who undertake research and scholarship. Recognizing the importance of ensuring its success of all students, we will continue to nurture and strengthen the Bates Summer Scholars Program and other diversity initiatives. Knowing the importance of the museum's role in the liberal arts, we will launch a search for a new director for the Bates College Museum of Art. And, continuing to build the infrastructure of academic support, we will continue to develop the Learning Commons.

And, throughout it all, we will take pleasure in what we do every day: supporting the intellectual and personal development of extraordinary young adults in a program known for its academic excellence and integrity.

Appendix A. New Faculty Hired in 2008-2009 for the 2009-2010 Academic Year

*Tenure-track appointments

African American and American Cultural Studies

*Myron Beasley, Assistant Professor of
African American and American
Cultural Studies

Anthropology

Kristy Feldhousen-Giles, Lecturer in
Anthropology

Asian Studies

Ziran Huang, Lecturer in Chinese
Jesse Palmer, Visiting Instructor in
Asian Studies and Japanese

Education

Bronwyn Sale, Lecturer in Education

English

Jessica Anthony, Lecturer in English
Robert Strong, Lecturer in English

German and Russian Studies

Raluca Cernahoshi, Lecturer in German

Mathematics

*Adriana Salerno, Assistant Professor of
Mathematics
Jonathan Webster, Visiting Instructor in
Mathematics

Music

Jennifer Woodruff, Visiting Assistant Professor of
Music

Philosophy

*Lauren Ashwell, Assistant Professor of Philosophy

Physics and Astronomy

*Nathan Lundblad, Assistant Professor of
Physics

Politics

Angus King, Segal Lecturer in American
Politics

*Clarisa Pérez-Armendáriz, Instructor in
Politics

Ganesh Trichur, Visiting Assistant Professor of
Politics

Sociology

Matthew Archibald, Visiting Assistant Professor of
Sociology

Writing Workshop

Hillory Oakes, Director of Writing and
Lecturer in Writing

Appendix B. Endowed Chairs of the Bates Faculty

David Aschauer, Elmer W. Campbell Professor of Economics
Martin Andrucki, Charles A. Dana Professor of Theater
Pamela Baker, Helen A. Papaioanou Professor of Biological Sciences
John Cole, Thomas Hedley Reynolds Professor of History
Rebecca Corrie, Phillips Professor of Art and Visual Culture
Loring Danforth, Charles A. Dana Professor of Anthropology
Atsuko Hirai, Kazushige Hirasawa Professor of History
James Hughes, Thomas Sowell Professor of Economics
Michael Jones, Christian A. Johnson Professor of Interdisciplinary Studies
Emily Kane, Whitehouse Professor of Sociology
Steven Kemper, Charles A. Dana Professor of Anthropology
William Matthews, Alice Swanson Esty Professor of Music
Margaret Maurer-Fazio, Betty Doran Stangle Professor of Applied Economics
Michael Murray, Charles Franklin Phillips Professor of Economics
Dolores O'Higgins, Euterpe B. Dukakis Professor of Classical and Medieval Studies
James Parakilas, James L. Moody Jr. Family Professor of Performing Arts
David M. Scobey, Harvard Professor of Community Partnerships
John Strong, Charles A. Dana Professor of Religion
Thomas Tracy, Phillips Professor of Religion
Thomas Wenzel, Charles A. Dana Professor of Chemistry

Appendix C. Faculty on Leave in 2008-2009

Claudia Aburto Guzmán, Spanish
Helen Boucher, Psychology
Gene Clough, Geology and Physics
Amy Douglass, Psychology (Phillips Fellowship)
Gina Fatone, Music
Sylvia Federico, English (Whiting Fellowship)
Beverly Johnson, Geology (Phillips Fellowship)
Emily Kane, Sociology
John Kelsey, Psychology
Mark Kessler, Politics
Jennifer Koviach-Côté, Chemistry
Francisca López, Spanish
Kathryn Low, Psychology
William Matthews, Music
Margaret Maurer-Fazio, Economics
Karen Melvin, History
Hiroya Miura, Music
James Murphy, Athletics
Joseph Nicoletti, Art and Visual Culture
Karen Palin, Biology
Kimberly Ruffin, English
Mark Semon, Physics
Bonnie Shulman, Mathematics
John Smedley, Physics
John Strong, Religious Studies (Phillips Fellowship)
Sarah Strong, Asian Studies

Appendix D. Academic Department and Program Reviews

"II" indicates a second review

2009-2010 Classical and Medieval Studies II Theater and Rhetoric (concluded)	1997-98 [no reviews]
2008-2009 Environmental Studies (concluded) Theater and Rhetoric	1996-97 [no reviews]
2007-2008 Biology II (concluded) Environmental Studies	1995-96 Classical and Medieval Studies Classical and Romance Languages and Literatures II Economics Women's Studies
2006-2007 Biology II Physics and Astronomy II Writing Workshop	1994-95 Philosophy and Religion
2005-2006 Education (State of Maine Accreditation) Psychology II	1993-94 Psychology Sociology and Anthropology (as one department)
2004-2005 Political Science	1992-93 Art History Ladd Library
2003-2004 Biological Chemistry (concluded)	1991-92 Biology Chemistry
2002-2003 African American and American Cultural Studies Biological Chemistry	1990-91 English Geology
2001-2002 Chemistry II German, Russian, and East Asian Languages and Literatures II	1989-90 Mathematics Music
2000-2001 Mathematics II Museum of Art (concluded)	1988-89 Physics and Astronomy
1999-2000 Museum of Art	1987-88 Foreign Languages (as one department)
1998-99 Athletics/Physical Education Music II	

Appendix E. Peer Writing Assistants and Supervising Faculty, 2008-2009

Mariam Alam '10: Peer Writing Center
Clyde Bango '11: Peer Writing Center
Julia Bedell '10: FYS 278, Hell's Fire, Denis Sweet
Erin Bond '09: FYS 298, Volcanoes and Human Populations, John Creasy
Erin Bourgault '11: Peer Writing Center
Julia Caffrey '10: FYS 242, Blackness (Whiteness) in the Social Imagination, Carles V. Carnegie
Annie Carlton '10: Peer Writing Center
Becca Chacko '10: REL 100, Religion and Film, Teresa Swan Tuite; Peer Writing Center
Flora Chan '11: Peer Writing Center
Jamie Cragnoine '10: Peer Writing Center
Mira David '09: Peer Writing Center
Joseph Drury '09: PLTC 125, States and Markets, Áslaug Ásgeirsdóttir; Peer Writing Center
William Field '10: Peer Writing Center
Hannah Giasson '09: PSYC 240, Action Research, Georgia Nigro; FYS 365, Let's Play, Georgia Nigro
Alexandra Goldstein '09: FYS 198, Childhood and Literature, Robert Farnsworth
Emily Grady '10: FYS 330, Moral Questions and Political Choices, Arlene MacLeod
Margaret Gross '09: FYS 359, The Epic Tradition in the West, Cristina Malcolmson
Evan Hancock '10: ANTH 101, Cultural Anthropology, Danny Danforth
Benjamin Horgan '09: Peer Writing Center
Alexandra Howard '10: FYS 347, Passion and Sustenance, Anna Bartel
Alexandra Kelly '09: ENG 238, Jane Austen: Then and Now, Lillian Nayder; Peer Writing Center
Matej Kenda '09: PLTC 125, States and Markets, Áslaug Ásgeirsdóttir; Peer Writing Center
Madison Kilbride '10: PHIL 256, Moral Philosophy, David Cummiskey
Rachel Kurzius '10: Peer Writing Center
Dana Lindauer '11: ENG 238, Jane Austen: Then and Now, Lillian Nayder; Peer Writing Center
Ariane Mandell '09: FYS 172, Power and Perception: Cinematic Portraits of Africa, Elizabeth Eames;
AS/JA 218, Pop Culture in Contemporary Japan, Roberta Strippoli
Avery Masters '10: FYS 363, Rhetoric of Women, Stephanie Kelley-Romano
Abby Mays '10: FYS 325, The Body, Heather Lindkvist
Julia McCarrier '10: ANTH 101, Cultural Anthropology, Loring Danforth
Isobel Moiles '11: FYS 348, Literature through Cataclysm, William Hiss; Peer Writing Center
Kristen Moreau '10: Peer Writing Center

Christopher Murray '09: Peer Writing Center
Brooks Puchner '09: FYS 362, Biomedical Ethics, David Cumiskey
Christopher Ray '10: FYS 361, Making Music Together, James Parakilas; Peer Writing Center
Elisabeth Russell '10: FYS 300, Exploring Education through Narratives, Helen Regan
Shawn Sendar '10: FYS 368, Writing on the Wall, Ellen Anderson
Nick Silversen '11: FYS 271, Into the Woods, Gwen Lexow; Peer Writing Center
Leigh Smadbeck '10: FYS 069, Psychology and Peace, Richard Wagner;
PSYC 261, Research Methods, Krista Scottham
Emma Sprague '10: FYS 364, Red Sox Nation, Margaret Creighton
Sarah Stillman '11: Peer Writing Center
Regina Tavani '10: Peer Writing Center
Lila Totino '10: Peer Writing Center
Leigh Warner '10: Peer Writing Center
Andy Wood '11: Peer Writing Center
Nathalie Woolworth '10: ANTH 101, Cultural Anthropology, Loring Danforth

Appendix F. Tools for Teaching Series, 2008-2009

Margaret Imber, Coordinator

How To Get Around the Soul-Crushing Question, "How Many Pages Do You Want?": Patricia Hager (Writing Workshop), James Hughes (Economics), Stephanie Kelley-Romano (Rhetoric), and Eric Wollman (Physics)

How Can the W1 and W2 Writing Requirements Best Prepare Students for Writing Their Senior Thesis?: Patricia Hager (Writing Workshop), Georgia Nigro (Psychology), and Kirk Read (French)

Senior Thesis (W3) from the Point of View of Students Writing their Thesis: Joanne Cole (Peer Writing Project); Patricia Hager (Writing Workshop), C. Ellen Peters (Institutional Research and Assessment Support), Erin Bond '09, Matej Kenda '09, Michelle Ladonne '09, and Ariane Mandell '09

Rubrics for W2s: Marcus Bruce (Religious Studies), Dale Chapman (Music), Patricia Hager (Writing Workshop), and Susan Langdon (Psychology)

The Music of the Spheres—Teaching Students to Write about Things Other than Words: John Baughman (Politics), Meredith Greer (Mathematics), and Seri Lowell (Writing Workshop)

Using Informal Writing as a Stepping Stone: Ellen Anderson (Information and Library Services; German), Meredith Greer (Mathematics), and Michele Pavitt (Writing Workshop)

Appendix G. Fourth Annual May Conference on Pedagogy: Creating a Community of Inquiry, 15 May 2009

College 2.0: How will the Internet Transform the Liberal Arts College? Kevin Carey (policy director of Education Sector)

Inventing Identities across Academic Boundaries, Michael Jones (History), Mark Okrent (Philosophy), Nancy Koven (Psychology), Karen Palin (Biology), Heather Lindkvist (Anthropology), Stephen Trombulak (Biology, Middlebury College), Kathryn Morse (History, Middlebury College), and Leslie Hill (Politics, Special Assistant to the President)

Technology and Pedagogy, Paul Kuritz (Theater), Carmen Serrano, (Spanish), Mathieu Duvall (Imaging and Computing Center, and Ellen Anderson (Information and Library Services; German)

Thesis: Reflection on Our Practices and Pedagogies, Lisa Maurizio (Classical and Medieval Studies), Loring Danforth (Anthropology), Elizabeth Eames (Anthropology), and Ellen Peters (Institutional Research and Assessment Support)

Real Life: Students and Their Thesis Experience, Erin Bond '09, Mira David '09, Gretchen Grebe '09, Ben Horgan '09, Matej Kenda '09, Ariane Mandell '09, Joanne Cole (Peer Writing Project), and Patricia Hager (Writing Workshop)

Appendix H. Peer Tutors, Mathematics and Statistics Workshop, 2008-2009

Amod Basnet '11	Alexander Jorge '09
Dana Bennett '10	Jason Joseph '10
Erik Born '09	Mert Karakus '11
Tiffany Brown '11	Andrew Laflam '10
M. Masid Cader '11	Kyoung June Lee '12
Rachel Carlson '11	Kerri Leonhardt '11
Harry Chung '11	Jean McIntyre '10
Rachel Colby '11	Metehan Mete '12
Margaret Curran '11	Dylan Mogk '09
Nicolas DeFrancis '10	Thao Nguyen '11
Casey Dropkin '12	Hong Nguyen '11
Kevin Foster '09	Claire Parker '11
Cosmin Ghita '12	Samuel Polak '11
Hiroshi Go '11	Michael Rashkov '11
Philip Greengard '10	Eammon Riley '11
Alexander Hegevall-Clarke	Tianjiao Yan '11

Appendix I. Peer-Assisted Learning Group (PALG) Leaders and Faculty, 2008-2009

Alice Caffrey '10, Chemistry 108A, Chemical Reactivity, Paula Schlax

Haley Campbell '11, Chemistry 107B, Chemical Structure and Its Importance in the Environment, Thomas Wenzel

Alexandra Disney '10, Chemistry 108B, Chemical Reactivity in Environmental Systems, Rachel Austin

Allison Earon '09, Biology 242, Cellular and Molecular Biology, Stephanie Richards

Hilary Ginsburg '09, Chemistry 217, Organic Chemistry, Michael Danahy

Kyle Hagenbuch '10, Chemistry 107A, Atomic and Molecular Structure, Joshua Henry

Hannah Mack '11, Biology 101, Organismal Biology, Joseph Pelliccia

Kristen Meyers '09, Biology 242, Cellular and Molecular Biology, Stephanie Richards

Brooks Motley '06, Biology 101, Organismal Biology, Joseph Pelliccia

Kimberly Russell '09, Chemistry 217, Organic Chemistry, Michael Danahy; Chemistry 21B, Organic Chemistry II

Madeline White '09, Physics 107, Classical Physics, Eric Wollman; Physics 108, Modern Physics, Lilian Childress

Appendix J. Learning Associates Grants Awarded, 2008-2009

Faculty sponsors in parentheses

Sheryl Bailey, jazz guitarist and composer, gave a concert and master class, and visited the Short Term course, Exploring Jazz Guitar (John Smedley, Physics).

Justo Bolekia Boleká, Donato Ndongo Bidyogo, Remei Sipi Mayo and Francisco Zamora Loboch, four writers from Equatorial Guinea, gave a public presentation, and visited Spanish and African American studies classes (Baltasar Fra-Moliner, Spanish).

Janis Brenner, dancer, singer, and actress, was an artist-in-residence in the dance program (Carol Dilley, Dance).

John and Jean Comaroff, distinguished scholars of anthropology and social sciences at the University of Chicago, gave a public lecture, and advised students on research methods (Myron Beasley, African American Studies and American Cultural Studies).

Sheila Ann Dean, Cornell University science historian and editor of the *Darwin Correspondence Project*, gave a talk as part of the Bates College *Darwin at 200* Project (Ronald Barry, Jr., Biology).

Andre Eugène, an artist from Haiti, visiting classes to talk about influences on Haitian art (Myron Beasley, African American Studies and American Cultural Studies).

Frau Fiber (a.k.a. Carole Francis Lung), textile worker, activist, artist, and founder of the "Synchronized Sewing Manufacturing Squad" performed choreographed garment productions, a commentary on labor exploitation (Myron Beasley, African American Studies and American Cultural Studies).

Leah Gordon, photographer for film, theater and magazines, discussed her recent documentary *Grand Rue* about Andre Eugène in classes in art and visual culture and African American studies (Myron Beasley, African American Studies and American Cultural Studies).

German Gutierrez, filmmaker, held workshops on basic approaches to documentary filmmaking for students of Spanish making a film as part of their coursework (Carmen Serrano, Spanish).

Aaron Hoshide offered a Short Term course, Sustainable Food, in the environmental studies curriculum (Holly Ewing, Environmental Studies).

Elizabeth A. Jabar, offered courses in printmaking in the Department of Art and Visual Culture (Rebecca Corrie, Art and Visual Culture).

Leon Johnson, renowned book artist, gave a college-wide lecture about the history of books, then provided four workshops on book arts (Myron Beasley, African American Studies and American Cultural Studies).

Winfred Kiunga served as a resident learning associate in education, focusing on teaching and learning in East African immigrant communities (Patricia Buck, Education).

Chi-Ho Lee, a filmmaker, offered a workshop for film students on Final Cut Pro editing software. (Paul Kuritz, Theatre)

Sarah Manguso, writer, discussed her book, *The Two Kinds of Decay*, and worked with seniors writing memoirs as theses (Eden Osucha, English).

Josna Rege, editor of the *Journal of Teaching and Learning* at Worcester State College, presented a discussion on feminist literary criticism and met with senior thesis writers in English (Lavina Shankar, English).

Nancy Salmon, dance educator, offered a course on arts and education in the Department of Education (Helen Regan, Education).

Madeleine Shapiro, cellist, gave an amplified cello "house concert" at the Bates Coastal Center at Shortridge, then offered a formal public concert at Olin Concert Hall (Jonathan Skinner, Environmental Studies).

Dr. Eva Szillery, founder and director of the Maine Mathematics Science and Engineering Talent Search Program, discussed her work on the links between children with Asperger syndrome and the disciplines of science, technology, engineering, and mathematics (Anita Charles, Education).

Ying Tang, distinguished Chinese writer, playwright, and filmmaker, worked with students in three Chinese classes on issues of women in modern China (Hongjun Su, Chinese).

Appendix K. Internal Grants Awarded to Faculty, 2008-2009

Bates Faculty Development Fund Grants – Awarded December 2008

Austin, Rachel, Professor of Chemistry: *Purification of AlkB, an Important Metalloenzyme*

Baughman, John, Associate Professor of Politics: *The Development of Constituency Attentiveness in the Nineteenth-Century House of Representatives*

Beasley, Myron, Visiting Assistant Professor of African American Studies and American Cultural Studies: *Women Who Cook on the Streets: Haitian Women, the Informal System, and Underground Good Economics*

Carnegie, Charles, Professor of Anthropology: *The Making and Unmaking of Civil Society in Jamaica*

Cummiskey, David, Professor of Philosophy: *Cross-Cultural Moral Theory and Medical Ethics*

Dauge-Roth, Alexandre, Assistant Professor of French: *The Politics of Reconciliation in Post-Genocide Rwanda*

Dilley, Carol, Assistant Professor of Dance: *Dance Performance and Technology*

Duina, Francesco, Associate Professor of Sociology: *Institutions and the Economy*

Fatone, Gina, Assistant Professor of Music: *Imagery and Gesture in Instrumental Music: Transmission*

Federico, Sylvia, Assistant Professor of English: *The Medieval in Modern Spain*

George, Jr., David, Visiting Assistant Professor of Spanish: *The Medieval in Modern Spain*

Gandoff, Jessica, Lecturer in Art and Visual Culture: *Bodies of Water: An Exhibition of Paintings*

Herzig, Rebecca, Associate Professor of Women and Gender Studies: *Racial Science, Bodily Artifice, and the Indian Question*

Jayawant, Pallavi, Assistant Professor of Mathematics: *Differences of q -binomial Coefficients*

Jones, Penelope, Lecturer in Art and Visual Culture: *Regenerations*

Kleckner, Nancy, Associate Professor of Biology: *Molluscan Neuroscience Meeting Attendance*

Koven, Nancy, Assistant Professor of Psychology: *The Role of the DAT1 Genotype in Executive Dysfunction in Alexithymia*

Kuritz, Paul, Professor of Theater: *Stage and Screen Adaptation of Edith Wharton's Roman Fever*

MacLeod, Arlene, Associate Professor of Politics: *Place and Alternative Political Writings*

Malcolmson, Cristina, Professor of English: *Race and Gender in the Early Royal Society*

Miura, Hiroya, Assistant Professor of Music: *Premiere of Shore for Bass Clarinet and Creation of Audiovisual Project Motion Studies*

Nguyen, Trian, Associate Professor of Art and Visual Culture: *Teaching Emaki: Japanese Narrative Scrolls*

Plastas, Melinda, Visiting Assistant Professor of Politics: *Gender and Smoking in a Transnational Context*

Rand, Erica, Professor of Art and Visual Culture and Women and Gender Studies: *Red Nails, Black Skates: Getting Pleasure*

Read, Kirk, Associate Professor of French: *Birthing Bodies: Inscribing Reproduction in Early Modern France*

Retelle, Michael, Professor of Geology: *High Arctic Glacial and Lacustrine Sediments in Linnédalen, Svalbard: Reconstructing Glacial and Postglacial Climate*

Strippoli, Roberta, Visiting Assistant Professor of Asian Studies: *Research Travel to Japan*

Su, Hongjun, Visiting Assistant Professor of Chinese: *Women Performing for Women: A Study of Women's Yu Opera in China since 1949*

Swain Tuite, Teresa, Visiting Assistant Professor of Religious Studies: *Luther's Tactual Itinerary of Grace*

Wong, Peter, Professor of Mathematics: *Research in Sangaku*

Zhosan, Dmytro, Visiting Instructor in Economics: *Differential Evolution of Norms and Conservation Laws in Two Fisheries*

Harvard Center Grants for Faculty Discretionary Programs – Awarded September, October and November 2008; January, February, March and April 2009

Buck, Patricia, Assistant Professor of Education: *ELL Workshop Support*

Charles, Anita, Lecturer in Education: *Early and Elementary Literacy Development*

Dilley, Carol, Assistant Professor of Dance: *Tour, Teach, Perform*

Eames, Elizabeth, Associate Professor of Anthropology: *Person and Community*

Eames, Elizabeth, Associate Professor of Anthropology: *Supplementing the Department of Labor Report on Lewiston Somali Employment Trends*

Feiss, Gretchen, Lecturer in Education: *Creating Educational Experiences at Morse Mountain*

Feiss, Gretchen, Lecturer in Education: *Teaching Math and Science: Curriculum and Methods*

Kawar, Leila, Visiting Instructor of Politics: *Immigrant Rights in Theory and Practice*

Palin, Karen, Lecturer in Biology: *Vitamin D Treatment among Patients at the B Street Health Center*

Harvard Center Grant for Programs, Departments or General Education Concentrations – Awarded April 2009

Ewing, Holly, Assistant Professor of Environmental Studies; Lewis, Lynne Y., Associate Professor in Economics; and Wenzel, Thomas J., Charles A. Dana Professor of Chemistry: *Developing a Capstone Seminar – Environmental Studies Program*

Harvard Center Grants for Publicly-Engaged Academic Projects – Awarded November 2008, June 2009

Charles, Anita, Lecturer in Education: *Adolescent Interactions with Text Across and Within Social Spaces, Phase 2*

Dauge-Roth, Alexandre, Assistant Professor of French: *Learning with Orphans of the Genocide in Rwanda*

Jayawant, Pallavi, Assistant Professor of Mathematics: *Interactive Modular Origami Exhibit*

Lewis, Lynne, Associate Professor in Economics: *Measuring and Incorporating Stakeholder Values into River Restoration Decisions: A Survey of Lewiston and Auburn Homeowners*

Nigro, Georgia, Professor of Psychology: *Playful Learning and Cortisol Levels in a Preschool Population*

Palin, Karen, Lecturer in Biology: *Increasing Understanding about Vitamin D and Prescription Drug Use within the Immigrant and Refugee Population in Lewiston*

Howard Hughes Medical Institute Student-Faculty Grants

Ambrose, William, Professor of Biology: *The Marine Rosetta Stone: Oceanic Moorings Help Translate Clam-Growth Patterns to Ecosystem Drivers*

Austin, Rachel, Professor of Chemistry: *Testing the Hypothesis that Lead Binds to Metallothionein*

Childress, Lilian, Assistant Professor of Physics: *Nuclear Magnetic Resonance Studies of Single Nuclear Spins in Diamond*

Childress, Lilian, Assistant Professor of Physics: *Numerical Simulation of Single Nuclear Spins in Diamond*

Eusden, J. Dykstra, Professor of Geology: *Paleostress Analysis of Mesozoic Fractures and Basalt Dikes, Mt. Washington Region, New Hampshire*

Ewing, Holly, Assistant Professor of Environmental Studies: *Streamwater Chemistry and Nutrient Loading to Lake Sunapee, New Hampshire*

Henry, Joshua, Visiting Assistant Professor of Chemistry: *An Infrared Spectroscopic Study of the Surface Chemistry of Cadmium Selenide*

Johnson, Beverly, Associate Professor of Geology: *Long-Term Records of Nearshore Foodweb Dynamics in the Gulf of Maine*

Kleckner, Nancy, Associate Professor of Biology: *Localizing Glutamate Receptor Subunits in the Central Nervous System of the Pond Snails, *Helisoma trivolvis* and *Biomphalaria glabrata**

Lin, Hong, Professor of Physics: *Modal Dynamics of a Vertical-cavity Surface-emitting Laser with Optical Feedback*

Lin, Hong, Professor of Physics: *Sending Undergraduate Researchers to a National Conference on Laser Sciences*

Palin, Karen, Lecturer in Biology: *Analysis of Understanding about Vitamin D Deficiency and Treatment within the B Street Patient Population, Lewiston, ME*

Schlx, Paula, Associate Professor of Chemistry: *Identification of Cis-Acting Elements Involved in Translational Regulation of Ribosomal Proteins in Diverse Bacteria*

Wollman, Eric, Professor of Physics: *Galactic Dark Matter Signature on the Cosmic Microwave Background Radiation*

INBRE Student-Faculty Grant in Biology and Biochemistry

Austin, Rachel, Professor of Chemistry: *Testing the Hypothesis that Lead Binds to Metallothionein*

Mellon Faculty-Innovation Fund Grants – Awarded October 2008 and February 2009

Ambrose, Jr., William, Professor of Biology; Ásgeirsdóttir, Áslaug, Associate Professor of Politics; Bigelow, Gerald; Bourque, Bruce J., Senior Lecturer in Anthropology; Johnson, Beverly J., Associate Professor of Geology; Marden, Judith; Retelle, Michael J., Professor of Geology: *North Atlantic Research Group Curricular and Professional Development*

Chirayath, Heidi, Associate Professor of Sociology: *Poverty Health and Human Rights: A Cultural Comparison of Spanish and U.S. Physicians' Views on Patient Worth*

Cummiskey, David, Professor of Philosophy; Kahan, Todd, Associate Professor of Psychology; Kelsey, John, Professor of Psychology; Koven, Nancy, Assistant Professor of Psychology; Nigro, Georgia, Professor of Psychology; Sargent, Michael, Associate Professor of Psychology; Okrent, Mark, Professor of Philosophy; Stark, Susan, Associate Professor of Philosophy: *Philosophy and Psychology Workgroup and Visiting Scholar Series in Moral Psychology*

Ewing, Holly, Assistant Professor of Environmental Studies; Costlow, Jane, Professor of Russian; Lewis, Lynne, Associate Professor of Economics; Parrish, Camille, Learning Associate in Environmental Studies; Pieck, Sonja, Assistant Professor of Environmental Studies; Skinner, Jonathan, Assistant Professor of Environmental Studies; Sommer, Rebecca, Associate Professor of Biology; Wenzel, Thomas, Charles A. Dana Professor of Chemistry: *Developing a Capstone Seminar: Interdisciplinary Synthesis and the Role of Diverse Lived Experiences within Environmental Studies*

Hall, Joseph, Associate Professor of History: *Teaching and Learning with Wabanakis at Bates*

Jones, Michael, Christian A. Johnson Professor of History; Ambrose, Jr., William, Professor of Biology; Ásgeirsdóttir, Áslaug, Associate Professor of Politics; Bigelow, Gerald; Bourque, Bruce, Senior Lecturer in Anthropology; Johnson, Beverly, Associate Professor of Geology; Marden, Judith; Retelle, Michael, Professor of Geology: *North Atlantic Research Group Curricular and Professional Development*

Kleckner, Nancy, Associate Professor of Biology: *Research Mentor Trial and Pilot Study on Maternal and Development Effects of Arsenic Exposure in Mice*

Low, Kathryn, Professor of Psychology; Guay, Erin, Healthy Androscoggin; Lindkvist, Heather, Visiting Instructor of Anthropology; Palin, Karen, Lecturer in Biology: *Public Health in a Liberal Arts Curriculum: Growing a General Education Concentration*

Melvin, Karen, Assistant Professor of History; Carnegie, Charles V., Professor of Anthropology; Fra-Molinero, Baltasar, Associate Professor of Spanish; Ortiz, Maria, Visiting Assistant Professor of Spanish; Pieck, Sonja, Assistant Professor of Environmental Studies: *Latin America On-Campus Studies Program*

Sargent, Michael, Associate Professor of Psychology; Boucher, Helen, Assistant Professor of Psychology; Douglass, Amy, Associate Professor of Psychology; Fraser-Thill, Rebecca, Lecturer in Psychology; Kahan, Todd, Associate Professor of Psychology; Kelsey, John, Professor of Psychology; Koven, Nancy, Assistant Professor of Psychology; Langdon, Susan, Lecturer in Psychology; Low, Kathryn, Professor of Psychology; Nigro, Georgia, Professor of Psychology; Scottham, Krista, Assistant Professor of Psychology: *Diversity and Domains of Life: A Speaker Series and Scholar-In-Residence Program in Psychology*

Schlax, Paula, Associate Professor of Chemistry; Austin, Rachel, Professor of Chemistry; Côté, Matthew, Associate Professor of Chemistry; Koviach-Côté, Jennifer, Associate Professor of Chemistry; Lawson, T. Glen, Professor of Chemistry; Wenzel, Thomas, Charles A. Dana Professor of Chemistry: *Strengthening Chemistry Research Opportunities for Maine Students and for Students who are Under-represented in the Sciences at Bates: Development and Submission of an NSF-REU Proposal*

Phillips Fellowships – Awarded October 2008

Ambrose, Jr., William, Professor of Biology: *Reconstruction of Climate in the European Arctic Based on Growth and Mineralogy of the Long-Lived Ocean Quahog (Arctica islandica) from Raised Beaches in Northern Norway*

Chirayath, Heidi, Associate Professor of Sociology: *Physician Attitudes in Comparative Perspectives*

Kemper, Steven, Charles A. Dana Professor of Anthropology: *Between Home and World: Anagarika Dharmapala Abroad*

Student Research Apprenticeship Grants – Awarded January and March 2008

Duina, Francesco, Associate Professor of Sociology: *Institutions and the Economy*

Lindkvist, Heather, Visiting Instructor in Anthropology: *Telling the "Lewiston Story": A Cultural Analysis of Somali Secondary Migration to Lewiston, ME*

Maurer-Fazio, Margaret, Betty Doran Stangle Professor of Applied Economics: *An Investigation into the Economic Wellbeing of China's Ethnic Minority Peoples*

Nigro, Georgia, Professor of Psychology: *Playful Learning and Cortisol Levels in Preschool Population*

Whiting Teaching Fellowship – Awarded November 2008

Chapman, Dale, Assistant Professor of Music: *Specters of Jazz*

Appendix L. External Grants Awarded to Faculty, 2008-2009

Listed below are grants received by faculty between 1 June 2008 and 31 May 2009 from external agencies in support of scholarship. Also listed are awards, prizes, and fellowships received from external agencies and institutions. Unless otherwise noted, the faculty member is the principal investigator (P.I.) on the grant.

Claudia Aburto Guzmán, Associate Professor of Spanish

Agnese Haury Institute for Interpretation, University of Arizona, Research Scholarship, 2008.

Ryan Bavis, Assistant Professor of Biology

Maine INBRE (IDeA Network of Biomedical Research Excellence) NIH: "Mechanisms Underlying Hyperoxia-induced Respiratory Plasticity." \$130,754, 2009-2010.

Lilian Childress, Assistant Professor of Physics

Single Investigator Cottrell College Science Award: "Manipulation of Individual Nuclear Spins in Diamond." \$45,000, 2009-2011.

Carol Dilley, Assistant Professor of Dance

Artist's Residency, the Lock-Up, Newcastle, Australia.

Beverly Johnson, Associate Professor of Geology

U.S. Fish and Wildlife Service: "Student Monitoring and Assessment of the Sprague River Salt Marsh at Bates Morse Mountain Conservation Area." \$7,500, 2009.

Hiroya Miura, Assistant Professor of Music

Commissions: Film score for *Junko's Shamisen* and *Music from Japan*.

Joseph Nicoletti, Lecturer in Art and Visual Culture

Maryland Institute College of Art's Alfred & Trafford Klots Artist's Residency, Rocheforte-en-Terre, France.

Michael Retelle, Professor of Geology

Small Point Operating Company, Phippsburg, ME: "Student Internship for Coastal Geology Research at Seawall Beach and Adjacent Settings." \$5,970, 2009.

Michael Sargent, Associate Professor of Psychology

University of Chicago's Arete Institute *Defining Wisdom* Project: "D*A*R*IA: Testing A Model of Principled Reasoning." \$60,000, 2008-2010.

Paula J. Schlax, Associate Professor of Chemistry

Maine INBRE (IDeA Network of Biomedical Research Excellence) NIH, *Translational Regulation of Ribosomal Protein and RNA Polymerase Subunit Synthesis in Diverse Bacterial Species*. \$111,640, 2009-2010.

Bonnie Shulman, Associate Professor of Mathematics

Maine Department of Education *Girls Get It Math-Science Day* Sub-Award: "Developing Teachers' Understanding and Practice of Effective Mathematics Instruction." \$3,500, 2008-2009.

Nathan Tefft, Assistant Professor of Economics

Yale University's Robert Wood Johnson Foundation Grant: "Evaluating the Effects of 'Easy' State Interventions to Combat Childhood Obesity through Decreasing Soft Drink Consumption: Taxes and Vending Machines." \$24,580, 2008-2009.

Thomas Wenzel, Charles A. Dana Professor of Chemistry

National Science Foundation: "Collaborative Research: Development of Contextual E-Learning Modules for Analytical Chemistry" \$99,278, 2008-2010.

Peter Wong, Professor of Mathematics

National Science Foundation: "Topics in Topological Fixed Point Theory." \$107,226, 2008-2011.

Appendix M. Student Grants Awarded by the Dean of the Faculty's Office, 2008-2009

Bates Student Research Fund

Adelman '09, Jessica: *Multiple Literacies, Multiple Contexts* (Patricia Buck, Education)

Beckwith '09, Valerie, Jaclyn Orloff '09 and Shannon Penney '09: *The Association between Testosterone and the "See the Ball Effect"* (Kathryn Low, Psychology)

Benedict '09, Humphrey: *Moment of Question: Photojournalism through a New Lens* (Elke Morris, Art and Visual Culture)

Bond '09, Erin: *Association of Science and Technology Centers Conference* (Helen Regan, Education)

Chandler '09, Emily: *Modern Development of Seawall Beach: The Effect of Weather on Beach Morphology and the Dynamics of the Southwestern Sediment Spit and the Sprague River* (Michael Retelle, Geology)

David '09, Mira: *"What Works in Education Partnerships" Research Presentation at Arizona State University Conference* (Helen Regan, Education)

Demmitt '09, Louisa: *New England Folk Painting: Past and Present* (Edward Harwood, Art and Visual Culture)

Doble '09, Emily and Demma '09, Zachary: *Hyperbaric Oxygen Therapy with Human Skin and Lung Cells: Oxygen Toxicity and Virucidal Effects on HSV-1 with and without Acyclovir* (Lee Abrahamsen, Biology)

Ellefson '09, Sylvan: *Captain Leadership Style and Its Effect on Team Cohesion in Nordic Skiing* (Susan Langdon, Psychology)

Farugia '09, Julie: *Emotional Reactivity to Negatively Valenced Stimuli in Alexithymic and Schizotypic Community Samples* (Nancy Koven, Psychology)

Foley '09, Maura: *Contact Relations between the Ammonoosuc Volcanic and the Jefferson Dome, Northern New Hampshire* (J. Dykstra Eusden, Geology)

Grebe '09, Gretchen: *In Search of Sustainable Management: Water Crises in Costa Rica* (Sonja Pieck, Environmental Studies)

Hagen-Dillon '09, Amelia: *Temporal Change in Algal and Nutrient Abundance in Seven Lakes in South-Central Maine in Fall* (Holly Ewing, Environmental Studies)

Hamilton '11, Alisa: *Developing the Documentary at the Maine Media Workshop* (Paul Kuritz, Theater, and Elizabeth Eames, Anthropology)

Kellogg '09, Nathan: *The Reality of No Child Left Behind in Schools: A Cluster Analysis of Teachers' and Principals' Experiences* (Stephanie Kelley-Romano, Rhetoric)

Klein '09, Brian: *Antibacterial Effects of White and Black Tea on Oral Pathogens* (Pamela Baker, Biology)

Levin '09, Benjamin: *Geographic Differences in the Growth of *Serripes groenlandicum** (William Ambrose, Biology)

MacKenzie '09, John: *Reconstruction of Land-use History Surrounding Pleasant Lake, Casco, ME* (Holly Ewing, Environmental Studies)

Martone '09, Matthew: *Interest Group Access and the Maine Clean Election Act* (John Baughman, Politics)

McCarrier '09, Julia: *The Treatment of and Attitudes toward Women with Venereal Disease during World War I* (Erica Rand, Art and Visual Culture)

McMahon '09, Caitlin: *Investigating the Community Data and Feeding Behavior of Ring-Billed Gulls on Mudflats in Maine* (William Ambrose, Biology)

Merriman '09, Julia: *Perceptions of the Somali Documentary Project* (Loring Danforth, Anthropology)

Meyers '09, Kristen: *Does Perinatal Hyperoxia Impair Adult Exercise Performance* (Ryan Bavis, Biology)

Mueller '09, Anne: *How and Why is International Aid Allocated?* (Michael Murray, Economics)

Nelson '09, Elizabeth: *To Bring the Life, Culture, and Energy of Circus/Music Hall Performance to Bates* (B. Christine McDowell, Theater)

Ogilvie '09, Rachel: *The Effect of a Cognitive Dissonance Intervention on the Attitudes and Behavior of Maladaptive Eaters* (Susan Langdon, Psychology)

Oster '09, Dana: *Mapping Seawall Beach, Phippsburg, Maine, to Model the Future* (Michael Retelle, Geology)

Paille '09, Helen: *We're So White and We're So Cute: Race and Class in the Riot Grrrl Movement* (Erica Rand, Women Gender Studies)

Pickoff '09, Michael: *Geochemical Analysis of Sediment Cores from Meetinghouse Pond, Phippsburg, ME* (Michael Retelle, Geology)

Piper '09, Caroline: *Outdoor Recreation in Twentieth-Century New Hampshire and the Role of the Appalachian Mountain Club* (Joseph Hall, History)

Ratner '09, Adam: *Assessing Learning and Memory of a Two-Step Sequence Using Appetitive Conditioning in Zebrafish* (Ryan Bavis, Biology)

Ritchie '09, Nicole: *Nutrient Concentrations at the Sediment Water Interface and Depth: A Study of Growth Requirements for the Cyanobacteria *Gloeotrichia echinulata** (Holly Ewing, Environmental Studies)

Runquist '09, I. Sophie: *Effect of Hypoxic Condition on Cancer Cell Response to Chemotherapy* (Stephanie Richards, Biology)

Ryan '09, Stuart: *The Effect of the Polar Front on the Bivalve *Cinocardium ciliatum** (William Ambrose, Biology)

Sallaway '09, Rachel: *Climate and Development: An Exploration of Disaster Management in Northern and Eastern Uganda* (John Baughman, Politics)

Saniuk '09, Stacia: *Interviews of New York Stage Managers in Various Artistic Fields* (Michael Reidy, Theater)

Sherwin-Murray '09, Fionna: *José Clemente Orozco and Jackson Pollock: A Formal and Conceptual Dialogue* (Edward Harwood, Art and Visual Culture)

Sousa '09, Gregory: *Investigating the Impact of Neuropeptide F (NPF) on the Buccal Feeding Circuitry of the Pond Snail Helisoma trivolvis and Determining Its Distribution Within the CNS and Alimentary System* (Nancy Kleckner, Biology)

Stafstrom '09, Kristina: *Identification of Rsk 2 Nuclear Localization Signal Sequence* (Stephanie Richards, Biology)

Stone '09, Susannah: *Induction of Type II Diabetes in Mice by Arsenic Trioxide* (Rebecca Sommer, Biology)

Stone '09, Susannah: *Healthcare in Bilwaskarma* (David George, Spanish)

Suitter '09, Paul: *Analyzing the Effects of Term Limits on the Maine State Legislature* (John Baughman, Politics)

Tennyson '09, Chloe: *Price Discrimination in Car Negotiations* (James Hughes, Economics)

Tobin '09, Tierney: *Case-study of Refugee Parent Involvement* (Helen Regan, Education)

Washington '09, Sheena: *Fitting into a Jigsaw Puzzle: Minority Student Perspectives of Bates* (Krista Scottham, Psychology)

Williams '09, Kyle: *New American Sustainable Agriculture Project: A Case Study of Refugee Farming in the United States and Its Cultural Significance* (Hilmar Jensen, History)

Young '09, Kristen: *Effects of Perinatal Hyperoxia on Hypoxic Ventilatory Responses in Mice* (Ryan Bavis, Biology)

Beckman Scholarship for Research in Science

Carlton '10, Annie: *The Effect of Low-Dose Arsenic Exposure on the Development of Type II Diabetes* (Rebecca Sommer, Biology)

Gallo '09, Miranda: *Characterization of Novel GluR5/6/7 IR Cell Group in Central Pattern Generator of the Buccal Ganglia in the Pond Snail, Helisoma trivolvis* (Nancy Kleckner, Biology)

Pender-Cudlip '10, Marilla: *Reaction Mechanisms of Metalloenzymes that Catalyze the Oxidation of Alkanes* (Rachel Austin, Chemistry)

Hoffman Fellowships for Independent Research

Anderson '10, Katelyn: *Addiction Recovery Management Service Program* (John Kelly, MGH-Harvard Center for Addiction Medicine)

Diker '12, Furkan: *The Evolution of Turkish Cartoons in Relation to the New Turkish Constitution in 1961* (Salih Memecan, Turkish cartoonist)

Djugostran '11, Vitalie: *Financial Infrastructure Development in Russia* (David Aschauer, Economics)

Hoffman Research Support Grants

Baker '12, Nazsa: *Human Neural Stem Cells* (Nilzar Suayah, University of Medicine and Dentistry, NJ)

Booth '10, Edwin: *On the Acid Western* (Steven Dillon, English)

Boyer '10, Samuel: *Buddhist Philosophy: Theory and Practice* (Margaret Drescher, Windhorse Farm, Nova Scotia)

Cader '11, M. Masid: *Ethics in Apparel: An Investigation into MAS Holdings' Sustainable Practices and Its Effect on Sri Lankan Women and their Communities* (Chandi Abeygunawardene, MAS Capital Ltd, Sri Lanka)

Djugostran '11, Vitalie: *Financial Infrastructure Development in Russia* (David Aschauer, Economics)

Ghita '12, Cosmin: *Investigation Causes of Political Apathy in Romania's Youth* (Áslaug Ásgeirsdóttir, Politics)

Gilmon '10, Alicia: *Pluck: A History of Hair Removal in America* (Rebecca Herzig, Women and Gender Studies)

Guilford '10, Samuel: *The End of the World: From Apocalypse and Nuclear Armageddon to Posthumanity and Ecocide* (Denis Sweet, German)

Joyce '10, Christopher: *Robert Kennedy and the Civil Rights Movement* (Hilmar Jensen, History)

Julian '10, Brendan: *Manifestations and Philosophy of Capoeira in Bahia, Brazil* (Eduardo David de Oliveica, Federal University of Bahia, Brazil)

Karakus '11, Mert: *The Role of Religious Rules in Modern Finance: The Growth and the Regulation of Islamic Banking* (Daniel Riera-Crichton, Economics)

Karamatullah '10, Emaan: *An Analysis of Executive Compensation and Shareholder Wealth* (Carl Schwinn, Economics)

Lee '10, Julia: *Internship with Cornell University Migrant Farmworker Program* (Mary Jo Dudley, Cornell Farmworker Program)

Liljestrand '11, Jennelle: *Learning and Emotional Assessment* (Brian Willoughby, Massachusetts General Hospital)

McClellan '09, Lisa: *AIRS: Advanced Interdisciplinary Research in Singing* (Annabel Cohen, University of Prince Edward Island)

Mohandas '10, Anita: *Political Rhetoric in the Supreme Court: The Use of the Ideograph to Sustain American Judicial Ideology* (Stephanie Kelley-Romano, Rhetoric)

Nawreen '11, Nawshaba: *Investigating the Effect of BRAC's Ultra Poor Program on Parental Decisions Regarding Child Schooling and Child Labor* (Sved Hashemi, BRAC Development Institute, Dhaka, Bangladesh)

Nunes '11, Stephen: *The IMF Bailout in Pakistan: Investigating Its Roots and Exploring Its Consequences* (Michael Murray, Economics)

Okano '11, Lauren: *Exploring Tourism through a Different Lens* (Elke Morris, Art and Visual Culture)

Rashkov '11, Michael: *Fighting the Crisis: Bulgaria's Response to the World Economic Downturn, 2008-09* (David Aschauer, Economics)

Rodgers '09, Winthrop: *Vietnamese Digital Image Retouching* (Trian Nguyen, Art and Visual Culture)

Roy '11, Amrita: *Developing a Fiber-Optic Experiment for Advanced Teaching Laboratory* (Hong Lin, Physics)

Vashakidze '11, Ketevan: *Economics of Copyright Law* (James Hughes, Economics)

Woolworth '10, Nathalie: *The Local Significance of Global Climate Change: A Study of Cultural Transition in Pirané, Argentina* (Loring Danforth, Anthropology)

Hughes Fellowships for Independent Research in the Sciences

Babatunde '11, Vicotr: *Summer Internship at Memorial Sloan-Kettering Cancer* (Howard Scher, Memorial Sloan-Kettering Cancer Center)

O'Brien '11, Sean: *The Effect of Iron Limitation on Global Gene Expression in Aggregatibacter actinomycetemcomitans* (Elaine Haase, SUNY Buffalo School of Dental Medicine)

Willemsen, C. Challen: *The Effect of Non-Native Tree Species on Orchid Populations in Guatemala City* (Holly Ewing, Environmental Studies)

Hughes Student Travel Grants

Basnet '11, Amod and Justin HoShue '09: *Low Frequency Fluctuation in the Multi-Mode Regime of Vertical-Cavity Surface-Emitting Laser with Optical Feedback*, Symposium for Undergraduate Research in Rochester, NY, (Hong Lin, Physics)

Bond '09, Erin: *Nonsense or Common Sense: A Critical and Realistic Approach to the Applications of Neuroscience to Education*, International Mind, Brain and Education Conference, Philadelphia, PA, (Nancy Koven, Psychology)

Broge '09, Thomas: *Moderate Hyperoxia Inhibits Glomus Cell Proliferation in the Carotid Body of Neonatal Rats*, American Physiological Society Meeting in New Orleans, LA, (Ryan Bavis, Biology)

Chisholm '10, Cora and Ngoc Pham '10: *Calix[4]resorcinarenes and Cationic Cyclodextrins as Water-Soluble Enantioselective NMR Shift Reagents*, 21st International Symposium on Chirality in Breckenridge, CO, (Thomas Wenzel, Chemistry)

Gallo '09, Miranda: *Characterization of a Novel GluR5/6/7-immunoreactive Cell Group in the Buccal Ganglia of the Pond Snail, Helisoma trivolvis*, Molluscan Neuroscience Meeting in San Juan, PR, (Nancy Kleckner, Biology)

Harris '08, Owen: *The CB1 Antagonist Rimonabant is Mono-and Adjunctively Therapeutic in an Animal Model of Parkinson's Disease without Producing or Enhancing Dyskinesia*, Neuroscience 2008 Conference in Washington, DC, (John Kelsey, Neuroscience)

Levin '09, Benjamin: *Geographic Variation in Growth of Greenland Smoothcockle*, 37th Annual Benthic Ecology Meeting in Corpus Christi, TX, (William Ambrose, Biology)

Leibach '09, Gillian: *Body Esteem and Disordered Eating Among Adolescents with Type 1 Diabetes Mellitus: Pump versus Injection Users*, Society for Behavioral Medicine Annual Conference in Montreal, Canada, (Susan Langdon, Psychology, and Kathryn Low, Psychology)

McMahon '09, Caitlin: *Long- and Short-Term Effects of Baitworm Digging on the Feeding Behavior of Ring-Billed Gulls on Mudflats in Maine*, 37th Annual Benthic Ecology Meeting in Corpus Christi, TX, (William Ambrose, Biology)

Meyers '09, Kristen and Kristen Young '09: *Exercise Performance in Moderate Hypoxia in Rats with Impaired Carotid Bodies*, American Physiological Society Meeting in New Orleans, LA, (Ryan Bavis, Biology)

Muench '10, Jeremy: *Partitions-in-a Box*, 2009 Joint Mathematics Meeting in Washington, DC, (Pallavi Jayawant, Mathematics)

Oster '09, Dana: *Mapping Short-Term Barrier Beach Processes to Model Transgressional Shore Lines in 2100 from Sea Level Rise*, Geological Society of American in Portland, ME, and the Geological Society of Maine 2009 Spring Meeting at Colby College in Waterville, ME, (Michael Retelle, Geology)

Ryan '09, Stuart: *Effect of the Polar Front on Growth Rates of the Hairy Cockle *Clinocardium ciliatum**, 37th Annual Benthic Ecology Meeting in Corpus Christi, TX, (William Ambrose, Biology).

Sousa '09, Gregory: *Distribution and Impact of Neuropeptide F (NPF) within the Buccal Feeding Circuitry of the Pond Snail, *Helisoma trivolvis**, Neuroscience 2008 Conference in Washington, DC, (Nancy Kleckner, Biology)

White '09, Madeline: *Construction of a Computational Stellar Model*, Conference for Undergraduate Women in Physics at Yale University, in New Haven, CT, (Eric Wollman, Physics)

Young '09, Kristen: *Chronic Hyperoxia Alters the Early and Late Phases of the Hypoxic Ventilatory Responses in Neonatal Rates*, American Physiological Society Meeting in New Orleans, LA, (Ryan Bavis, Biology)

Hughes Student-Faculty Research Grants

Bernier '11, Katherine: *Testing the Hypothesis that Lead Binds to Metallothionein* (Rachel Austin, Chemistry)

Born '10, Erik: *Modal Dynamics of a Vertical-Cavity Surface-Emitting Laser with Optical Feedback* (Hong Lin, Physics)

Castro '10, Carlos: *Paleostress Analysis of Mesozoic Fractures and Basalt Dikes, Mt. Washington Region, NH* (J. Dykstra Eusden, Geology)

Chung '11, Harry: *Galactic Dark Matter Signature on the Cosmic Microwave Background Radiation* (Eric Wollman, Physics)

Gardner '10, J. Patrick: *Paleostress Analysis of Mesozoic Fractures and Basalt Dikes, Mt. Washington Region, NH* (J. Dykstra Eusden, Geology)

Giroux '11, Justin: *An Infrared Spectroscopic Study of the Surface Chemistry of Cadmium Selenide* (Joshua Henry, Chemistry)

Harris '11, Carolyn: *Long Term Records of Nearshore Foodweb Dynamics in the Gulf of Maine* (Beverly Johnson, Geology)

Kong '10, Lina: *Collaborative Project with Research Group at University of Maine to Develop Catalysts to Convert Wood Waste into Fuels* (Rachel Austin, Chemistry)

Mangar '11, Joanna: *Identification of Cis-Acting Elements Involved in Translational Regulation of Ribosomal Proteins in Diverse Bacteria* (Paula Schlax, Chemistry)

McIntrye '10, Jean: *Numerical Simulation of Single Nuclear Spins in Diamond* (Lilian Childress, Physics)

Palombo '10, Nola: *Modal Dynamics of a Vertical-Cavity Surface-Emitting Laser with Optical Feedback* (Hong Lin, Physics)

Roebuck '10, Hannah: *Streamwater Chemistry and Nutrient Loading to Lake Sunapee, NH* (Holly Ewing, Environmental Studies)

Sinisgalli '10, Scott: *Analysis of Understanding about Vitamin D Deficiency and Treatment within the B Street Patient Population, Lewiston, ME* (Karen Palin, Biology)

Smeltzer '10, Benjamin: *Nuclear Magnetic Resonance Studies of Single Nuclear Spins in Diamond* (Lilian Childress, Physics)

Su '12, Angela: *Testing the Hypothesis that Lead Binds to Metallothionein* (Rachel Austin, Chemistry)

Zhang '10, Alexia: *The Marine Rosetta Stone: Oceanic Moorings Help Translate Clam-Growth Patterns to Ecosystem Drivers* (William Ambrose, Biology)

Zhang '10, Alexia: *Localizing Glutamate Receptor Subunits in the Central Nervous System of the Pond Snails, *Helisoma trivolvis* and *Biomphalaria glabrata** (Nancy Kleckner, Biology)

INBRE Student-Faculty Research Grants in Biology and Biochemistry

Villahermosa '11, Sasha: *Testing the Hypothesis that Lead Binds to Metallothionein* (Rachel Austin, Chemistry)

Otis Fellowship for the Exploration of Individuals, Societies, and the Environment

Frisbie '10, Chad: *Biking the Ring Road: Rethinking the Icelandic Landscape*

Loopesko '10, William and Milholland '10, Russell: *Yukon Bound: Documenting the Passage and Presence of Humans in The Last Great Wilderness*

Webber '11, Kaitlin: *The Tradition of Sustainability: Folklore and Organic Farming in Scotland*

Phillips Fellowship for Cross-Cultural Exploration

Byers '10, Barbara: *Arts Immersion in Indonesia*

Kaluba '10, Chomba: *Using Art to Fight Poverty and Empower Children of Guatemala*

Ruggles Scholarship for Pre-Thesis Research

Kilbride '10, Madison: *A Relational Approach to Speech Perception* (Mark Okrent, Philosophy)

Stangle Grants for Research in Economics and Law

Bardhi '12, Arjada: *The Challenges of the Era of Commercialization in Albania* (Perlat Sula, Opportunity Albania)

Karakus '11, Mert: *The Role of Religious Rules in Modern Finance: The Growth and the Regulation of Islamic Banking* (Daniel Riera-Crichton, Economics)

Wong '11, Mi Shan: *Internship at the Malaysian Institute of Economic Research* (Lee Kim Bian, Malaysian Institute of Economic Research)

Summer Research Apprenticeships

Bok '10, Jared: *Institutions and the Economy* (Francesco Duina, Sociology)

Evans-Brown '09, Samuel: *Telling the "Lewiston Story": A Cultural Analysis of Somali Secondary Migration to Lewiston, ME* (Heather Lindkvist, Anthropology)

Reilly '10, Katherine: *Playful Learning and Cortisol Levels in a Preschool Population* (Georgia Nigro, Psychology)

Tan '11, Lirong: *Economics Well Being of China's Minorities* (Margaret Maurer-Fazio, Economics)

Yan '11, Tianjiao: *Economics Well Being of China's Minorities* (Margaret Maurer-Fazio, Economics)

Tanaka Memorial Foundation Grant for Research Travel in Asia

Nguyen '10, Ngoc Bich Tram: *Optimal Stopping and Maximizing Expected Profits in Fishery Management for the Case of Vietnamese Catfish Farming* (Michael Murray, Economics)

Appendix N. Student Research Committees, 2008-2009

Beckman Selection Committee

Ryan Bavis (Biology)
Nancy Kleckner (Biology)
Kerry O'Brien (Dean of the Faculty's office)
Paula Schlax (Chemistry)
Thomas Wenzel (Chemistry)

Hughes Council

Pamela Baker (Dean of the Faculty's office)
Lilian Childress (Physics)
Sharon Kinsman (Biology)
Kerry O'Brien (Dean of the Faculty's office)
Thomas Wenzel (Chemistry)
Peter Wong (Mathematics)

Otis Committee

Jane Costlow (Russian)
Lillian Nayder (English)
Kerry O'Brien (Dean of the Faculty's office)
Jonathan Skinner (Environmental Studies)
Thomas Wenzel (Chemistry)

Phillips Fellowship Committee

David Aschauer (Economics)
Czerny Brasuell (Multicultural Affairs)
Dennis Grafflin (History)
Holly Lasagna (Harvard Center for Community Partnerships)
Kerry O'Brien (Dean of the Faculty's office)
Stephen Sawyer (Dean of Students' office)

Student Research Committee

Craig Decker (German)
Kerry O'Brien (Dean of the Faculty's office)
Krista Scottham (Psychology)
Robert Thomas (Biology)

Appendix O. Department and Program Honors, Class of 2009

Advisor's name is in parentheses.

American Cultural Studies

Emma Brown-Bernstein: *The Implementation and Effectiveness of Maine Legislative Document 291* (Joseph Hall)

Anthropology

Amy L. Lareau: *Staging School in Rural Kwazulu-Natal: An Ethnography* (Elizabeth Eames)

Julia T. Merriman: *Envisioning Communities: Perceptions of the Somali and Somali Bantu Diasporas through Photography* (Loring Danforth)

Jacob D. Nudel: *Disputing Development: The Politics of Progress on Kilimanjaro* (Charles Carnegie)

Art and Visual Culture

Williams, Joseph C.: *The Cappella dei Signori and Sienese Pride* (Rebecca Corrie)

Biological Chemistry

Swerdlow, Nicholas J.: *The Translational Regulation of rpoS in Borrelia burgdorferi* (Paula Schlax)

Biology

Stuart K. Ryan: *Growth of the Hairy Cockle (Clinocardium ciliatum) Across the Barents Sea Polar Front: In Response to Local and Regional Climate Forcing* (William Ambrose)

English

Christopher G. Carlson: *The Gravity of the Counter-Earth: The Transcendent World Making of Against the Day* (Sanford Freedman)

Alexandra L. Kelly: *From Quack to Hero: The Character of the Doctor in Nineteenth-Century Literature* (Lillian Nayder)

Alexis M. Smith: *Female Longing for Home in the Literature of Jhumpa Lahiri and Barbara Kingsolver* (Lavina Shankar)

East Asian Studies

Ariane L. Mandell: *Star-Crossed: The Origin, Evolution, and Influence of Qi Xi Folklore* (Roberta Strippoli)

Environmental Studies

Michael E. Pickoff: *Multi-proxy Organic Geochemical Analysis of the Late-Holocene Sediment Record from Meetinghouse Pond, Phippsburg, ME* (Michael Retelle)

French and Music

Kate L. Lyczkowski: *Harmonies due soir: Baudelaire et Debussy* (Kirk Read/James Parakilas)

Geology

Megan S. Arnold: *Sedimentation in High-Arctic Lake, Linnévatnet, Svalbard: A Modern Process Study Using Sediment Traps* (Michael Retelle)

Emily A. Chandler: *Seasonal Processes Affecting the Seawall Barrier System and the Evolution of the Southwestern Barrier Spit and Sprague River Inlet, Phippsburg, Maine* (Michael Retelle)

Maura B. Foley: *Contact Relationships between the Ammonoosuc Volcanics and the Jefferson Dome, Northern Presidential Range, New Hampshire* (J.Dykstra Eusden, Jr.)

Dana J. Oster: *Mapping Short-Term Barrier Beach Processes at Seawall Beach, Phippsburg, Maine, to Model Transgressive Shorelines in 2100 from Sea Level Rise* (Michael Retelle)

History

Emma R. Halas-O'Connor: *Creating YADA: A History of Youth Civic Engagement in Lewiston, Maine* (David Scobey)

Benjamin G. Linder: *Vision and Reality: German Colonialism in Ober Ost, 1915-1918* (Elizabeth Foster)

Elizabeth L. Nelson: *The Nineteenth-Century British Circus* (Elizabeth Foster)

Jon B. Rosenberg: *The Spanish Inquisition and the Failure of the Protestant Reformation in Spain* (John Cole)

Rebecca G. Wason: *A Wretched Little Community: Transition and Perception at the Isles of Shoals* (Margaret Creighton)

Interdisciplinary Studies

Gretchen S. Grebe: *In Search of Sustainable Watershed Management for the Río La Paz Watershed, Costa Rica* (Sonja Pieck)

Music

Sophia L. Budianto: *The Treatment of the Flute in the Romantic Period: A Century Improverished of Flute Repertoire* (James Parakilas)

Neuroscience

Jennifer A. Foster: *The Emergence of Hippocampal Function in Contextual Fear Conditioning in a Rodent Model* (Michael Burman)

Miranda S. Gallo: *Characterization of a Novel GluR5/6/7-immunoreactive Cell Group in the Buccal Ganglia of the Pond Snail, *Helisoma trivolvis** (Nancy Kleckner)

Philosophy

Timothy M. Ayotte: *A Heideggerian Theory of Reference* (Mark Okrent)

Elizabeth A. Billington: *Parasomnia and the Explication of Unconscious Intentionality in the Twilight Zone* (William Seeley)

Daniel F. Bousquet: *In Defense of Comprehensive Liberalism* (David Cummiskey)

David J. Kelly: *Embodying Music: What Feeling Can Tell Us about Musical Expression* (William Seeley)

Christopher J. Murray: *Fregean Phenomenal Content* (Mark Okrent)

Brooks N. A. Puchner: *Basic Rights, Coherence, and the Privatization of Water* (David Cummiskey)

Anne C. Sheldon: *Feminism, Multiculturalism, and Human Functioning* (David Cummiskey/Susan Stark)

Physics

Nyan L. Aung: *Galactic Dark Matter and the Cosmic Microwave Background* (Eric Wollman)

Leslie E. Wade IV: *Electromagnetically Induced Transparency in Rubidium Vapor* (Lilian Childress)

Madeline C. White: *Computational Models of Stars* (Eric Wollman)

Political Science

Gent Carrabregu: *Democracy beyond Sovereign Aspirations* (William Corlett)

Matthew P. Martone: *Interest Group Access and the Maine Clean Election Act* (John Baughman)

Matthew D. Morgan: *On Merit Systems: Recognizing Group Traits, Reforming Systems and Resisting Structural Discrimination* (William Corlett)

Michael B. Petrick: *Lo Que Dejan: The Political Effects of Migration and Remittances in High Migration Regions of Mexico and Ecuador* (Diane Haughney)

Molly B. Ritner: *Judging Judicial Elections: The Effects of Elections on Decision-Making in State Courts of Last Resort* (John Baughman)

Paul E. Suttter: *A State House Divided: The Effects of Legislative Term Limits on the Policymaking Process of the Maine Legislature* (John Baughman)

Psychology

Erin A. Bliss: *Experiences with Patient-Centered Education during Pregnancy and Childbirth* (Georgia Nigro)

Leah A. Citrin: *Determining the Function of Aggressive Behaviors: A Case Study* (Georgia Nigro)

Hannah L. Giasson: *Testing the Effectiveness of Motivational Interviewing as a Primary Weight Reduction Strategy for Obese Cardiac Patients* (Kathryn Low)

Rachel P. Ogilvie: *The Effects of an Online Cognitive Dissonance Intervention on Attitudes of Maladaptive Body Attitudes* (Susan Langdon)

Maren E. Vouga: *Barasho Ingridi: Somali Children Learning English in Head Start* (Georgia Nigro)

Religion

Benjamin P. Horgan: *Salvation Narratives: Alcoholics Anonymous, Storytelling, and the Logic of Gift Exchange* (Marcus Bruce)

Rhetoric

David R. Al-Ibrahim: *The Rhetoric of Planet Earth: Environmentalism in Entertainment* (Jan Hovden)

Spanish

Emma R. Weisser: *La Humanidad Tejida: Exploraciones Bilingües de la Identidad en la Literatura de Las Chiapanecas Indígenas* (David George)

Staff, Office of the Dean of the Faculty 2008-2009

Jill N. Reich, Vice President of Academic Affairs and Dean of the Faculty

Responsible for the College's academic programs and curricula; faculty appointments; review, promotion, and tenure; and programs for faculty development, including funding for student-faculty research. Member of the College's senior staff, involved in the College's long-term policy issues and strategic planning. Works closely with the Office of College Advancement to develop funding for academic programs, and oversees the Harvard Center for Community Partnerships, the Department of Athletics, the Imaging and Computing Center, the Mathematics and Statistics Workshop, the Museum of Art, Office of the Registrar and Academic Systems, and the Peer Writing Program, and the Writing Workshop.

Matthew J. Côté, Associate Dean of the Faculty

Works with the Division of Natural Sciences and Mathematics and the Interdisciplinary Programs on faculty workload, curriculum, temporary hiring, and other issues. Assists at meetings of division chairs and department and program chairs. Serves as director of the Bates College Imaging and Computing Center. Helps oversee General Education implementation. Research interests in physical chemistry include the electronic and optical behavior of metal, metal oxide, and semiconductor nanostructures.

Judy Head, Associate Dean of the Faculty

Works with departments in the divisions of the Humanities and Social Sciences on faculty workload, curriculum, temporary hiring, and other issues. Assists at meetings of division chairs and department and program chairs. Works with the Writing Workshop and the Peer Writing Program. Oversees grants from the Tanaka Memorial and other foundations. Works with Graduate Fellowships Committee, First-Year Seminar and Writing Committee, advising, the Sophomore Hub, faculty development, the Learning Commons, and the Honors Program.

Kerry A. O'Brien, Assistant Dean of the Faculty

Oversees student research grant programs; coordinates department and program reviews; manages faculty visas and immigration and guest scholar visas. Coordinates the Mount David Summit. Oversees division lecture funds, tracks annual faculty professional activities and grants. Assists in preparation and stewardship of institutional grants. Liaison to the Museum of Art. Edits the College Catalog and Faculty Handbook.

Pamela J. Baker, Director of Faculty Scholarship

Encourages and tracks faculty external grant applications support research, leaves and sabbaticals. Chairs the Faculty Scholarship Committee. Coordinates diversity efforts and special projects for Dean of the Faculty's office. Directs the College's HHMI and INBRE grants; writes many other institutional grants. Liaison to the Office of Corporate and Foundation Relations and other committees.

Denise A. Begin, Administrative Assistant

Assists Dean O'Brien with implementation of student and faculty research grant programs and science education; maintains databases and reports on students research; supports several students research committees; assists with production of the catalog, faculty handbook, and other publications; assists with special events, including the Mount David Summit; assists with special project work.

Angela J. Bellegarde, Assistant to the Dean of the Faculty

Assists Deans Reich and Côté with daily office tasks, scheduling, and correspondence; supports division chairs and Committee on Committees and Governance; coordinates special events; tracks departments and programs activities; manage the dean's office filing systems.

Lori L. Ouellette, Administrative Assistant

Assists Dean Head with daily office tasks, scheduling, and correspondence; supports committees on personnel. Manages faculty and coaches personnel reviews; prepares new faculty contracts assists with housing and office space; coordinates New Faculty Orientation; manages faculty data in Banner database; analyzes faculty workload.

Nancy LePage, Project Specialist

Coordinates faculty recruitment. Supports the Honors program and coordinate events for the Honors Committee and Graduate Fellowship Committee. Provides desktop publishing services for various types of publications; supports manuscript editing and day-to-day operations.

Theodore L. Coulombe, Digital Technician for Academic Support

Manages the Dean of the Faculty's office Web site consistent with the College's design and Web management policies. Manages Web-based academic events calendar. Assists in grant preparation and stewardship. Designs and manages online surveys. Technical coordinator of the Mount David Summit.