

Annual Report
2018-2019

SHEPHERD

Poverty Studies | W&L

WASHINGTON AND LEE
UNIVERSITY

By the Numbers

105 Volunteer Venture Participants

113 Intro Students

40 Summer Interns

6,282 Bonner Service Hours

24 Graduated Minors

785 CKWL Backpack Program Recipients



Shepherd is many things to many people. There are as many paths through the Shepherd Program for the Interdisciplinary Study of Poverty and Human Capability as there are people in our program. For some, Shepherd is community engagement. The Campus Kitchen at Washington and Lee reduces food insecurity and food waste while building relationships within the Rockbridge County area by serving over 35,000 meals each year. Each Bonner at W&L partners with community agencies near and far for more than 1,800 hours before graduation. Volunteer Venture and Nabors Service League sponsor 10 special service trips and days throughout the year, from pre-orientation to spring break. This is Shepherd.



For others, Shepherd is academics. Courses from the College, the Williams School, and the W&L School of Law—courses in art history, business, economics, English, philosophy, and sociology, among many others—guide students to a richer understanding of the various causes, consequences, correlates, and remedies of poverty. This annual report highlights the student experience in just a handful of the dozens of courses affiliated with Shepherd, including a course on Chicano/a art and muralism (Andrea Lepage); a combined economics and anthropology spring-term travel course on land in Native American O’odham culture (Joseph Guse and Harvey Markowitz); an intro to poverty studies taught in collaboration with community partners (Marisa Charley); a sociology course analyzing data related to conflict, identity, and migration (Jon Eastwood); and a poverty law seminar in the law school (Joan Shaughnessy). This coursework—along with our poverty studies minor—is also Shepherd.

For most of us, though, Shepherd is not one or the other. Shepherd is a weaving together of academics and engagement, *thought and action*, to prepare students—from various majors, political perspectives, and career paths—to live out the mission we have had since our founding in 1997, through the tireless efforts of former professor Harlan Beckley and Tom (’52) and Nancy Shepherd as well as countless others.

OUR MISSION: To understand and address the causes and consequences of poverty in ways that respect the dignity of every person.

This is Shepherd, and it always has been. But new students sometimes ask me: What does it mean to understand and address poverty in ways that respect the dignity of every person? Certainly, it means that each of us must make informed, reasoned judgments about *what is going on*, economically, politically, culturally, historically, rhetorically—no easy task, to be sure. Additionally, it means that each of us must make equally complex, reasoned judgments about *what ought to be going on*. But it also means we must live, learn, and work in partnership with others, especially those whose perspectives, passions, interests, and lived experiences may be different from our own.

In simplest terms, though, what the Shepherd mission means is that *people matter*. Consequently, for so many of us, Shepherd is simply home.


Howard Pickett

Academics

A Shepherd education is rooted in the rich, innovative teaching of W&L faculty affiliated with the program. Students are encouraged to understand the complex nature of poverty from a host of disciplinary angles. Below are a few first-hand accounts of that learning from the student perspective.



ARTH 276 (James Ricks '21)

During Spring Term 2019, I had the opportunity to take an Art History course with Professor Andrea Lepage, “Chicanx and U.S. Latinx Art and Muralism: From the Street to the (Staniar) Gallery.” Focusing largely on the works of contemporary artists such as Adriana Corral and Judy Baca, we explored the ways in which art memorializes history and empowers communities.

I learned how community muralism brings groups together to create spaces for reflection. We studied Baca’s *The Great Wall of Los Angeles*, which was created in collaboration with local youth, employing a form of “democratic” muralism which invites multiple perspectives to reflect on and express themselves in a given piece.

With Professor Lepage’s help and experience, I adapted the “democratic” muralism model for a health class with youth in Oda, Nepal. The democratic muralism model is the backbone of the health class I taught in Oda. Co-taught by local medical

staff, the health class had students from all different castes and socioeconomic backgrounds and explored health as a physical, emotional, mental, and social condition. Students each drew an “ideal village” as part of these lessons, imagining an Oda with perfect health. We incorporated those ideas into the final mural, which the students helped to paint. Teaching health with an opportunity for expression and reflection through painting was incredibly rewarding. It made the content more interesting, encouraged ownership, and invited students to continue reflecting on our discussions around health.

I’ve loved my time working in Nepal. I spent my gap year there, and I’ve meant to come back for some time. Through Shepherd, I’ve learned better how to approach poverty—and health—as a complex issue with many points of entry. In this case, that entry point was a mural, and Professor Lepage’s Spring Term course gave me the tools to make something truly remarkable of that experience.



Grayson Nelson '22 with a view of the Tohono O'odham Nation Reservation

ECON 295/SOAN 291 (Grayson Nelson '22)

This spring term I had the pleasure of taking a class revolving around the Tohono O'odham, a Native American tribe in Southern Arizona and Northern Mexico with Professors Harvey Markowitz and Joseph Guse. The class spent the first three weeks absorbing as much information as possible about the culture, history, and present-day problems the tribe is facing as well as the plans to move forward. Every reading provided a different aspect of the O'odham life, from their cosmology and view of the world, to their interactions with early settlers, to present day relations. The O'odham people have proved to be resilient to the never-ending tide of challenges pushed their way, including early settlers and the killing of Native Americans, to forced assimilation and boarding schools and an overall failure of

federal Native American policy that has left the O'odham victim to rabid poverty, lack of opportunity, growing health problems, and the border crisis.

The fourth week we traveled to sunny and hot Arizona, getting to see many locations on the Tohono O'odham Nation Reservation as well as learn from experts and esteemed members of the tribe. At the Tohono O'odham Cultural Center and Museum, we were able to hear about the drastic loss of O'odham language speakers, a problem created by boarding schools and an instilled fear in the O'odham people about being punished for speaking their own language. We traveled to the United States-Mexico border, and were able to hear from local O'odham about the problems their community is facing, with religious and cultural sites as well as family members on both sides of the border. O'odham and border patrol relations have been especially tense in recent years. The O'odham people have worked with border patrol to ease these tensions and provide a cooperative agreement. The O'odham have also started the Tohono O'odham Community College and have created youth councils to provide resources and opportunity within the reservation, instilling a pride and desire to fight for their own culture and way of life within the younger generations.

This class provided a valuable insight into a minority community that has often been exploited and overlooked in the history of the U.S. It was an extremely valuable experience to be able to see the tribe firsthand and learn about the major problems afflicting the tribe. However, the justification of these trips and learning experiences will be revealed in how we use them. This trip, like my whole Shepherd Program experience, forced me to examine my emotions and feelings about large injustices that we all have a moral responsibility to attack and attempt to mitigate at every turn. This class cemented my desire and need to help those in disadvantaged situations, challenged my understanding of the different facets of oppression and poverty, and introduced me to a wide range of academic fields and professions that can help.

POV 103 (Haleigh Tomlin '22)

During Spring Term of my first year, I decided to stay on campus and try a class that was a little different from what I am used to. I took Poverty and Human Capability: An Interdisciplinary Introduction and Fieldwork with Professor Marisa Charley and twelve other students, and throughout the four weeks I was able to learn a lot about the community that surrounds W&L's campus. This course was unique because each week had a different focus on something that affects Rockbridge County such as nutrition, transportation, healthcare, or education. We were able to meet with local experts and form personal bonds with them over the four weeks in order to make sure we were not learning about local conditions without that discussion being led by the people who know them best.



POV 103 Students at the Rockbridge Area Relief Association

Combined with thought-provoking readings, our daily class meetings included both fruitful discussion and first-hand community experience. Within just four weeks, I feel that my thought process has widened so that I am mindful that I may not always know the entire story and that in social issues, it is more than just policy. There are so many emotions and real lives at play and it is important to take every single factor into consideration. This can be done by including those who are most affected in the conversation. This was the first time POV 103 has been taught with this community-based approach, and I am glad I was able to be so affected in this short amount of time.

After taking this class, I know that in the future I want to do people-focused work. It is important for me to have a clear goal every day and to be able to broaden my perspective by talking to a lot of people. Next, I would like to go abroad to see how social circumstances differ across the globe, since I have never been out of the country. I am also passionate about a lot of social topics, so this could be my next step in narrowing down what it is I would like to do after graduation.

POV 280 (Balen Essak '20)

Poverty Law with Professor Joan Shaughnessy was one of the most challenging and rewarding classes of my Shepherd experience. The course touched on many different topics related to poverty studies, including housing, welfare, food insecurity, and much more. While the focus was on law and how the legal system touches every aspect of an impoverished person's life, the course felt in a way like an advanced interdisciplinary poverty studies class. We learned about economics, sociology, law, and many other topics that helped me gain a much fuller understanding of poverty in America, with law in the background of it all.

Another important aspect of Poverty Law was the mix of undergraduate and law students. The course was taught at the law school, but about half the students, including myself, were undergraduates. This mix ensured a variety of perspectives were represented in the class, leading to rich discussions that drew from the differing life experiences present in the room. We had economics students who could explain the intricacies of quantitative studies, former teachers who had first-hand experience with some of the policies discussed, and individuals who had represented clients in similar situations to the ones we read about. Professor Shaughnessy also supplemented our learning by bringing in guest lecturers who were experts in the various topics which we studied.

This course was particularly important and relevant to my Shepherd experience because of my interest in criminal justice. Much of my time at W&L and in the Shepherd Program has focused on criminal justice and the rights of incarcerated individuals. My first real exposure to America's criminal justice system was, in fact, through the Shepherd Program in a class taught at Augusta Correctional Center (ACC). Nine other W&L students and I would travel three times per week to ACC and learn alongside individuals incarcerated within its confines. While the teaching was wonderful, the most memorable moments for me were the interactions I had with the incarcerated individuals. Shepherd helped me see people,

not just prisoners. About a month after that class, I started my Shepherd internship with the DC Public Defender Services. That experience helped me see a more macro perspective of the criminal justice system and systemic problems with it. I then worked with another student and Shepherd faculty to organize an exhibit of art made by incarcerated individuals. Poverty Law tied all these various experiences together and made me understand many of the more complex situations I had encountered in the legal field.

Much of my time with the Shepherd Program has generally focused on criminal justice and inequalities within that system. Having the opportunity to take a course focusing on that topic with other interested students while learning from experts in the field was a phenomenal opportunity. The course had rich discussions and taught me more than most, if not all, other courses I have taken during my undergraduate career. I feel incredibly lucky to have had the chance to take Poverty Law as a culmination to my criminal justice-focused Shepherd education.

SOAN 268 (Ashton Jenne '21)

In Winter 2019, I enrolled in "Conflict, Identity and Migration" taught by Professor Jon Eastwood. Six weeks were dedicated to lab time, which consisted of students analyzing data sets using the computer program "R." Olivia Luzzio and I decided to explore the impact of wearing headscarves on feelings of discrimination among Muslim women in Europe. We examined this relationship by using nine different variables (such as the women's host society language proficiency and how often the women were wearing the headscarves) because Professor Eastwood made it clear to us that there will never be a simple, straightforward answer in the world of social science. Through reviewing published literature, developing Directed Acyclic Graphs, and running regressions, we were able to come up with multiple conclusions to our initial question. This process will benefit me in the future by allowing me to explore any question that I might have in a more comprehensive manner.

The other six weeks were conducted in traditional seminar style. We read scholarly articles analyzing concepts such as how immigrants are able to integrate successfully into host countries and the factors that can lead to increased or decreased prejudice among host society natives. When reading scholarly articles and looking at the conclusions that are drawn from large data sets, it can be difficult but crucial to remember that each statistic represents an individual with unique life experiences and beliefs.

The knowledge that I gained in this course about the different aspects of immigration is very applicable to my future Shepherd work, but I believe that the skills Professor Eastwood taught the class about approaching various questions and ideas have even broader importance. I now know how to approach finding an answer to any complex question that I may have in my future social science work. I also know the importance of making sure I humanize each statistic and paper that I come across. These lessons will allow me to approach future Shepherd classes with a deep desire to understand the complexity of systems and people.

COURSEWORK FOR POVERTY STUDIES CREDIT

Course	Title	Faculty
ARTH 276	Chicano/a Art & Muralism	Lepage, Andrea
BIOL 275	Food for Thought	Blythe, Sarah
ECON 276	Health Econ in Developing Countries	Blunch, Hugo
ECON 295	Intro to Sustainable Development	Casey, James F. (Jim)
ECON 295 02/ SOAN 291 02	Land in O'odham Culture Economics and History	Guse, Joseph and Markowitz, Harvey
ECON 295A	Economics of Race	Goldsmith, Art
ECON 295B	Topic: Pov & Food Insecurity	Scharadin, Ben
ECON 395B	Adv Food Insecurity	Scharadin, Ben
ECON 395C	Topic: International Public Health	Blunch, Hugo
ECON/REL 246	Caste at the Intersection of Economy, Religion, and Law	Lubin, Tim and Silwal, Shikha
ECON 235	Economics of Social Issues (2 sections)	Goldsmith, Arthur H. (Art)
ECON 236	Economics of Education	Diette, Timothy M. (Tim)
ECON 280	Development Economics (2 sections)	Casey, James F. (Jim)
EDUC 230	Educating Citizens in Democracy	Moffa, Eric
EDUC 302	Teaching the Exceptional Learner	Bouchelle, Joe
ENGL 262	Literature, Race and Ethnicity	Miranda, Deborah
ENGL 295	Lit Study: Neo-Slave Narratives	Wilson, Ricardo
ENGL 260	Literary Approaches to Poverty	Miranda, Deborah A.
HIST 131	Modern Latin America	Gildner, Matt
LIT 295	The African Child Soldier	Kamara, Mohamed
PHIL 242	Social Inequality and Fair Opportunity	Bell, Melina
PHIL 346	Medical Ethics	Taylor, Erin
PHIL/POV 249	Poverty, Oppression, and Privilege	Pickett, Howard
POL 294	Topic: Food Policy	Harris, Rebecca
POL 380B	Food, Shelter and Space	Leblanc, Robin
POL/SOAN 268	Migration, Identity, and Conflict	Eastwood, Jon
POV 101	Poverty and Human Capability: An Interdisciplinary Introduction (5 sections)	Pickett, Howard and Taylor, Erin
POV 102	Fieldwork in Poverty Studies (4 sections)	Charley, Marisa S.
POV 103	Poverty and Human Capability: An Interdisciplinary Introduction and Fieldwork	Charley, Marisa S.
POV 296	Martin Luther King Jr.: Justice, Love, and Forgiveness (Taught at the Augusta Correctional Center)	Pickett, Howard Y.
POV 423	Poverty and Human Capability: A Research Seminar	Goldsmith, Art and Perez, Marcos
POV 280	Poverty Law	Shaughnessy, Joan M.
PSYC 269	Stereotype, Prejudice and Discrimination	Woodzicka, Julie
SOAN 180A	Health & Concept of Race	Chin, Lynn
SOAN 205	Power and Status: An Introduction to Social Influence	Chin, Lynn
SOAN 250	Revolutions and Revolutionaries	Perez, Marcos
SOAN 263	Poverty and Marginality in Americas	Perez, Marcos
SOAN 277	Seminar in Medical Anthropology	Markowitz, Harvey
SOAN 278	Health and Inequality: An Introduction to Medical Sociology	Chin, Lynn
SOAN 288	Childhood	Goluboff, Sascha
WRIT 100-06	Writing Seminar for First Years: Environmental Thought and Food Justice	Green, Leah

POVERTY STUDIES CAPSTONES

Author	Title
Zainab Abiza '19	The Expansion of Tayssir CCT Program: Increasing Girls' Secondary Educational Attainment in Rural Morocco
John Ahn '19	Financial Exclusion and Banking Participation of America's Working Poor
Ben Capouya '20	The National School Lunch Program in Rockbridge County
Kacie Carter '19	The Innocent Casualties of Imprisonment
Alex Dolwick '19	Environmental Impacts on Psychological Well-Being for Individuals Experiencing Homelessness
Bryan D'Ostroph '19	The Problem with PrEP: Intersectional Stigma and Modern HIV Prevention in the United States
Balen Essak '20	Just Incarceration: A Moral Evaluation of Solitary Confinement
Ben Fleenor '19	Freedom and Moral Responsibility in a Deterministic Universe: Perspectives from Buddhism and Clinical Psychology
Hailey Glick '19	Arts for All: An Analysis of Arts Access as it Relates to Socioeconomic Status and other Demographic Factors
Dannick Kenon '19	Examining Opportunity Zones by Looking at Enterprise Zones of the Past
Petr Lukin '19L	Personalized Prices and Personalized Risks for Poor Consumers
Kathryn McEvoy '19	Immigrant Access to Justice: Implications in Real Human Lives
Gabriella Miggins '19	The Incarceration Addiction: A Toxic, Symbiotic Relationship and an Ethical Response
Hank Patrick '19	Trust me, I'm a Doctor: Evaluating the Factors that Lead to Social Mistrust in the United States Healthcare System
Cate Peabody '19	Nutrition Effects on Health and Recidivism in the American Prison Complex
Jon Pezzi '19	The Hole Apartheid Dug: Reducing Crime in South African Townships with Entrepreneurship
Emma Richardson '19	The Pursuit of Happiness: How Wealth Inequality Undermines Core American Values
Jackson Roberts '19	Health Inequality in the Andes: An Ethnicity-Centered Approach
Clair Spotts '19	Inequality, DNA, and the Criminal Justice System
Mohini Tangri '19	Is the use of surveillance technologies justifiable in light of its effects on the well-being of single mothers receiving benefits from the welfare system in the USA?
Fon Teawdatwan '19	Health Outcomes for Undocumented Children and Families in America: A Moral and Ethical Concern
Tommy Willingham '19	Blight in the Rural South: Proliferation, Remediation, and Ethical Claims

The Non-Monetary Value of Work

With support from the Deans of the College and Williams School, Shepherd faculty and staff gathered as a cohort focused on different disciplinary approaches to the less obvious, non-monetary aspects of unemployment, underemployment, and changing employment. Shepherd core faculty members Jon Eastwood and Chris Handy played a crucial role in identifying the various aspects of this theme and helping to host and invite the appropriate facilitators to our discussions.

October 4: Karla Murdock led a discussion on "The Changing (Dis-)Utility of Work" by Greg Kaplan and Sam Schulhofer-Wohl.

November 8: Chris Handy led a discussion about the decline of manufacturing jobs (Readings by William Julius Wilson and David Autor, David Dorn and Gordon Hanson).

November 29: Art Goldsmith and Jim Casey led a discussion on the job guarantee and universal basic income (Readings by Nathan

Heller, Lawrence H. Summers, and Mark Paul, William Darity Jr. and Darrick Hamilton).

February 7: Howard Pickett led a discussion on Elizabeth Ashford's "The Duties Imposed by the Human Right to Basic Necessities."

February 28: Marcos Perez presented a chapter from Arlie Hochschild's *Strangers in their Own Land*. We discussed the deep story of white working-class men.

March 28: Joseph Guse presented articles around mortality/morbidity and deaths of despair correlated to lack of work (Readings from Anne Case and Angus Deaton, Justin Pierce and Peter Schott).

April 29: Jon Eastwood led a discussion about "Work, Skills, Community," a joint policy report by Brookings and AEI.

Volunteer Venture

Baltimore • Charleston • Greensboro • Lexington • Richmond
Roanoke • Washington, D.C.
105 Participants, 35 Trip Leaders

Volunteer Venture is a one-week service-learning pre-orientation program for incoming students. It introduces them not only to each other, but also to the Shepherd Program: its academic offerings in poverty studies and opportunities to engage with the Rockbridge community.

In each host community trip participants learn about a poverty-related issue and serve with organizations addressing it. In Baltimore, participants explore the intersection of education and the criminal justice system. Rural health and nutrition are the focus of the trip to Charleston, West Virginia. In Greensboro, participants visit the Civil Rights Museum and

explore immigration policy. One trip option stays in Lexington and Roanoke to focus on building a home, both literally, with Habitat for Humanity, and figuratively, as students get to know the Rockbridge community. In Richmond trip participants look at the intersection of health and opportunity for children. And in Washington, D.C., students focus on homelessness and hunger.

Volunteer Venture begins on campus with a large-scale poverty simulation and concludes with faculty-led reflection sessions. Each trip is organized by students, many of whom loved the program as first-year participants and look forward to leading this enriching experience each year.



Volunteer Venture participants Enuma Anekwe '22 and Lauryn McCray '22 prepare meals at the D.C. Central Kitchen.

Charleston trip leaders Anne Rogers '20 and Jacob Day '21 welcome participants for their initial meet and greet.

"I've always loved community service, so Volunteer Venture has only amplified that passion. Now I feel more educated in addition to motivated, which I think is great as I move forward to get involved with the nearby communities and Lexington/Rockbridge community."

— Volunteer Venture Charleston Participant

"I loved having insightful discussions with everyone on the trip after each day of events. It was really refreshing to be able to talk about such complex issues and do so with people who are also passionate about the subject."

— Volunteer Venture Greensboro Participant

"Volunteer Venture taught me the appropriate way to SERVE a community—to not only help but work WITH the members of such communities in creating an environment of mutual respect, dignity, and progress."

— Volunteer Venture Richmond Participant

Bonner/CARA

Service Hours 6,282 | Training Enrichment Hours 633



Bonner students on the First Year Service Trip in Charlotte, North Carolina, show some of their artwork at a community partner agency.

The **Bonner Program** is a unique leadership development program for students with an interest in service and civic engagement. Bonner provides students with the framework to be leaders in community service, while providing financial support to help make their education more affordable. Bonners commit to 1,800 hours of service and leadership training over the course of their four years in college.

In addition to substantial service in the local community, Bonners participate in a training and enrichment (T&E) curriculum. These trainings involve articles, documentaries and guest speakers, and offer students an opportunity to understand and reflect deeply on poverty, justice, and civic life.

During the 2018-2019 academic year, the Bonner Program became an experiential credit-bearing course, testifying to the academic nature of the Bonner curriculum and experience. Successful completion of POV197 requires full participation in the Bonner Program, which includes the following additional training events:

- The First-Year Service Trip includes examinations of policy and social issues related to homelessness,

hunger, and essential human services in partnership with CROSS Ministries of Charlotte, North Carolina. Last year, the trip included 10 first-year Bonner students and three Bonner Program interns and took place over the February break.

- The Bonner Program Retreat is an annual opportunity for all 40 students in the Bonner Program to come together. This year's retreat, which was held over MLK Day weekend, was developed in partnership with the Virginia Center for Inclusive Communities, an initiative that was supported by the Office of Community-Based Learning and the McJunkin Fund.
- Finally, all Bonners complete a capstone project prior to graduation. The capstone project requires that Bonners use one or more academic skills, broadly conceived, to advance the mission and/or work of a community organization. This is typically achieved through the Community-Academic Research Alliance (CARA).

Community-Academic Research Alliance (CARA)

The Community-Academic Research Alliance (CARA) supports research partnerships between Washington and Lee University students and community partners in the Rockbridge area to address pressing community challenges. This year, Bonner and other Shepherd students participated in the completion of the following community-based research projects:

- The completion of data analysis for Eat Healthy Rockbridge, which seeks to provide nutrition education and access to healthy foods to individuals and families who are vulnerable to food insecurity. The data analysis fulfilled a grant requirement and allowed the student engaged in the work to develop her own skills in this area.
- The creation of a Coaching Manual for River Runners, a youth enrichment program focused on the social, emotional, and physical benefits of running. The manual is a comprehensive guide intended to assist existing or incoming coaches for the program and will contribute to the sustainability of program efforts in periods of volunteer leadership transition.
- The research and development for a Volunteer Recruitment and Mobilization Study for a Literacy Support program through the Rockbridge Regional Library System, which

included strategies for accessing a broader volunteer base and connecting volunteers with more relevant materials on literacy issues in the Rockbridge area.

These rich academic experiences highlight a reciprocal approach to partnership, one that acknowledges the expertise both within and beyond campus walls. It also demonstrates our program's commitment to promising forms of community-based learning. The community-based research conducted through CARA in the last year not only achieved these goals, but also provided a foundation for teaching and engaging that is inclusive and collaborative with our invaluable community partners.



Grayson Nelson '22 plays foosball with local students at the Lexington City Office on Youth.



William Baya '22 works on a Habitat for Humanity project.

Campus Kitchen

478 volunteers
5,913 hours served
785 children enrolled in
Backpack Program
37,697 meals delivered
4,864 lbs of food recovered

The **Campus Kitchen** at Washington and Lee (CKWL) serves to address the issues of food waste and food insecurity through collaborations with local supermarkets, Washington and Lee Dining Facilities, and local area partners. Led by a team of approximately 25 students, the Campus Kitchen recovers, prepares, and delivers food to locations around the county. Just as importantly, participating students use food as a way to form long term, meaningful connections with residents in the Lexington-Rockbridge community.

In addition to the delivery of around 270 meals on a weekly basis, the Campus Kitchen operates two auxiliary programs, the Mobile Food Pantry and the Backpack Program. The Mobile Food Pantry aims to address food access issues due to transportation difficulties and food availability in rural parts of the county. It does so through the delivery of dry goods, fresh produce, and frozen meat to several locations outside Lexington city limits, including Natural Bridge Station, Buena Vista, Goshen, Raphine, Rockbridge Baths, and the South Buffalo area.



Campus Kitchen summer interns Dolph Maxwell '22, Grace Sullivan '21 and Ashley Shugart '22 recover produce from the Lexington Farmers Market.

Alongside the Mobile Food Pantry, CKWL also operates the Backpack Program, which delivers bags of prepackaged snacks and meal supplements to approximately 780 children on free and reduced lunch programs at the elementary and

middle schools around the county. Operating on a weekly basis throughout the school year, this program serves to address the meal gap experienced by these children over the weekend.

Through the combination of direct service work and educational enrichment, the Campus Kitchen provides an outlet for passionate students to learn about the complex issues of food systems and their effects on food insecurity.



Maddie Simko '19 and Cate Peabody '19 spread the word about CKWL's annual Turkeypalooza Thanksgiving event with help from President Dudley.

The Nabors Service League

2 service days / 2 alternative break trips, 20 years

The Nabors Service League (NSL) is a student-run community service organization that strives to promote and encourage a spirit of service and to connect service with learning. The NSL team connects W&L students with local agencies through community-wide service days. The NSL team worked with ten local non-profits and agencies to facilitate over 160 volunteer hours on designated service days. This year the NSL community honored the 20-year anniversary of the first service day, which was created in memory of Jonathan Nabors '02.

The NSL team also sponsors Alternative Break Trips. Over the Fall Reading Days break, eight students worked with local agencies to address food and housing insecurities in the Rockbridge area. In February, a team of nine students travelled to Birmingham, Alabama, to work with Focus First. Students received training and provided vision and hearing screenings for pre-school aged children.

By partnering with anti-poverty agencies locally and on alternative break trips, the Nabors Service League creates opportunities for students to learn how to address poverty in ways that respect the dignity of all people.



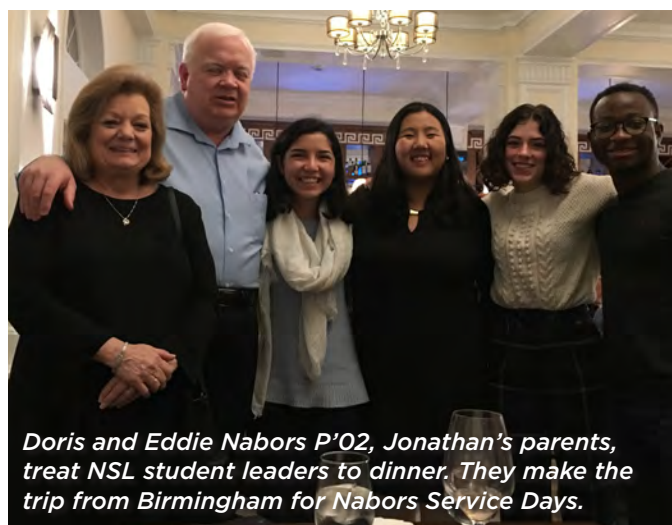
First-year students serve at Rockbridge Area Relief Association for Nabors Service Day. Bri Mondesir '22 gave the day two thumbs up.



Alternative Break trip participants served Birmingham's Woodlawn community.



William Baya '22 personalizes his Nabors Service Day t-shirt.



Doris and Eddie Nabors P'02, Jonathan's parents, treat NSL student leaders to dinner. They make the trip from Birmingham for Nabors Service Days.

Shepherd Internship Program

Preparing students to understand and address the obstacles communities face requires engagement in and collaboration with those communities. Therefore, the Summer Internship is and always has been a core feature of the Shepherd experience. Through full-time work with community agencies, students come to know a city, a possible profession, and themselves better.

In the summer of 2018, the Shepherd Program supported a total of 40 interns: thirty-one students, undergraduate and law, in domestic internships and nine undergraduate students in international internships. All but five of the domestic interns participated in the Shepherd Higher Education Consortium on Poverty (SHECP).

The domestic internships ranged widely: reaching out to people experiencing homelessness and residing in the subway stations of New York City; leading YMCA youth explorations in

the mountains of West Virginia; working with asylee women experiencing violence; building capabilities through a running program in Washington, D.C.

In addition to our domestic interns, nine students interned abroad. Many added the experience onto FILM 233, with Prof. Stephanie Sandburg in Ghana or INTR 453, with Profs. Denny Garvis and Robin LeBlanc in Cape Town, South Africa. Students report that having four structured weeks with a faculty member prior to the internship significantly improved their ability to navigate the community and culture. Other students forged new relationships in Puerto Morelos High School in Mexico in an ongoing collaboration with Shepherd, English for Speakers of Other Languages (ESOL), and Gen Dev Consulting Group or participated in internships coordinated by third party providers.



The W&L cohort gathered at the SHECP opening conference at Marymount University in Arlington, Virginia.

Molly Mann reflection

Under the mentorship of Shepherd alum Lainey Johnson '16, Mann worked for Back on My Feet (BoMF), a program that addresses homelessness through a running-based model of empowerment. “We meet people where they are,” Mann explained, “The saying around BoMF is, ‘We’re into fitness, but we’re not a gym.’” Mann noted, “It was eye-opening to realize that the pathway that brought them to this point in their lives was not formulaic—it didn’t happen because they lacked the resources during their childhood or were exposed to drugs throughout their lives. It was interesting for me to think about it from a public policy perspective and see that one single bill can’t address this one problem of addiction. The underlying issues are too complex.”



Molly Mann '20 warms up with members of Back on My Feet before joining them for a run.

Anne Rodgers '20 at Asylee Women in Baltimore

The following article by Anne Rodgers '20 was originally published on the Shepherd Higher Education Consortium on Poverty website. Anne completed a 2018 internship with Asylee Women Enterprise (AWE).

“We shouldn't be hiring judges by the thousands, as our ridiculous immigration laws demand, we should be changing our laws, building the Wall, hire Border Agents and Ice and not let people come into our country based on the legal phrase they are told to say as their password.”

—Donald J. Trump, June 21, 2018, 8:12 a.m., Twitter

On June 20, 2018, I was holding a little baby girl named Katie at Asylee Women Enterprise (AWE). Katie is a United States citizen, but her mother is not. Although Katie doesn't know it now, she is the reason her mother is seeking asylum in the United States. In her home country, her mother resisted several forced marriages, and was exiled from her family. She then became pregnant in a different country, but was arrested because it is illegal in that country to be pregnant out of wedlock. When she was 7 months pregnant, she fled to the United States. Upon arriving at an airport in the United States, she was detained. She spent a month in jail without prenatal care. Her asylum case is still pending.

After a summer of working at AWE, I have found that “asylum” is anything but a “password” that asylum seekers say to get a green card. After arriving at the U.S. border, asylum seekers are put through a credible fear interview. In this interview, an ICE agent picks apart asylum seekers' stories to determine if they have a legitimate fear of persecution over their race, religion, nationality, political opinion, or membership in a social group. Sometimes a person's history of trauma is written on his or her body, as is the case of a client who was attacked with acid in her home country for her work as a women's rights activist. Other times, a client's trauma is not apparent to an ICE agent, as is the case of a client who was raped in her home country by soldiers because of her membership in an ethnic group. Telling this story to a U.S. customs agent whose job is to find inconsistencies in your story is not easy.

If your fear is deemed credible and you can enter the United States, the road to asylum does not get any easier. Asylum seekers, unlike refugees, do not qualify for public benefits. After fleeing their home and often arriving at the United States border with nothing, they face homelessness and starvation. Additionally, asylum seekers do not qualify for health insurance until after a year or more of being in the United States, which leads to many chronic conditions going untreated. Many asylum seekers arrive in the United States suffering from the physical trauma of the torture they went through, as is the case of a client who had unknown substances injected into his body, and motorcycles driven over his back daily after he was taken and detained by government

officials in his home country. An asylum seeker cannot obtain a work permit until after six months of applying for asylum. Multiple clients at Asylee Women who were doctors, lawyers, and politicians, have been tortured for speaking out for basic human rights and democracy. In the United States, their higher education degrees mean nothing.

With all of these needs, AWE provides a safe, supportive community space in which a case manager assists asylum seekers in finding housing, food, clothing, shelter, medical care, and legal services. AWE also provides on-site programs for survivors of torture to attend in healing, cultural adjustment, and employment readiness while they are waiting on their work permit. These programs include a music therapy group, cultural orientation and employment training. AWE tries to find jobs that match their skills, so that they can utilize their strengths and skills to better the American economy after they attain their work permit. AWE helps asylum seekers to rebuild their lives—to make them citizens that are ready to strengthen American communities when they are granted asylum.

Many asylum seekers come to the United States alone, not knowing how to speak English, and feeling extremely isolated in our current political climate that is so against immigrants entering the United States. Despite the struggle every day to survive in a system that is unsupportive of asylum seekers' needs, as well as cope with the physical and mental scars of torture, the clients that I worked with this summer are the most resilient individuals I have ever met. Despite one client describing how she feels like she is “constantly going in circles” in our legal immigration system, she still comes every day to English class at AWE. At Asylee Women, clients have a place to call home as they are living in limbo, not knowing if they will be able to stay in the United States. The clients rely on each other for strength through this process, and the caseworkers at AWE support these individuals in their trauma recovery.

This summer at AWE, I have learned that we must stop seeing asylum seekers as individuals that are trying to “game the system,” as they have lost everything that made them feel human. The large percentage that have legitimate claims should be treated with the dignity and respect that they are legally entitled to. We could all be asylum seekers if we lived in a country where voting for a political candidate, believing in a certain God, or being gay meant that you would be targeted, tortured, and possibly killed. As the Program Director at AWE stated at a community meeting in Baltimore, we must start seeing asylum seekers as our neighbors, our friends, and our family.

By the end of my SHECP internship at Asylee, Katie's mom was coming in and putting Katie in my lap, saying, “Katie, say hello to your auntie.” One client practicing her English would come into the office before she left in the afternoon to say, “I love you.” Last week she and her husband moved out of a shelter to a new home that AWE caseworkers arranged, and she came into my office and said, “for me, when I can't cook I'm not home. In the shelter, I cannot cook. Now I can cook. Now I am home.”



2018 SHEPHERD INTERNSHIPS

Student	Internship	Location
Roy Abernathy '20L	Washington Lawyers' Committee on Civil Rights and Urban Affairs	Washington, DC
Thomas Agostini '19	Health Brigade	Richmond, VA
Madysen Bennett '21	Legal Aid of West Virginia	Charleston, WV
Laura Calhoun '20	Cuyahoga County Juvenile Detention Center	Cleveland, OH
Ben Capouya '20	Atlanta Food Bank	Atlanta, GA
Allison Carmody '20	Cleveland Clinic—Lutheran Hospital	Cleveland, OH
Benjamin Fleenor '19	Ulster County Public Defender's Office	Poughkeepsie, NY
Hailey Glick '19	YWCA Charleston	Charleston, WV
Jenny Graham '20	The Ark Preschool—Episcopal Community Services	Baltimore, MD
Helena Hahm '20L	Legal Services of Northern Virginia	Washington, DC
Will Hardage '20	iKhaya le Langa	Cape Town, South Africa
Julia Hernandez '20	Anani Memorial International School	Accra, Ghana
Marshall Hespe '20	Champlain Valley Office of Economic Opportunity	Burlington, VT
Natalia Homchick '20L	Advocates for Justice	New York, NY
Orion Hughes-Knowles '19L	Sitka Public Defender	Anchorage, AK
Elena Kruse '20	Alternative Directions	Baltimore, MD
Anna Luttrell '21	Gateway Center	Atlanta, GA
Claire Mackin '20	Inner City Tennis Clinics	Cleveland, OH
Molly Mann '20	Back on My Feet	Washington, DC
Rose Maxwell '20	Miriam's Kitchen	Washington, DC
Gabriella Miggins '19	PACT: Helping Children with Special Needs	Baltimore, MD
Matt Muller '21	So Others Might Eat	Washington, DC
Cate Peabody '19	Human Rights and Advocacy Center	Accra, Ghana
Boyd Peete '20	Camden Coalition of Healthcare Providers	Camden, NJ
Jon Pezzi '19	iKhaya le Langa	Cape Town, South Africa
Megan Philips '20	Foundation Communities	Austin, TX
Tim Pierce '20	PM Public School and Library	Puerto Morelos, Mexico
Anna Renou '21	Code Interactive	New York, NY
Anne Rodgers '20	Asylee Women Enterprise	Baltimore, MD
Mariam Samuel '20	PM Public School and Library	Puerto Morelos, Mexico
Jessy Serody '20	Borgen Project	Pittsburg, PA
Victoria Seymour '21	Peter Paul Development Center	Richmond, VA
Joëlle Simeu '20	Center for New North Carolinians	Greensboro, NC
Fon Teawdatwan '19	Children's Regional Hospital at Cooper	Camden, NJ
Lorena Terroba-Urruchua '21	PM Public School and Library	Puerto Morelos, Mexico
Khang Truong '20	Public Defender Service for the District of Columbia	Washington, DC
Heeth Varnedoe '19	Yeada—Citadel	Koforidua, Ghana
Christopher Watt '21	Bowery Residents' Committee, Inc.	New York, NY
Kana White '20	Private School	Accra, Ghana
Tommy Willingham '19	West Helena/Philips County Port Authority	Helena, AR

Social Impact Summit

The Social Impact Summit gives current students the opportunity to network with and learn from alumni and others who are making a social impact through their professional lives. The event is a collaboration of faculty and staff in the Shepherd Program, the College, the Williams School and Career and Professional Development. The 2018 Summit featured Shepherd alumni and friends:

- Emmanuel Abebrese '15, founder and executive director of Citadel Foundation for Kids Inc.
- Victoria Kumpuris Brown '98, Senior Program Officer, Robert Wood Johnson Foundation
- Malcolm Burke '96 and '01L, Indo-Pacific regional manager, Advocacy Center, International Trade Administration
- Elgin Cleckley, assistant professor of architecture and design thinking, UVA
- Erin Coltrera '09, program manager, Support Center for Child Advocates
- Kevin Green '07, senior director, Center for Behavior and Environment at Rare
- Lacy McAlister '14, strategic partnerships coordinator at International Justice Mission
- Melissa Medeiros '09, program examiner, Medicare Branch, Office of Management and Budget

- Maisie Osteen '14L, assistant public defender, Richland County, SC
- Lewis Perkins '93, Apparel Impact Institute
- Jonathan Wortham '04, team leader for tuberculosis outbreak investigations team, CDC



The Social Impact Summit's Design Thinking session featured Elgin Cleckley, Emmanuel Abebrese '15 and Kevin Green '07.

Commencement



Shepherd Minor Jackson Roberts '19, speaking at Baccalaureate, was a recipient of the Algernon Sydney Sullivan Award.



EC president and Shepherd minor Elizabeth Mugo '19 spoke at the Commencement Ceremony.

Elrod Fellowship

The John and Mimi Elrod Fellowship provides mentorship and programming for W&L students and young alumni interested in social impact careers. Our mission is to extend and integrate the learning of the Shepherd Program into participants' post-graduation civic and professional lives. The Elrod Fellowship program bridges the gap between eager, well-equipped seniors and alumni associated with employers in the social impact sector.

In 2018, nine graduates participated in the Elrod Fellowship in Washington, D.C. and Baltimore. Through one-on-one advising with Elrod Fellowship Coordinator Fran Elrod, seniors create an application and discern a range of job interests. A team of alumni, Career and Professional Development staff, and faculty work with the Elrod Fellowship

Coordinator to help students navigate the search for social impact jobs with not-for-profit, for-profit, and governmental organizations. Once students secure a social impact job in a participating city, Elrod Fellows participate in programs that connect them with other fellows and with supporting alumni, who provide ongoing learning and mentorship opportunities that help with the transition to a new job in a new area.

This year programming included a welcome gathering, a seminar at Pathways to Housing, and a Social Impact trip for incoming fellows. The weekend consisted of panels with current fellows, alums in social impact careers, and organization tours over the course of two days focused on government, non-profit, and private social impact sectors.



Prospective Elrod Fellows visit Ward 6 Councilmember Charles Allen '99 at DC City Hall.

2018 Elrod Fellows

Sarah Arrington '18

Philosophy Major
Education Policy & Poverty Minors
Employed by City Year
Washington, D.C.
Mentor: Brian Becker

Stephanie Chung '18

Sociology and Anthropology Major
WGSS & Poverty Minors
Employed by Pathways to Housing
Washington, D.C.
Mentor: Shiri Yadlin

Erin Ferber '18

Spanish and Sociology and Anthropology
Majors, Poverty Studies Minor
Certificate of International Immersion
Employed by Murphy Anderson PLLC
Washington, D.C.
Mentor: John Nolan

Mason Grist '18

Religion and Economics Majors
Poverty Minor
Employed by The Hanover Group
Washington, D.C.
Mentor: George Foote

Alice Kilduff '18

Economics Major, Poverty Minor
Employed by A Wider Circle
Washington, D.C.
Mentor: Kate Gehrs

Matt Lubas '18

Engineering Major, Poverty Minor
Certificate of International Immersion
Employed by Meridian Medical Technologies
Washington, D.C.
Mentor: John Nolan

Kassie Scott '18

English and Sociology Majors

Poverty Minor

Employed by The Urban Institute
Washington D.C.
Mentor: Chris Penders

Kiki Spiezio '18

Politics and Business Administration
Poverty Minor
Certificates in Middle Eastern Studies
and International Immersion
Higher Achievement
Washington D.C.
Employed by Dog Tag Inc.
Mentor: Charles Allen

Arthur Love '18

Neuroscience Major, Theater and Film
and Visual Culture Minors
Employed by Johns Hopkins University
Research Assistant
Baltimore, MD
Mentor: Michele Farquharson

Staff Directory

HOWARD PICKETT

Associate Professor of Ethics and Poverty Studies, and Director of the Shepherd Program for the Interdisciplinary Study of Poverty and Human Capability, and Adjunct Professor of Law

RYAN BRINK

Campus Kitchen Coordinator

MARISA CHARLEY

Associate Director | Bonner Program Director | Instructor of Poverty Studies

JENNY DAVIDSON

Assistant Director

FRAN ELROD

Associate Director

Shepherd Advisory Board

VICTORIA KUMPURIS BROWN '98

Dallas, TX

DUKE CANCELMO '80

Houston, TX

DAVID FOSTER '98

Havertown, PA

LENA HILL

Dean of the College and Professor of English and Africana Studies

NANCY MCINTYRE

Senior Director of Development

QUIANA MCKENZIE '08

Chicago, IL

EDDIE AND DORIS NABORS '02P

Homewood, AL

JOHN NOLAN '70

Chevy Chase, MD

MAISIE OSTEEN '14L

Columbia, SC

SONIA SIU '07

Boston, MA

CLAIBORNE TAYLOR '02

Philadelphia, PA

STACY MCLOUGHLIN TAYLOR '02

Philadelphia, PA

ERIC WHITE '74, '10P

Richmond, VA

JONATHAN WORTHAM '04

Decatur, GA



Laura Calhoun '20 and Balen Essak '20 organized an art show featuring work of former classmates from the Augusta Correctional Center titled "Unfreedom of Expression."



Class discussion facilitated by Howard Pickett in Poverty 101.



Exam week study session for Shepherd students in Marisa Charley's office.



Shepherd student leaders Dannick Kenon '19, Iman Messado '19, and Elizabeth Mugo '19 at Donning of the Kente.



Shepherd students Ashley Shugart '22, Dolph Maxwell '22, Annie Talton '21, and Jacob Day '21 on the front lawn.



Lexington City Manager Noah Simon was a community partner co-teacher in POV 102.