

COA FY14 ANNUAL REPORT

(July 1, 2013–June 30, 2014)



FROM THE PRESIDENT

DARRON COLLINS '92, PHD

I like to use the word “scrappy” to describe a unifying thread running through the graduating class and through the College as a whole. The word can have negative connotations and call to mind an unkempt dog, so I take care to define it as having the qualities of being expert at getting things done, of breaking through bureaucratic barriers, of not being held back by the fear of failure.

I believe the word is spot on for our students and our community. But one day, it hit me that the term scrappy unduly emphasizes action over thought. And that gave me pause. I’ve seen the good and bad of that quality and, personally, I often have to work at patience and contemplation.

The more I thought about this dichotomy between thought and action, between theory and praxis, the more I considered it an existential crises of our age. On the one hand, the modern world worships the 140-character twitter feed; we’re constantly asked to develop rapid prototypes; we force complex ideas into simple, elevator speeches. Moore’s Law is law and fast is king.

But there’s also an emerging movement, thankfully, for slow and thoughtful: the slow food movement emphasizes contemplatively grown, prepared and consumed food over fast food; the slow money trend reconnects finance back to doing good for people and

for place; long reads are an increasingly popular format on the internet and serve as a good counterbalance to twitter feeds. There’s a rebirth of Natural History, which emphasizes patient observation.

So, perhaps better said, the thread running through all COA students and through the school as a whole is not just that we’re scrappy, but that we get the balance right between thought and action. Contemplative scrappiness.

COA students either come here with this quality, or are taught this quality here. Their training began with managing a self-designed curriculum. We also emphasize what I like to call expeditionary learning. Clearly, the most meaningful expeditions are both mental and physical and, again, what we get right is the balance of approaches whether we’re in a classroom or not. We’re not heavy on requirements here, but we do require you swim in both the pool of knowledge and the pool of action.

Most importantly, what makes us especially good at promoting contemplative scrappiness is our dedication to mentorship. At COA the great mentor is not the one who transfers information from one brain to another. Instead, he or she helps you work through failure; pushes on those uncomfortable weak spots, helps cultivate passions; and, most importantly, suggests

when it’s time to pull back and slow down, and when it’s time to run and get things done.

This is what we do better than anyone out there. That is the value proposition of COA I’d ask all of you to scream from the rooftops. That is the piece of our pedagogy, which cannot be replicated, in a massive open online course or in a lecture hall filled with hundreds.

The benefits of such a value proposition are validated by external sources as well. A recent Gallup Poll conducted with Purdue on thousands of college graduates found that more than a college’s selectivity or ranking in the *US News and World Report*, it was these qualities that made a difference: strong faculty relationships, professors who cared about students as individuals, and long-term, hands-on projects. These were shown to have the most profound, positive impact on a graduate’s career and wellbeing.

This emphasis on the individual — and on contemplative scrappiness — is at the heart of a COA education. It’s a highly effective model but a costly one in terms of delivery. That’s why we thank our supporters profusely, often, and deeply. We mean it when we say we could not do this work with you.

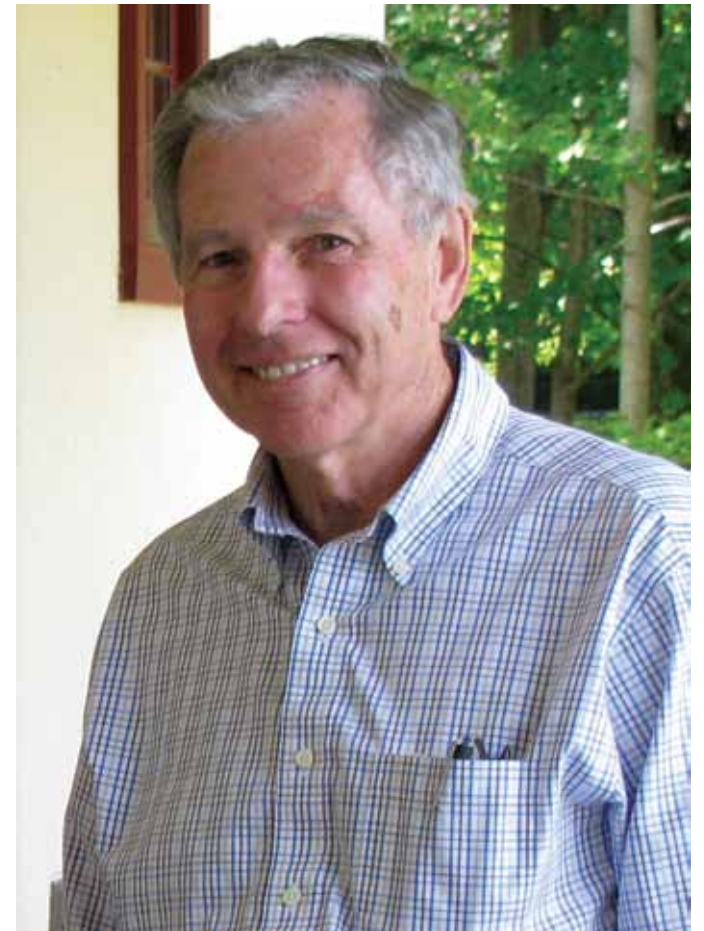
FROM THE ADMINISTRATIVE DEAN

As shown by our audited statements, fiscal year 2014 was very successful financially, as our total fund balance increased from \$59.4 million to \$ 69.7 million. During the fiscal year, we had endowment gains and earnings of \$6.1 million, we received and invested new gifts of \$5.1 million, and allocated about \$1.7 million to the operation of the College. A major component of the new gifts to the endowment was an anonymous bequest of \$4 million. The growth of the physical plant was largely attributed to the completion of the renovation of Turrets.

The summary of operating budgets shows our results for fiscal years 2013 and 2014. Note that these figures do not include depreciation, but do include the cost of debt service and the purchase of equipment. The major source of operating revenue continues to be net tuition. As our enrollment increased, our tuition and fees grew from the prior year by \$1.8 million to \$13.7 million, but student aid increased by \$1.8 million, so that the overall increase in net tuition was only \$300 thousand. We are still seeing student families who are feeling the effects of the slow economy and need for more financial support. Having increased our enrollment to approximately 350 full-time equivalents, a major priority for the college is to control the growth of student aid by attracting a more economically diverse distribution of students.

Other significant revenue sources include the annual draw from our endowment, our annual fund, and the Davis United World College Scholarship grant. The support from our endowment grew to \$1.7 million and is continuing to grow both from donations and investment returns. The annual fund continues to provide about \$1 million in support for operations, but is often in “competition” with restricted gifts from the same generous donors who support specific activities. The Davis Scholarships continue to support a wonderful cadre of international students who have graduated from any United World College. Several of the other revenue sources are offset by related expenses such as housing, dining, and operation of summer activities.

We have continued to hold the line on the expense side of the ledger, as we have over the last several years. Our major on-going expense increases have been modest salary raises and additions to the faculty to keep pace with growth of student enrollment. And we, like many organizations, face increases in the cost of health care insurance, which is the major component of our fringe benefits. As the prospects have improved for balancing our operating budget, we restored prior cuts to the college pension program, and that increase will be seen in the FY2015 expenses.



A handwritten signature in black ink, reading "Andrew Griffiths". The signature is fluid and cursive, written in a professional style.

Andrew Griffiths, Administrative Dean & CFO

FINANCIAL SUMMARY

(excerpts from audited statements, rounded to nearest \$1,000)

FUND BALANCES

	JUNE 30, 2013	JUNE 30, 2014
Plant and Equipment (Net of Depreciation)	22,474,000	23,190,000
Long Term Debt	(8,410,000)	(8,115,000)
Endowment	35,751,000	45,295,000
Advance Payment From Davis Foundation	1,619,000	547,000
Other Net Assets	7,982,000	8,812,000
<i>Total Fund Balances</i>	<i>59,416,000</i>	<i>69,729,000</i>

OPERATING BUDGET

	FY13	FY14
Operating Revenues		
Tuition and Fees	11,838,000	13,721,000
Less COA Student Financial Aid	(6,306,000)	(8,102,000)
Net Tuition After Financial Aid	5,533,000	5,619,000
Contributions-Annual Fund	844,000	976,000
Davis Foundation UWC Grant	1,518,000	1,274,000
Endowment Allocation to Operations	1,254,000	1,717,000
Government Grants	540,000	684,000
Other Restricted Gifts and Grants	557,000	646,000
Student Housing and Dining	1,356,000	1,424,000
Summer Programs and Farm	802,000	917,000
Other	287,000	185,000
<i>Total Revenues</i>	<i>12,690,000</i>	<i>13,441,000</i>
Operating Expenses		
Instruction and Student Activity	4,140,000	4,166,000
Student Housing, Dining and Grounds	1,318,000	1,428,000
Davis Foundation UWC Grant Expense	1,318,000	1,074,000
Workstudy Expenses	832,000	1,059,000
Summer Programs, Museum and Farm	598,000	618,000
General Administration	1,245,000	1,255,000
Payroll Taxes and Fringe Benefits	2,041,000	1,936,000
Development and Admissions	1,054,000	1,065,000
Interest and Debt Service	648,000	695,000
Capital Equipment	63,000	142,000
<i>Total Expenditures</i>	<i>13,258,000</i>	<i>13,437,000</i>
Operating Surplus/ (Deficit)	(568,000)	4,000

FY14 GIVING BREAKDOWN

Funds Supported	Annual Fund	Capital Campaign
COA is small, so gifts to any part of our institution help the entire institution.	Students, staff, & faculty members feel the impact of your gift every day.	COA's largest campaign ever came to a successful completion during this fiscal year.
Annual Fund \$1,009,757	Alumni** \$115,614	Endowed Chairs \$670,504
Campaign/Endowment \$6,468,888	Friends \$53,891	M/V Osprey \$52,375
Active Grant Funds \$746,801	Parents \$25,390	Unrestricted \$363,799
Active Project Funds \$1,045,914	Trustees \$348,073	Scholarships \$178,544
Sub Total: \$9,271,360	The Champlain Society \$447,794	Fund for Global Engagement \$1,200,000
Pledges to All Funds \$1,213,050	Businesses \$18,995	Other \$135
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TOTAL \$10,484,410*	TOTAL \$1,009,757	TOTAL \$2,465,357

FY14 GIVING AT A GLANCE

\$12.98M
OVERALL GIVING & PLEDGES


2,493
GIFTS RECEIVED FOR ALL FUNDS

38.7%
ALUMNI PARTICIPATION

75%
SENIOR CLASS GIVING PARTICIPATION

\$2.46M
RAISED FOR COA'S CAPITAL CAMPAIGN

*Includes fulfillment of prior campaign pledges
**Alumni trustees are listed under the Trustee heading.

The background image shows a harbor scene. In the foreground, there are large, dark, jagged rocks. The water is a deep blue. In the middle ground, a white fishing boat with a red star logo and the name "STARFISH" is docked. A green bridge structure is visible on the left. The sky is a clear, light blue with some wispy clouds.

Founded 40 years ago, COA was designed to reflect the best research on how students learn and how they are engaged most effectively. However, our academic and student life experiences are also developed with a deep commitment to relevance as well: students develop the hands-on skills and abilities to make positive change, make a difference, be of service, live meaningful lives.

This has made College of the Atlantic a distinctive institution of higher education. Over the next few pages, you will see how different we are — and why that matters.

1. Why is COA so small?
2. Why does COA offer only one major?
3. What does interdisciplinary mean at COA?
4. What does field-based learning mean?
5. How rigorous is a self-designed curriculum?

Five Questions. Let's go.

WHAT MAKES COA DISTINCTIVE?



THINK: PAPER CLIP. MICROCHIP. ANT. SEED.


All small but powerful things. Their size is their strength. It predicts what they can do: fit in a corner, a pocket, a crevice, in the beak of a bird.

With only 350 students, COA is one of the smallest colleges in the US. We are small by design. COA has just enough faculty, staff, and students to offer a variety of social and intellectual interactions, but still foster a close-knit and supportive community. We know one another by first name. We say hello on walking paths. We eat meals together.

The educational experience we can offer our students is radically different from most colleges.

Remember Bio 1?

Most people's experience is this: A lecture hall with 140 other students. A long lecture, limited opportunities to ask a question, no discourse. Movement is regulated to shifting positions in a plastic chair. At COA, we believe that to study biology, it's critical to spend time not just in the lecture hall and lab, but in the field. We get students in the field as soon as possible, often in their first term. Introductory classes are small, typically fifteen students, and taught by full faculty members who are active researchers, skilled naturalists, and passionate teachers. We get outside. We do things. Students ask question, hold sea stars, band birds, count alewives.



You can't take 140 students canoeing through a marsh for class every week. But you can take 14. And those 14 students learn more in the field, and understand more, and retain more than those 140 students in the classroom taking notes.

Faculty know COA students, each and every one, by name, by interest, by learning style. And students know the faculty. These relationships are deep and real — and unstructured, organic. In many schools, you have access to your professor at his or her office hours. At COA, faculty eat lunch in the dining hall with students. They serve on committees together. There are pizza dinners and governance meetings and community gatherings. Every week.


The academic principles of the college were developed in large part by our first president, Ed Kaelber, who left his position as associate dean of the Harvard Graduate School of Education to build a college based on the latest research on how students learn and best practices of how to teach. Keeping things small was key.

COA has created a learning and living environment where each student is heard, seen, known, appreciated, and taught as an individual. This is possible in a school of 350. Not so, 35,000 or even 3,500.

A cookie cutter is small, too, but we prefer a different educational model.



**WHY ONLY ONE
MAJOR?**



College of the Atlantic is one of approximately 2,500 private, non-profit, four-year colleges in the country. It is an incredibly competitive landscape. When we describe ourselves in this landscape — to prospective students, parents, faculty, supporters, the media — we land on three things that define us within that great amalgam of institutions: 1) Our size, which we address on the previous page; 2) Our place. We are who we are as a college because of where we are as a college, namely, on an amazing Maine island, near Acadia National Park, on Frenchman Bay; and 3) Our curriculum.

Our curriculum is centered on the teaching, the learning, and the practice of human ecology. Human Ecology is what we teach; it is how we teach; and it is why we teach.

WHAT: We seek to understand the broadest spectrum of relationships between human beings and their built, their social, and their physical environments.

We have one major because that major encapsulates a world of opportunity. Some possible areas of specialization at COA include: Arts & Design, Field Ecology and Conservation Biology, Educational Studies, Ecological Policy and Planning, International Studies, Literature and Writing, Marine Studies, Sustainable Business and Sustainable Food Systems.

HOW: We teach human ecologically, by affording our students the power to design their own curriculum around what interests them; by asking students to think beyond and between the narrow confines of departments; by asking students to learn actively, using a better balance between hands and mind, to learn by doing.

And, finally, WHY: We practice human ecology because we believe that the world could be better than we currently find it. A human ecological perspective integrates knowledge from all academic disciplines to investigate — and ultimately improve — the relationships between human beings and our social and natural communities. COA encourages, prepares, and expects students to gain the expertise, values, and practical experience necessary to achieve fulfillment and help solve problems that challenge communities everywhere. Students leave asking: How can I be of service? How can I make the world a better place?

This essay has been adapted from Darron Collins' opening speech to the 20th annual international Society of Human Ecology conference in October, 2014.

If you drive to Beech Hill Farm on the “quiet side” of Mount Desert Island, under the eye of the windmill, you’ll see acres of crops of produce and flowers surrounded by deer fence. Chickens peck and scratch in the soil. Apple trees, there since before the Civil War, flower and fruit. The compost pile gets turned and spread. Water gets pumped up from a well and irrigates the fields. Pigs root and grunt. Students and farm workers pick weeds and slugs off bean stalks. The farm stand displays a rainbow of offerings under a chalkboard sign with today’s prices. Bags and boxes full of vegetables are sold to restaurants and customers and COA’s dining hall.

This typical small Maine farm is a study in an interdisciplinary education. Here, “interdisciplinary” means simply that courses from various disciplines — agriculture, chemistry, geology, business, botany — are taught in ways that create a deep and broad understanding of a food system. With the world’s population predicted to be 9.6 billion by 2050, there has never been a more important time to study how to feed the planet without killing it in the process. The next generation of sustainable farmers needs to understand everything from soil structure to niche marketing, from energy costs to pest control, from the farm bill to climate change. Not one discipline — but many.

COA is committed to an interdisciplinary approach that teaches students to synthesize broad perspectives and skills, see interconnections, and create insights into new ways of looking at issues. The lens we use to look at the world is multi-faceted because the world is multifaceted. Students gain greater meaning from an education that reflects the actual world around them.

Most colleges and universities are organized by departments and students must declare majors by the end of their sophomore years. All the English majors are taught in one building, all the historians in another. Departments, majors, and academic silos funnel teaching into one point of focus and create a vast chasm between academic subjects.

But what we know of the world defies the logic of such specialization. Our world and the issues in it are complex, interrelated, non-departmentalized. We know the 21st century to be characterized by increasing connectivity and rapidity of change. No single academic specialization can adequately describe and resolve the issues of, say, climate change, land use planning, renewable energy, or public health. At COA, faculty members encourage students to pull from their varied interests and other classes in order to better understand the subject at hand. We believe an interdisciplinary education better prepares students for the work they are called to do.

A woman with reddish-brown hair tied back is sitting at a desk in a dimly lit room. She is wearing a blue denim shirt and a colorful patterned scarf. Her hands are on a laptop keyboard. In the background, there is a desk lamp, a computer monitor displaying a colorful image, and a wooden ladder leaning against a wall. The overall atmosphere is focused and quiet.


**WHAT DOES
INTERDISCIPLINARY
MEAN—AND WHY IS
IT IMPORTANT?**

WHY A SELF-DIRECTED CURRICULUM?

Every student is different. Each has his or her own goals, learning styles, and interests. What captivates one, leaves another cold. COA's educational philosophy emphasizes the importance of students' individual passions and curiosity. We believe that the more personal learning is, the more meaningful, well-understood, and therefore, effective it is.

At COA, the academic program is responsive to the individual. Students design a program of study that allows them to pursue their interests, discover new ones, and attain their overall academic and career goals. A self-directed curriculum empowers students to choose a course of study that is more relevant to their particular lives. This admittedly weighty responsibility gives students a greater agency and makes a profound difference in the sense of ownership and stewardship of their educational experience.

This doesn't mean students are on their own. Each student works closely with his or her advisor to choose a progression of classes, develop an internship, and design and implement a senior capstone




project. These sessions of guidance, support and discovery ensure the rigorous quality and efficacy of their overall educational plan. There are also core requirements. All students must take the human ecology core course, a course in history, writing, quantitative reasoning and at least two courses from each of the three resource areas: (environmental sciences, human studies, and arts and design.

In addition to the course work, students must fulfill several other degree requirements: community service, a 10-week long internship, a writing portfolio, a human ecology essay, and the intensive senior capstone project.

COA chose this approach to higher ed because it is effective both for teaching and learning. It works: Dan DenDanto '91 says, "COA was life changing for me. I could pursue both varied and specific subjects without academic penalty because all subjects were related and at COA these relationships are fundamental. It's like I was given the secret tools for success for the rest of life."

WHAT DOES “FIELD-BASED EDUCATION” LOOK LIKE?

A young man with dark hair, wearing a red hoodie and dark shorts, is sitting on a stone wall outdoors. He is looking down at an open notebook on his lap, holding a pen in his right hand. He is wearing white earbuds. The background is a blurred green lawn and a light blue building. The scene is brightly lit, suggesting a sunny day.

In the fall of 2014, COA held a course on the technology, financing, and community-based aspects of renewable energy. The class traveled to Denmark to study how the small island of Samsø became the first net carbon negative island in the world. The end goal? Learn ways Maine islands can adopt strategies to lower costs, ensure sustainability, and enhance quality of life.

After two weeks studying at the Samsø Energy Academy, students returned to develop plans for their own hands-on projects. The students developed and presented their models for conservation initiatives, wind energy generation, and solar panel installation. These projects are underway now on six Maine islands from Monhegan to Mount Desert Island.

From our founding, COA has been committed to not just teaching, but doing. Almost every COA course has a field-based component to it — botany, chemistry, biology as well as the arts and humanities. Some are far afield such as tropical ecology courses in Costa Rica. Some, such as a land-use planning class, are held in our own neighborhood.

Not only is field-based education more engaging and a more effective way to learn, it exposes students to real-world problem-solving and skill development. Students learn more through direct interaction: Spanish language immersion in Latin America, art history study at the Louvre, international environmental diplomacy at UN Climate Change Conferences, or the study of natural history on Great Duck Island. Students at COA do more than read and listen to lectures. In the field, they band birds and measure the growth of plants and conduct plankton tows.

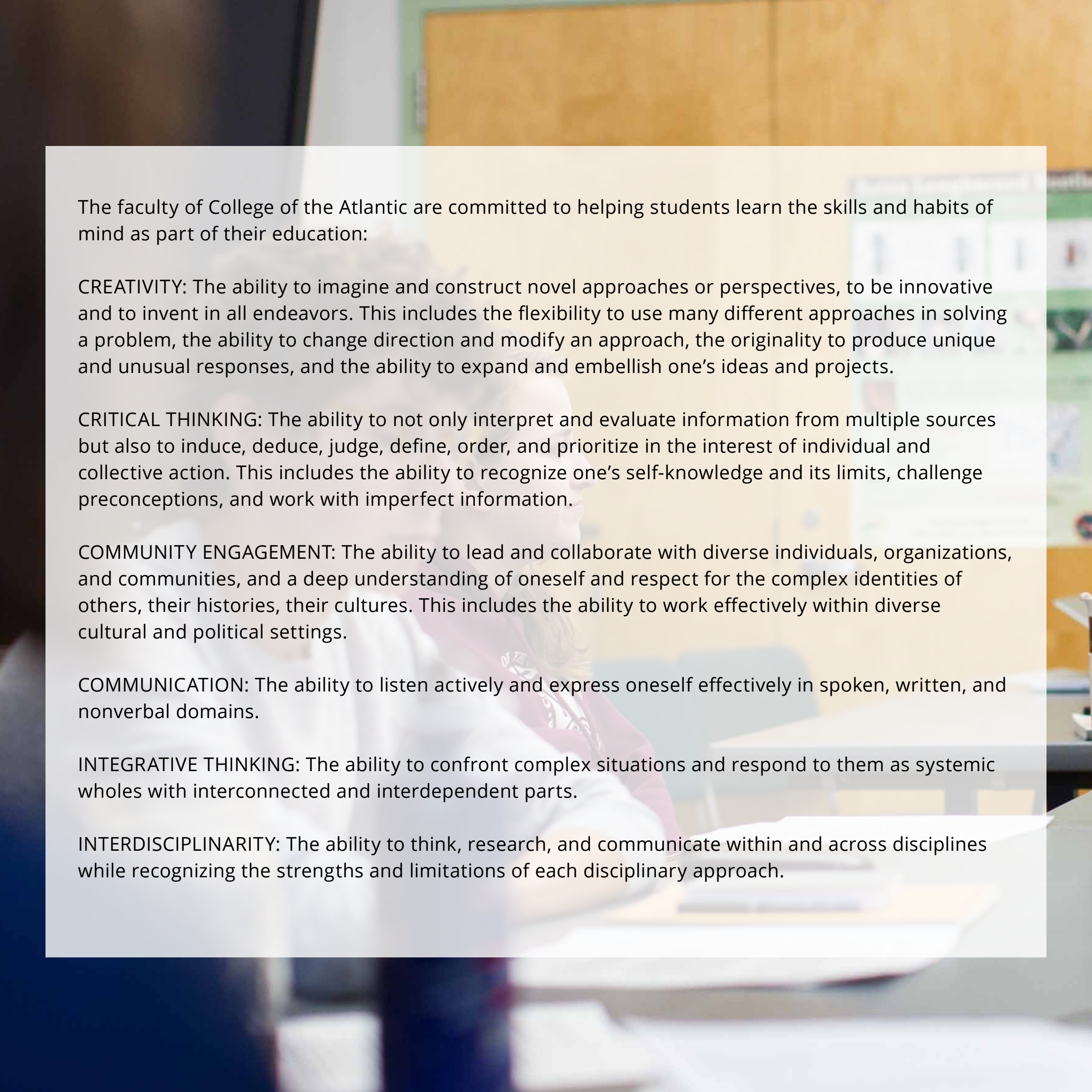
Every COA student also must complete a ten week internship in his or her field. The college's career services office helps place students in meaningful learning environments from entrepreneurial businesses, to NGOs, to hospitals, museums, and research centers.

Before they graduate, each senior must also complete an independent, intensive capstone project. Students work with their advisors to create a research project which they conduct independently over a ten week term. Examples of such projects include researching the impact of fishing gear on Right Whales, creating a business model for a new venture, or writing a novel.

A recent Gallup-Purdue Index study of college graduates determined that two types of experiences in college relate to great jobs and great lives afterward: support and experience. "If graduates recalled having a professor who cared about them as a person, made them excited about learning, and encouraged them to pursue their dreams, their odds of being engaged at work more than doubled, as did their odds of thriving in all aspects of their well-being. And if graduates had an internship or job in college where they were able to apply what they were learning in the classroom and worked on projects that took a semester or more to complete, their odds of being engaged at work doubled as well."¹

Experiential learning engages students in critical thinking, problem solving, and decision making in contexts that are personally relevant to them — and relevant to the world they will enter.

¹ www.gallup.com/poll/168848/life-college-matters-life-college



The faculty of College of the Atlantic are committed to helping students learn the skills and habits of mind as part of their education:

CREATIVITY: The ability to imagine and construct novel approaches or perspectives, to be innovative and to invent in all endeavors. This includes the flexibility to use many different approaches in solving a problem, the ability to change direction and modify an approach, the originality to produce unique and unusual responses, and the ability to expand and embellish one's ideas and projects.

CRITICAL THINKING: The ability to not only interpret and evaluate information from multiple sources but also to induce, deduce, judge, define, order, and prioritize in the interest of individual and collective action. This includes the ability to recognize one's self-knowledge and its limits, challenge preconceptions, and work with imperfect information.

COMMUNITY ENGAGEMENT: The ability to lead and collaborate with diverse individuals, organizations, and communities, and a deep understanding of oneself and respect for the complex identities of others, their histories, their cultures. This includes the ability to work effectively within diverse cultural and political settings.

COMMUNICATION: The ability to listen actively and express oneself effectively in spoken, written, and nonverbal domains.

INTEGRATIVE THINKING: The ability to confront complex situations and respond to them as systemic wholes with interconnected and interdependent parts.

INTERDISCIPLINARITY: The ability to think, research, and communicate within and across disciplines while recognizing the strengths and limitations of each disciplinary approach.

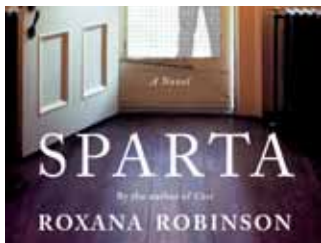
FACULTY COMMITMENT



JULY 2013



Work by arts faculty member Nancy Andrews was selected for the 2013 deCordova Biennial.



COA presented an evening with author Roxana Robinson, showcasing her novel, *Sparta*.



Artist and children's book author Rebekah Raye visited COA to conduct a hands-on activity day for children and families.



During final renovations to The Turrets, COA's Director of Buildings and Grounds, Millard Dority, led guests up on the scaffolding for up-close Hard Hat Tours. COA replaced 99 windows, over 20 doors, 7 chimneys, and the slate roof. In addition, the entire exterior of the building was repointed.

AUGUST 2013



Filmmaker Olympia Stone presented *The Cardboard Bernini*, a film examining the life and work of artist James Grashow.



Dick Wolf, two-time Emmy and Grammy winning producer, and *New York Times* bestselling author (*The Intercept*), discussed his work as architect of one of the most successful brands in the history of television, *Law & Order*.



Arthur Martinez, former CEO of Sears, discussed his book, *The Hard Road to the Softer Side: Lessons from the Transformation of Sears*, with COA board chair Will Thorndike.



Jim Dyke and Catherine Clinger discussed Dyke's collection of 100 drawings and watercolors by French artists such as Degas, Monet, and Cezanne.

SEPTEMBER 2013



Results were harvested from the project, "Potential of coppiced alder as an on-farm source of fertility for vegetable production," by Polly McAdam '14 and COA faculty member Suzanne Morse. The two received a research grant of \$14,896 from Sustainable Agriculture Research & Education for the year-long project.



The Fiddleheads Forest School, a Nature Preschool at the UW Botanic Gardens opened. Founded by Sarah Short-Heller '09, the school focuses on supporting the growth of the whole child through attention to social, physical, and emotional development and self-regulation.



Raj Patel, award-winning activist, academic, and author, visited COA on September 26 to talk about *Feeding the Future: A Short History of Good and Bad Ideas to Feed the World*.

OCTOBER 2013



COA lecturer Anna Demeo's Roque Island smart grid research was published in the October 2013 issue of *Smart Grid and Renewable Energy*.



Staff at Allied Whale, the marine mammal research organization at COA, entered the image of the 8,000th humpback whale into its photographic database.



COA hosted a book reception for *Take-A-Break: Recipes from the Kitchen at College of the Atlantic* by author and COA chef Lise Desrochers.



Søren Hermansen, director of Samsø Energy Academy and energy consultant to the Samsø Island inhabitants, presented "Catching Energy Island's Spirit."

NOVEMBER 2013



A COA delegation traveled to the 19th United Nations Framework Convention on Climate Change in Warsaw, Poland.



Eli Mellen '11 spoke at TEDxDirigo: GENERATE at Cabot Mill in Brunswick about open source community development.



Nell Newman '87 gave the keynote at Maine Community Foundation's, "Inspiring Philanthropy: Leadership in Action. President Darron Collins '92 was part of the panel.



96 solar panels were installed at COA's Peggy Rockefeller Farms, and three separate arrays at the Kathryn W. Davis Residence Village on COA's main campus.

DECEMBER 2013



The Maya Universe Academy, the work of Surya Karki '16, was one of seven inspiring projects selected as finalists for the Unilever Sustainable Living Young Entrepreneurs Awards.



Jay Friedlander, COA's Sharpe-McNally Chair of Green and Socially Responsible Business, spoke at the Fair Food Business Boot Camp, a three-day intensive program for emerging, high-potential food system enterprises in the Northeast.

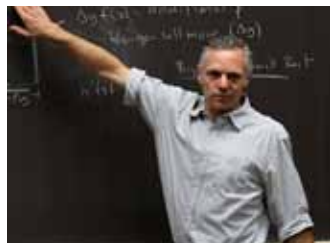


The music album, *Floaties*, by Lucy Jan-Turan was given high reviews by Green Door Magazine.



"Our Planet in the Balance: The World We Will Inherit" by Anjali Appadurai '13, a response to the UN Climate Change Convention, is featured in *The Independent*.

JANUARY 2014



COA's first free, unlimited-enrollment massive open online course (MOOC) was taught by COA professor David Feldman for the Santa Fe Institute.



The National Endowment for the Arts (NEA) announced that author Josie Sigler '99 was selected to receive a \$25,000 Creative Writing Fellowship in Prose.



Nicholas Lapham and Sam Quinn of The Farm at Sunnyside in the Virginia Blue Ridge spoke at COA's Human Ecology Forum to discuss their farm's commitment to biodiversity and its consequential challenges.



Lindsay Mercer '15 exhibited pieces in the Blum Gallery where all colors were extracted by hand from native and foreign plant fibers.

FEBRUARY 2014



A visually stunning whale exhibit by Dan DenDanto '91, opened at Emery Community Arts Center at the University of Maine at Farmington.



College of the Atlantic received a \$589,300 grant from David Rockefeller as seed funding for the Peggy Rockefeller Farms, one of the college's laboratories for understanding and experimenting with the human ecology of food systems.



Rory Curtin '17 shared her experiences as the Farm and Greenhouse Manager for Conservacion Patagonica, a conservation project in Chacabuco Valle, Chile in "Patagonia Sur Sin Represas: Ecological Exploitation at the End of the Earth" at COA's Human Ecology Forum.

MARCH 2014



COA President Darron Collins '92 spoke at the Climate Solutions Expo & Summit at the August Civic Center in Maine.



Ian D. Medeiros '16 and botany faculty member Nishanta Rajakaruna, received the Maine Sea Grant Program Development Fund for their project, "Investigating Metal Accumulation by Seaweeds at the Callahan Mine Superfund Site, Brooksville, Hancock Co., Maine, USA."

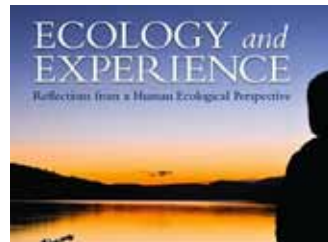


COA exceeded its 24-Hour Challenge goal of collecting 642 gifts in 24 hours to receive a \$24,000 matching gift. In total, the fundraising effort received 729 gifts in the span of 24 hours, raising \$48,295.51, and thanks to all the outpouring of support from the COA community, the college received an additional \$36,000 from two generous donors.

APRIL 2014



Paul Excoffier '14 won the Joan K. Hunt and Rachel M. Hunt Summer Scholarship in Field Botany from the Garden Club of America.



Humanities faculty member Richard Borden published a new book, *Ecology and Experience*.



COA held its annual Earth Day event, celebrating the planet and all its creatures through a wide range of fun and thought for individuals and families.



Lisa Bjerke and Graham Reeder who were awarded Watson Fellowships, used funding for yearlong pursuits on a project of their dreams. The students are among 40 seniors from 31 colleges who were chosen by the foundation from 148 finalists.

MAY 2014



College of the Atlantic was awarded two Projects for Peace for 2014. One project, Rooftop of Eden, was awarded to Bogi Ivanegova '14, Ana Puhac '14, and Zuri de Souza '14, and the second project, Empowering Local Initiatives: Building Food Sovereignty went to Maytik Avirama '15 and Maria Escalante '15.



Parent Trustees Becky and Dylan Baker presented a screening of, Mr. Baker's new film, *23 Blast*, with a "Talk Back" and cocktail reception with all proceeds going to a new Chair in the Performing Arts at COA.



Freelance journalist and reporter Seth Freed Wessler spoke presented, "Human Collateral: Investigative Journalism on Injustices of US Immigration Enforcement" at COA's Human Ecology Forum.

JUNE 2014



The Commencement 2014 keynote address was given by Mary Harney '96, Honorary MPhil '14 to COA's 76 new graduates.



Faculty member in global environmental politics Doreen Stabinsky was one of seven contributors to the New York Times opinion page, Room for Debate, on the topic: "Can The Market Stave off Global Warning?"



GreenBuildTV, a hands-on vehicle providing case study applications to help both professional builders and consumers visited the COA campus.



Botany faculty member Nishanta Rajakaruna delivered a keynote talk during the 8th International Conference on Serpentine Ecology in Sabah, on the island of Borneo, Malaysia.

LEADERSHIP GIFTS

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The President's Circle is comprised of those donors who give \$25,000 or more to support COA, its programming, and mission. We would like to express our deep appreciation to those who gave in fiscal year 2014.

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The Champlain Society (TCS) is College of the Atlantic's premier giving society. It was created in 1988 to give appropriate recognition to those special friends who contribute \$1,500 or more to College of the Atlantic's Annual Fund.

The importance of annual giving at this level is critical to the stability & ongoing operations of the school, to the advancement of the College's mission, to provide financial aid where needed & support for maintenance & stewardship of the campus.



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Go to coa.edu/donatenow & follow the instructions.

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