“What exactly does it mean to respect the dignity of every person? The short answer: People matter.”
During the 2017-2018 academic year, the Shepherd Program for the Interdisciplinary Study of Poverty and Human Capability celebrated its 20th anniversary. In honor of the occasion, we hosted two distinguished speakers: Allison Pugh, Professor of Sociology at the University of Virginia, and Sheldon Danziger, President of the Russell Sage Foundation. In honor of our 20th, we also continued the daily work of the Shepherd mission. Since its establishment through the tireless efforts of founding director Harlan Beckley and the generous support of Tom ('52) and Nancy Shepherd, our program has aimed to prepare students—from various majors, political perspectives, and career paths—to understand and address the causes and consequences of poverty in ways that respect the dignity of every person.

What exactly does it mean to respect the dignity of every person? The short answer: People matter. However, my students know that I rarely stop with the short answer. In the words of my former teacher, James F. Childress, we are guided in thought and action by four principles: beneficence, non-maleficence, respect for autonomy, and justice.

**BENEFICENCE** (doing good) is 35,000 meals per year from our Campus Kitchen to food insecure households in the Rockbridge area. Beneficence is 1800 hours of service and leadership training prior to graduation from each of our 40 Bonners. Beneficence is 8 weeks of full-time anti-poverty, community development work with domestic and international agencies by 40 interns each summer. But beneficence is also what motivates student coursework and research—for instance, into the causes, consequences, and most promising remedies of the eviction crisis in America. However, we are not only guided by beneficence.

**NON-MALEFICENCE** (not doing bad) is also important. In more familiar terms, “First do no harm.” Our students know that even well-meaning efforts to promote human well-being can sometimes make things worse, whether through unintended consequences or through condescending acts of paternalism. To be honest, the history of poverty studies and community engagement is a history that includes exploitation and stigmatization, especially of communities of color. To minimize those risks, student thought and action are informed by two more principles.

**RESPECT FOR AUTONOMY** is what leads us to reciprocal partnerships with community organizations. Respect for the preferences and priorities of the community is what leads to co-teaching with community partners, for instance, Marisa Charley’s recent co-teaching of portions of POV 102 with Leyna Hansley of Project Horizon. It is also what informs the community-based research of Shepherd students, in which community-identified needs guide student research. This respect for autonomy and the commitment to beneficence can, unfortunately, clash. Not only can one person’s well-being conflict with another’s preferences, but the same person’s well-being and preferences can conflict with one another, a lesson Christopher Watt (’21) learned working alongside individuals experiencing homelessness during his summer internship with the Bowery Residents’ Committee in NYC.

**JUSTICE** is the overarching principle that guides us in the hard work of figuring out how to navigate these conflicts. How do we promote the well-being of each person, while also respecting the liberty of each person? This is the question that inspired the daily discussions in my recent course on justice, love, and forgiveness in the writings of Dr. King, a course that paired 10 students from campus with 10 students from the Augusta Correctional Center. There are no simple answers to these questions, but I hope our students agree that the work of the Shepherd Program, both inside and outside the classroom, is worth doing. More than that, I hope they agree that, however challenging, this work is, in the words of a student from the state prison, “a beautiful thing.”

Sincerely,

Howard Pickett
By the Numbers

761 children enrolled in Backpack Program

7,937 hours of service completed by Bonner students

43 Shepherd summer interns

549 seats filled in poverty-related coursework

7 Volunteer Venture trip options

101 students took POV 101
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Washington and Lee University hosted Allison Pugh, a professor of sociology at UVa, as the keynote speaker for the Shepherd Program’s 20th Anniversary Celebration on Nov. 9. Following the theme “Poverty, Inequality and Work Today,” the talk was titled “The Tumbleweed Society: What Happens When People Assume Job Insecurity Is Inevitable.” Pugh drew on her book, “The Tumbleweed Society,” to discuss how uncertainty in our jobs and our social ties impacts our negotiations of commitment on the job and in our intimate life.

“Allison Pugh is an ideal speaker for Shepherd’s 20th celebration,” said Howard Pickett, assistant professor, director of the Shepherd Program for the Interdisciplinary Study of Poverty and Human Capability, and adjunct professor of law at Washington and Lee. “Her work on the impact of changes in the labor market on workers, on families, and ultimately on our sense of what we owe one another – on what kind of ‘us’ we want to be – is a fitting way to usher in the next 20 years of Shepherd at W&L.”

Pugh has won multiple honors from the American Sociological Association for her first book, “Longing and Belonging: Parents, Children, and Consumer Culture” (University of California 2009). She was a 2016-17 fellow at the Center for Advanced Study in the Behavioral Sciences at Stanford University and also at the American Council of Learned Societies. Her work has been widely covered by the news media, including the New York Times, the Atlantic, and the Washington Post. Her current research investigates contemporary trends to standardize and automate work that relies on emotional connections.

“At the heart of a Shepherd education is a greater understanding of how economic, social and political realities affect the precariously employed, the unemployed and the communities in which we all live,” said Pickett.

The event was sponsored by the Shepherd Program, the Office of the Provost, and the Mudd Center for Ethics.
Washington and Lee University hosted Sheldon Danziger, president of the Russell Sage Foundation, as the second speaker for the Shepherd Program’s 20th Anniversary Celebration on March 15. Following the theme “Poverty, Inequality and Work Today,” the talk was titled “Poverty, Inequality and Public Policies: Reflections on the End of the Safety Net As We Know It.”

Danziger’s research focuses on social welfare policies and the effects of economic, demographic and public policy changes on trends in poverty and inequality. "Sheldon Danziger is one of the most respected scholars in the social sciences examining the causes and consequences of poverty in the United States and the role that public policies have played in both preventing poverty and assisting those below the poverty line," said Art Goldsmith, Jackson T. Stephens Professor of Economics.


From 1989 through 2013, Danziger directed the research and training program on poverty and public policy at the University of Michigan, geared toward developing the careers of emerging scholars from underrepresented groups.

In addition to being president of the Russell Sage Foundation, which supports social science research “for the improvement of social and living conditions in the United States,” he is also the Henry J. Meyer Distinguished University Professor Emeritus of Public Policy at the Gerald R. Ford School of Public Policy, University of Michigan.

The event was sponsored by the Shepherd Program, the Mudd Center, the Economics Department, the Office of the Provost and the University Lectures Series.
Shepherd is an interdisciplinary program that offers poverty-related courses in more than a dozen departments across the College, the Williams School and the School of Law. This report highlights a few of the innovative course offerings.

### COURSEWORK FOR POVERTY STUDIES CREDIT

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POV 102: Field Work in Poverty Studies

During academic year 2017-18, Marisa Charley began teaching POV102, a one-credit introduction to service-learning. With the support of the Office of the Dean of the College, she developed and successfully implemented an innovative new practice in community-based learning: the integration of community partners into the classroom as true co-educators. Our students learn a great deal from their supervisors and others at their service sites, from professional development strategies to practical knowledge around poverty and its many complexities. In the past, our students have also sometimes learned from those supervisors during in-class presentations about local agencies. During the fall and winter terms, two local community partners (i.e., staff members of agencies where our students serve) designed two distinct mini-units in the course, collaborating with her to identify the topics, select the readings, design the assignments and implement the lessons for these mini-units. This practice was deeply impactful for our students, who had the opportunity to learn about models of community change from partner BreAnne Rogers at the Rockbridge Area Prevention Coalition (RAPC), and about trauma-informed care from partner Leyna Hansley at Project Horizon. This pedagogical experiment in the best practices of community-based learning was meant to provide our students with a richer, clearer understanding of community partners as co-educators as well as the topics selected.
FILM 251: Modern Day Slavery in Ghana

In Poverty 101 (Introduction to Poverty), the global impact of poverty isn’t a focal point. But in Ghana, global poverty cannot be overlooked. Professor Stephanie Sandberg’s Modern Day Slavery class, a Spring Term film class that traveled to Ghana to make documentaries for NGOs, brought to light the realities of living below a living wage. In the class, we began to understand why children are sold into slavery. Most often, families are approached with a promise of schooling in exchange for work and a financial payment. Parents see this as an opportunity to buy necessary supplies for their families that they couldn’t otherwise afford, so they consider the option. The reality of poverty in Ghana blurs the lines that Americans have set for human rights, mainly because Americans cannot fathom the reality that is poverty in a developing country or the culture of the country. The class gave insight into the reality of many families, not only in terms of poverty but in terms of who is vulnerable in trafficking situations. Women, children and individuals with mental illness bear the weight of trafficking because they are easily manipulated into situations that take advantage of them. Taking this class and having this experience has made me a better global citizen. Learning how to navigate the differences between American culture and other cultures helps to better understand how communities deal with the challenges they face in poverty. Ghanaian culture revolves around the support system of the community, something that American individualistic culture overlooks, and allows the family structure, not material items, to be the driving factor for the community. I was fortunate enough to experience a change in outlook of global poverty by witnessing these realities firsthand.

— Cate Peabody ’19

Students film a documentary in Professor Stephanie Sandberg’s course in Ghana.
I grimaced at the officer’s words as we left the rolling fields of Augusta County for the white walls of the prison where our class was held. Without obvious reminders such as this one, it was very easy to forget where we were, as we conducted class at Augusta Correctional Center just as we would in Mattingly House, challenging opinions, asking questions and learning from one another.

I began the course with very little understanding of the criminal justice system. The first three-hour discussion with my ACC learning partners led me to Professor Howard Pickett’s office with a furrowed brow and the intuition that there were major flaws within the institution I had just entered. Though I could not immediately identify those flaws, I began to understand them and their detrimental effects as I spent my Spring Term with the 10 members of ACC who opened their lives to Washington and Lee students and agreed to delve into the complicated ideology of Martin Luther King Jr’s theories.

As we worked together through King’s writings and speeches, my learning partners at ACC quickly showed me that every person is more than the worst thing that they have ever done. However, my four weeks in class also revealed that our punitive institutions effect a cycle in which members are judged by that one thing for the rest of their lives, perpetuating a backward-looking perspective that handicaps victims and offenders alike. Worse yet, these institutions do so while favoring certain uncontrollable characteristics, like income, social status and race. Our criminal justice system does not uphold the values that it denotes in its title: justice, which King tells us is “love correcting everything that stands against love.”

I am still wrestling with the idea of what a justice system based in love would look like. Astutely put by many of my learning partners at ACC, it might be a system that functions with what King terms a “tough mind” and “a tender heart.” It would treat people as human beings worthy of respect while also holding them accountable for their actions. It would be a means for growth and reconciliation rather than stagnation.

Most importantly, I discovered that the best way to begin changing such a system is to learn with and from people actually impacted by it, as the members of ACC gracefully allowed me to do last Spring Term. From the open-mindedness of daily conversations to the incredible vulnerability displayed in final class speeches, my learning partners at ACC, my fellow Washington and Lee students, and Professor Pickett helped me to think about one of society’s most difficult questions: How should we live according to principles of love, justice and forgiveness?

— Kathryn McEvoy ’19

I can say that I am actually living life in reverse compared to the normal person. I am going into higher education in my 60s instead of my late teens and early 20s. But I can only agree that later is much better than never. Most prisoners will never have the opportunity to have a transcript with grades and credit from such a prestigious university as Washington and Lee. I count it as one of my greatest blessings to be able to have four years of education and to be a university student who sits in class in prison blue every day.

— Inside Student, Pov 296, Spring 2018
SOAN 276: Art & Science Survey Research

During Winter Term, Professor Krzysztof Jasiewicz’s SOAN 276 class worked with the Lexington Threshold Housing Commission to survey Lexington residents through a community-based research project. Five Washington and Lee University students registered for the class, and AmeriCorps VISTA Sejal Mistry also attended the class to be a liaison between all appropriate stakeholders for the CARA office. Sejal ensured that the needs of the students, Professor Jasiewicz and the city were met, communicated concerns and questions between the city and class, and gathered materials needed as the students determined methodology. Students gained a deep understanding of survey methods and working with community members and partners. They created a survey, mailed them to residents, and performed statistical analysis on the results to determine the neighborhoods with the most need for housing improvements. Their findings will help the city understand housing conditions and determine eligibility for grants to improve neighborhoods.

POV 423: Poverty: A Research Seminar

Jon Eastwood (Department of Sociology) and Art Goldsmith (Department of Economics), longtime contributors to the Shepherd Program, each led a section of POV 423 (Poverty Research Seminar) during the Winter Term 2018 while Howard Picket was on sabbatical leave. This course is typically used by students to fulfill the capstone requirement for the Shepherd Program Minor. They set up the course so the sections met together on 16 occasions to hear visiting speakers, many of whom were Washington and Lee faculty from a wide range of disciplines, including biology, psychology, ethics, Spanish, history, economics and law. These speakers discussed how their scholarly work sheds light on the causes and consequences of poverty. Two outside speakers of note who addressed the seminar were Sheldon Danziger (President of the Russell Sage Foundation) and Darrick Hamilton (newly appointed as Executive Director of the Kirwan Institute for the Study of Race and Ethnicity at Ohio State University); their visits were funded by a grant from the dean of the Williams School. The primary deliverable in the course was a major research project of the students’ choice that addressed a poverty-related issue. The papers included a section on the ethical factors associated with the topic they explored. Each student received feedback throughout the term from the faculty member leading their section, and from a faculty member with expertise in their area of interest who served as their “second reader.” During section-specific meetings of the seminar, students explored aspects of their project: how to frame the question, why it is important, theories from disciplines that offered insight into how this issue can be expected to impact resource-constrained individuals and families, data that can be brought to bear to learn how strong the hypothesized effects would be, evidence presented in the professional literature on their topic, ethical considerations, and how to think about this issue in totality. At the end of the term each student gave a 15-minute presentation of their research to a combined meeting of the sections, and took questions from their peers. Course evaluations revealed that the students found the interdisciplinary nature of the course content enriching and believe they grew in a variety of ways from the experience, a view shared by the faculty leaders.
I have a very limited understanding of sports. I'm not an athlete (shocking, given my gymnastic physique!) and I never will be. Nevertheless, I've always been fascinated by one unique aspect of tennis—its scoring. Imagine this: you're in a tennis match, but you haven't scored a single point. As it turns out, you don't actually have zero. Instead, you have love.

This seemingly minor observation became more significant to me in my time at W&L. Since the start of my college career, I've had the privilege to work closely with the Shepherd Program for the Interdisciplinary Study of Poverty and Human Capabilities. As a Bonner Scholar, the Volunteer Venture Coordinator, a Poverty Studies minor, a member of Strategic Planning, and now a student representative to the Advisory Committee, I've come to fully understand the program and its mission: Humans cannot be divorced from the dignity that is concomitant to life.

Poverty is crippling. It hinders opportunity, exacerbates inequity, and threatens human dignity. With poverty increasingly encroaching upon humanity's most vulnerable, the tennis metaphor is of paramount importance: even when one player has nothing, they have love. The same, too, applies for every member of society. We are all deserving of love, and it starts when we recognize the wholeness of the person immediately in front of us.

The Shepherd Program has been an instrumental component of my W&L experience. The co-curricular nature of Shepherd imbued a sense of clarity regarding my vocational path. As I prepare for my next steps as a math teacher at a public school in Providence, Rhode Island, I am grateful for the love that has been shared with me and am eager to pass it along to my students over the next few years.
“After every volunteer activity during the day, our leaders would conduct reflections that really instilled and processed what we did and improve our understanding. I especially recall our emphasis on the necessity of communications and the preservation of dignity for others.”

— Volunteer Venture Greensboro Participant

Ryan Brink ’18 worked on a childhood nutrition project in Charleston, WV
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’s academic offerings in poverty studies and opportunities to engage with the Rockbridge community, all while working on a specific poverty-related issue in a specific location. The program begins on campus with a large-scale poverty simulation and concludes with faculty-led reflection sessions. Volunteer Venture programs are organized by returning students, many of whom participated in the program as first-years and look forward to being a part of this enriching experience each year.

Students with Feeding America in Roanoke.
The Bonner Program is a unique leadership development program for students with an interest in service and civic engagement. The program is based on the belief that students have the desire and ability to leave lasting and unique contributions through their community service. The Bonner Program provides students with the framework to continue involvement in community service, while providing financial support to help make their education more affordable. Bonners commit to 1800-hours of service and leadership training over the course of their four years in college.

In addition to substantial engagement and service in the local community, Bonners participate in a training and enrichment (T&E) curriculum of the Bonner Program, which is a hallmark of the national Bonner network. These trainings involve articles, documentaries and guest speakers, and offer students an opportunity to understand and reflect deeply on poverty, justice and civic life. This work is supplementary to the work students do in classes across campus, including in Shepherd Program poverty studies courses. Presenters included Project Horizon staff, faculty from the College and the Williams School, and other partners.

In addition to weekly meetings, Bonners also participate in 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. Last year, the trip included 11 first-year Bonner students and three Bonner Program interns, and took place over the February break. Students partnered with CROSS Ministries in Charlotte, North Carolina, which focuses on examining root causes and possible means of alleviating homelessness.

The Bonner Program Retreat is an annual opportunity for all 40 students in the Bonner Program to come together to discuss and train around issues of social justice, civic engagement, community building, diversity and related readings. This year’s retreat, which was once again held over MLK Day weekend, was developed in partnership with the Virginia Center for Inclusive Communities, an initiative that was supported by the Office for Diversity and Inclusion. As in years past, much of the training revolved around the MLK Legacy Week speakers and events, and were able to tie our work as Bonners, students and citizens into our experiences learning more intentionally about the work of Dr. King.

Finally, all Bonners complete a capstone project prior to graduation. The capstone project combines a student’s academic training and commitment to an organization or issue area. The majority of Bonners fulfill the Bonner capstone requirement through conducting a community-based research project in conjunction with the 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:

**BRAAC Nature Trail Design**, which was conducted by Engineering Capstone students in partnership with Blue Ridge Autism and Achievement Center, centered on creating a nature and sensory trail for outdoor activities for students that attend BRAAC.

**CARE Digital Humanities CBR Project**, which was a collaborative process between student researcher, faculty and Community Anti-Racism Effort (CARE), created a digital oral history video encompassing the voices of CARE to be put on the website while teaching the student ethnographic practices.

**Designing Local History Education Unit**, which was conducted through an English practicum class, focused on analyzing historical data and forming a historical curriculum for local students.

**Hoofbeats Bridge Design and Construction**, which brought a community partner, class and faculty member together to create a bridge for Hoofbeats students to enjoy while riding and simultaneously studying physics and engineering.

**Housing Rehabilitation Needs Assessment**, which created and distributed housing needs assessment in five neighborhoods in Lexington City, and which was coordinated with a sociology class, sociology faculty and Threshold. The goal of the project was to inform the city of the needs of a block grant.

**Nutrition Photo Essay Study** was a photo analysis of the nutritional makeup of children’s from-home meals to understand demographics. This was carried out by a student in collaboration with a community partner.

**Standards for Dual Enrollment College Readiness**, which was an independent study completed by a student involved in College Access to determine the best practices for college readiness through dual enrollment. This project involved Rockbridge Public High School and English faculty.
“The mobile food pantry has been a big help with groceries. I can’t afford meat and vegetables at the store, so I really do count on this. Without the mobile pantry, I would just go without.”

— Mobile Food Pantry Client

Nathan Brewer ’19 and AmeriCorps VISTA Emily Kohl at a cooking shift. Emily Kohl served as an AmeriCorps VISTA member with the Campus Kitchen and partner agency Rockbridge Area Relief Association (RARA). Due in large part to Emily’s capacity-building work, the model for the Mobile Food Pantry will shift in the upcoming year to partner much more closely with RARA.
The Campus Kitchen at Washington and Lee (CKWL) combats hunger and promotes nutrition by recovering and reusing food that would otherwise go to waste into balanced meals for low-income members of the Rockbridge County community. Food is a tool for volunteers to develop valuable relationships with clients. In addition to regularly scheduled meal service and food distribution, 2017-18 highlights included:

- Mobile Food Pantry focus groups specifically targeting the needs of area seniors
- Development of a 12-week nutrition program in partnership with local health and nutrition entities, including the Glasgow Farmers Market
- Success at the 6th Annual Souper Bowl, which raised over $10,000 for the Backpack Program
- Community-wide collaboration through creation of the Rockbridge Hunger Coalition
- Backpack program provides non-perishable food for low-income students each weekend
“Being involved with Nabors Service League inspired me to pursue other community service opportunities throughout my time at W&L and encouraged me to deeply engage with the Shepherd Program.”

— Fon Teawdatwan ’19, NSL Leader
The Nabors Service League

3 alternative break trips
23 local service day projects

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 team hosted its annual tutor/mentor training and volunteer fair to connect interested students to local schools in the first week of classes. Three Nabors Service Days allowed community partners to take advantage of W&L volunteers for additional projects.

During regularly scheduled breaks the NSL team developed service-learning trips to off-campus locations. October’s Reading Days found students working around food access and nutrition in Charleston, West Virginia. February’s Washington Break focused on the issue of refugee resettlement in the Atlanta area. April’s Spring Break trip to NYC, with work addressing housing insecurity, partnered with W&L Hillel and Student Activities.

Doris and Eddie Nabors meet Khang Truong ’20

Jake Gigliotti ’20 worked at Rockbridge Area Relief Association for Nabors Service Day.
Shepherd Internship Program

43 Shepherd Summer Interns
29 Undergraduate domestic interns
9 Undergraduate international interns
5 Law school interns

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.

Lorena Hernandez Barcena ’19
Harlem Children’s Zone • Hometown: Houston, Texas
Major: Economics • Minors: Education Policy; Poverty and Human Capability Studies

“I have always known that I wanted to work in education in some capacity, but haven’t been sure whether I wanted to work in nonprofit, policy, advocacy, or within the existing systems. This internship reinforced my desire to work for education equality and opened my eyes to the importance and impact of nonprofits. However, this summer I didn’t have many opportunities to work with young people, spending most of my time talking to adult staff. I realized that I dearly missed working with young people, and regardless of what career path I choose, I know that I want it to involve active engagement with youth.”

Dannick Kenon ’19:
Baltimore Public Defenders • Hometown: New Babylon, New York
Major: Accounting and Politics • Minors: Poverty and Human Capability Studies

“The most important lesson I learned from my internship with the Maryland Office of Public Defenders in Baltimore was the importance of sticking faces to numbers. In my POV class, I learned about the abnormally high number of arrests and charges against minorities but I did not fully understand the significance until I actually saw how many people have to be stuffed in a courtroom just to take their plea deals.”

WHERE WE ARE IN THE UNITED STATES

1 Atlanta, Georgia (5)
2 Austin, Texas (2)
3 Baltimore, Maryland (2)
4 Burlington, Vermont (1)
5 Birmingham, Alabama (1)
6 Camden, New Jersey (1)
7 Charlotte, North Carolina (1)
8 Charlottesville, Virginia (1)
9 Chicago, Illinois (1)
10 Cleveland, Ohio (2)
11 Fredericksburg, Virginia (1)
12 Greensboro, North Carolina (1)
13 Hayden, Kentucky (1)
14 Louisville, Kentucky (2)
15 New Orleans, Louisiana (1)
16 New York City, New York (2)
17 Norfolk, Virginia (1)
18 Omaha, Nebraska (1)
19 Richmond, Virginia (1)
20 Savannah, Georgia (2)
21 Washington, D.C. (3)
Jackson Roberts ’19:
United Planet: NGO health clinic for elderly in Quito, Ecuador
Hometown: Kansas City, Missouri
Major: Neuroscience and Anthropology
Minors: Poverty and Human Capability

“My experience as an intern in Ecuador helped to reaffirm my commitment to pursuing a career in international healthcare, whether that be as a medical doctor or public health professional. Observing and working in another healthcare system has provided a lot of insights that can be compared and contrasted with our own healthcare system in the U.S. In addition, simply living and functioning in a foreign city was an exhilarating and challenging experience that has increased my confidence in my own ability to work internationally in the future. I think these experiences are critical for W&L students as we prepare ourselves to be global citizens in an ever-changing international landscape.”
<table>
<thead>
<tr>
<th>NAME</th>
<th>PLACEMENT</th>
<th>LOCATION</th>
<th>PATHWAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pippi Balistreri</td>
<td>Atlanta Speech School</td>
<td>Atlanta, GA</td>
<td>Education</td>
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<tr>
<td>Amanda Ebling</td>
<td>New American Pathways</td>
<td>Atlanta, GA</td>
<td>Immigration</td>
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<tr>
<td>Sara Jones</td>
<td>City of Refuge</td>
<td>Atlanta, GA</td>
<td>Immigration</td>
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<tr>
<td>Kathryn McEvoy</td>
<td>Tapestri</td>
<td>Atlanta, GA</td>
<td>Legal</td>
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<tr>
<td>Heeth Varnedoe</td>
<td>Georgia Justice Project</td>
<td>Atlanta, GA</td>
<td>Legal</td>
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<tr>
<td>Kayleigh Yavorski</td>
<td>New American Pathways</td>
<td>Atlanta, GA</td>
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<td>Mourad Berrached</td>
<td>Foundation Communities</td>
<td>Austin, TX</td>
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<td>Jack Kaelin</td>
<td>Caritas of Austin</td>
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<tr>
<td>Emma Derr</td>
<td>Jubilee Arts</td>
<td>Baltimore, MD</td>
<td>Art</td>
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<td>Ella Rose</td>
<td>PACT Therapeutic Nursery</td>
<td>Baltimore, MD</td>
<td>Education</td>
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<tr>
<td>Tessa Horan</td>
<td>Vermont Legal Aid</td>
<td>Burlington, VT</td>
<td>Legal</td>
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<tr>
<td>Jacob Robertson</td>
<td>Jefferson County Public Defender's Office</td>
<td>Birmingham, AL</td>
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<tr>
<td>Tyra Barrett</td>
<td>Camden Coalition of Healthcare Providers</td>
<td>Camden, NJ</td>
<td>Health</td>
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<tr>
<td>Lauren Bennett</td>
<td>Mecklenburg County Public Defender's Office</td>
<td>Charlotte, NC</td>
<td>Legal</td>
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<tr>
<td>Eliza Schultz</td>
<td>Camp Holiday Trails</td>
<td>Charlottesville, VA</td>
<td>Education</td>
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<tr>
<td>John Ahn</td>
<td>Center for Economic Progress</td>
<td>Chicago, IL</td>
<td>Economics</td>
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<td>Ryan Hodgson</td>
<td>Cleveland Clinic</td>
<td>Cleveland, OH</td>
<td>Health</td>
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<tr>
<td>Anna Kreynin</td>
<td>Cleveland Clinic</td>
<td>Cleveland, OH</td>
<td>Health</td>
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<tr>
<td>Bryan D’Ostroph</td>
<td>Policlinico Belen, United Planet</td>
<td>Cusco, Peru</td>
<td>Health</td>
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<tr>
<td>Patrick Hanlon</td>
<td>Public Defender Office</td>
<td>Fredericksburg, VA</td>
<td>Legal</td>
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<td>Mohini Tangri</td>
<td>Justus Liebig University Giessen</td>
<td>Giessen, Germany</td>
<td>Legal</td>
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<tr>
<td>Alex Dolwick</td>
<td>Center for New North Carolineans</td>
<td>Greensboro, NC</td>
<td>Immigration</td>
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<td>Brie Belz</td>
<td>Frontier Nursing University</td>
<td>Hayden, KY</td>
<td>Health</td>
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<tr>
<td>Thomas Thagard</td>
<td>United Planet, Samata School</td>
<td>Pokhara, Nepal</td>
<td>Education</td>
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<tr>
<td>Harry McBride</td>
<td>Globalbike</td>
<td>Kilimanjaro region, Tanzania</td>
<td>Community Development</td>
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<tr>
<td>Erin Ferber</td>
<td>Instituto Nacional Penitenciario</td>
<td>Lima, Peru</td>
<td>Legal</td>
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<tr>
<td>Edwin Castellanos</td>
<td>Catholic Charities of Louisville</td>
<td>Louisville, KY</td>
<td>Immigration Svc</td>
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<tr>
<td>Julia Hernandez</td>
<td>The Cabbage Patch Settlement House</td>
<td>Louisville, KY</td>
<td>Education</td>
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<tr>
<td>Mara Effimov</td>
<td>Francisco Angel Mateos</td>
<td>Monsagro, Spain</td>
<td>Education</td>
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<td>Jake Gigliotti</td>
<td>St. Anna’s Medical Mission</td>
<td>New Orleans, LA</td>
<td>Health</td>
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<td>Lorena Hernandez Barcena</td>
<td>Harlem Children’s Zone</td>
<td>New York City</td>
<td>Non-profit</td>
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<td>Bri Karpowich</td>
<td>Bowery Residents’ Committee</td>
<td>New York City</td>
<td>Non-profit</td>
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<td>Claudia Fass</td>
<td>Norfolk Office of the Public Defender</td>
<td>Norfolk, VA</td>
<td>Legal</td>
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<td>Bethny Barrett</td>
<td>Women’s Center for Advancement</td>
<td>Omaha, NE</td>
<td>Legal</td>
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<td>Jackson Roberts</td>
<td>United Planet, Centros Médicos</td>
<td>Quito, Ecuador</td>
<td>Health</td>
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<tr>
<td>Cate Peabody</td>
<td>Peter Paul Development Center</td>
<td>Richmond, VA</td>
<td>Education</td>
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<tr>
<td>Kacie Carter</td>
<td>United Planet, AFSAI</td>
<td>Rome, Italy</td>
<td>Foster Care</td>
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<td>Andrew Brouse</td>
<td>Consumer Credit</td>
<td>Savannah, GA</td>
<td>Economics</td>
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<td>Frances Marie Pugh</td>
<td>Horizons</td>
<td>Savannah, GA</td>
<td>Non-profit</td>
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<tr>
<td>Matt Lubas</td>
<td>The Range of Motion Project</td>
<td>Teculutan, Guatemala</td>
<td>Health</td>
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<td>Balen Essak</td>
<td>Public Defender Service</td>
<td>Washington, DC</td>
<td>Legal</td>
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<tr>
<td>Dannick Kenon</td>
<td>Public Defender Service</td>
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<tr>
<td>Dani Leon</td>
<td>Public Defender Service</td>
<td>Washington, DC</td>
<td>Legal</td>
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</tbody>
</table>
Career Paths

ELROD FELLOWSHIP

The John and Mimi Elrod Fellowship connects recent graduates with alumni mentors and innovative public interest organizations that address poverty and social issues in the fields of healthcare, law, education, economic development and housing.

<table>
<thead>
<tr>
<th>Name</th>
<th>Term</th>
<th>Employer</th>
<th>City</th>
<th>Mentor</th>
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<tbody>
<tr>
<td>Caroline Brady ’16</td>
<td>2016-18</td>
<td>A Wider Circle</td>
<td>DC</td>
<td>Kate Donnelly Gehrs</td>
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<tr>
<td>Ellyn Kirtley ’16</td>
<td>2016-18</td>
<td>Senior Services</td>
<td>Alexandria</td>
<td>Simone Schonenberger</td>
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<td>Lainey Johnson ’16</td>
<td>2016-18</td>
<td>Back on My Feet</td>
<td>DC</td>
<td>John Nolan</td>
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<tr>
<td>Madison Smith ’16</td>
<td>2016-18</td>
<td>Lewin Group</td>
<td>DC</td>
<td>Lee Holifield</td>
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<tr>
<td>Alana Babington ’17</td>
<td>2017-18</td>
<td>Dog Tag Bakery</td>
<td>DC</td>
<td>Anne Bluhm</td>
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<tr>
<td>Betsy Henson ’17</td>
<td>2017-18</td>
<td>Pathways to Housing</td>
<td>DC</td>
<td>Shiri Yadlin &amp; Toussaint Crawford</td>
</tr>
</tbody>
</table>

SCHEDULE OF EVENTS

March 30, 2017 — “Good to Great” Seminar with Jim Mathews
October 19, 2017 — Fellows Mentor/Mentee Gathering
April 9, 2018 - Fellows Seminar — Challenges in the Workplace & Next Steps Post Fellowship
September 9, 2018 — Fellows Mentor/Mentee Gathering

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 College, the Williams School, Career and Professional Development, and the Shepherd Program.

Shepherd alumni featured at the 2017 Social Impact Summit:

- Emmanuel Abebrese ’15, U.Va. Medical Student and Executive Director, Citadel Foundation for Kids, Inc.
- Kate Donnelly ’11, Manager, Accounting Operations, Goodwill of Greater Washington
- Ginny Hodges ’11, Community Relations Specialist, Wells Fargo
- Kelly Nichols ’00, Principal, Woollard Nichols & Associates
- Dr. Kelly Sheppard ’08, Postdoctoral Fellow, The Research Institute at Nationwide Children’s Hospital

Emmanuel Abebrese ’15, Dr. Kelly Sheppard ’08, Adam Lewis ’10
Shepherd Minor Claire Hoffert ’18 at commencement.
BECKLEY HONORARY DEGREE

Washington and Lee University recognized the outstanding contributions of Harlan Beckley, the Fletcher Otey Thomas Professor of Religion Emeritus at W&L and founding director of the Shepherd Program, with an honorary degree at the university’s 231st commencement ceremonies on May 24, 2018. Beckley was also the Baccalaureate speaker on May 23.

In nominating Beckley for the degree, Shepherd Program faculty and alumni said, “Honoring Harlan’s multiple contributions to W&L as a teacher, scholar, innovator and senior administrator is richly deserved and an appropriate way to close the celebration of the two decades in which the Shepherd Program has enriched the students, faculty and staff of Washington and Lee, the greater Lexington and Rockbridge communities, and now the national landscape of higher education.”

Both recipients of the Algernon Sydney Sullivan Award, Hannah Falchuk of Hockessin, Delaware, and Angel Vela de la Garza Evia of San Pedro Garza García, Mexico, were Shepherd students.

The two were selected by the faculty as individuals who best demonstrate high ideals of living, spiritual qualities and generous service to others.

State Senator Creigh Deeds presented Harlan Beckley and Nancy Shepherd with a Joint Proclamation from the Virginia General Assembly honoring the work of the Shepherd Consortium, W&L and many others.
OUR TEAM

HOWARD PICKETT
Director and Assistant Professor of Ethics and Poverty Studies

MARISA CHARLEY
Assistant Director
Bonner Program Director
Instructor of Poverty Studies

JENNY DAVIDSON
Assistant Director

FRAN ELROD
Associate Director

LEAH NAOMI GREEN
Campus Kitchen Coordinator
Instructor of Poverty Studies, Effective August 22, 2018

EMILY KOHL
AmeriCorps*VISTA Member

SEJAL MISTRY
AmeriCorps*VISTA Member

— Congratulations —

We are thrilled to congratulate WENDY LOVÉLL, former assistant director of the Shepherd Program, on her promotion to director of donor relations in the W&L Development Office.
Shepherd Advisory Board

Brent Beshore ’05
Columbia, MO

Victoria Kumpuris Brown ’98
Dallas, TX

Duke Cancelmo ’80
Houston, TX

David Foster ’98
Havertown, PA

Suzanne Keen
Lexington, VA

Quiana McKenzie ’08
Chicago, IL

Eddie and Doris Nabors ’02P
Homewood, AL

John Nolan ’70
Chevy Chase, MD

Maisie Osteen ’14L
Columbia, SC

Mark Riley
Atlanta, GA

Sonia Siu ’07
New York, NY

Claiborne Taylor ’02

and

Stacy McLoughlin Taylor ’02
Philadelphia, PA

Eric White ’74, ’10P
Richmond, VA

Dr. Jonathan Wortham ’04
Decatur, GA

Our Mission:
To understand and address the causes and consequences of poverty in ways that respect the dignity of every person.
Volunteer Venture participants addressed food insecurity.

Harlan Beckley and Elizabeth Mugo cut the celebratory cake at the Shepherd 20th Celebration.

Faculty at the Shepherd 20th Celebration.

Brie Belz ’20, center, interned with a Remote Access Medical clinic.

Ryan Brink ’18 and Walker Brand ’18 volunteered with Habitat on Nabors Service Day.

Volunteers at a Campus Kitchen cooking shift.
Elizabeth Mugo ’19 was sworn into the EC president position by Mason Grist ’18, both Shepherd minors.

Volunteer Venture students working on a mural in Greensboro, N.C.

Townes Good ’21 plants seeds with a young student.

Jackson Roberts ’19 and Peyton Powers ’18 at a Shepherd open house.

Elizabeth Mugo ’19 was sworn into the EC president position by Mason Grist ’18, both Shepherd minors.

Matt Lubas ’18 (right) shoots a selfie with new friends during a prosthetics clinic hike in Guatemala.
Our Vision: A World Of Real Opportunity For All