

**Bates College**  
**SCARAB**

---

Year-end Summaries

Harvard Center for Community Partnerships

---

Fall 2011

## 2010-2011 HCCP Year-End Summary

Kristen S. Cloutier

*Bates College*, [kcloutie@bates.edu](mailto:kcloutie@bates.edu)

Follow this and additional works at: [http://scarab.bates.edu/hccp\\_summaries](http://scarab.bates.edu/hccp_summaries)

---

### Recommended Citation

Cloutier, Kristen S., "2010-2011 HCCP Year-End Summary" (2011). *Year-end Summaries*. 13.  
[http://scarab.bates.edu/hccp\\_summaries/13](http://scarab.bates.edu/hccp_summaries/13)

This Article is brought to you for free and open access by the Harvard Center for Community Partnerships at SCARAB. It has been accepted for inclusion in Year-end Summaries by an authorized administrator of SCARAB. For more information, please contact [batesscarab@bates.edu](mailto:batesscarab@bates.edu).



# **Bates** | Harward Center for Community Partnerships

## **Civic Engagement at Bates: Year-End Summary 2010-2011**

[www.bates.edu/harward-center.xml](http://www.bates.edu/harward-center.xml)

## Table of Contents

Letter from the Director .....	1
<b>Overview</b> .....	3
<b>Assessing the Impacts of our Work</b> .....	6
<b>Key Initiatives, Partnerships and Collaboratories</b> .....	11
Arts Collaborative .....	11
Community-Based Research .....	11
Community Food Assessment: Local Food for Lewiston .....	12
Downtown Education Collaborative (DEC).....	13
Public Policy.....	14
Schools, Literacy, and Education.....	14
Shortridge Summer Residency .....	15
<b>Academic Initiatives and Community-Based Learning</b> .....	15
American Cultural Studies.....	16
Anthropology .....	16
Art and Visual Culture .....	17
Biology .....	19
Chemistry.....	21
Economics.....	21
Education.....	21
English .....	26
Environmental Studies .....	27
First-Year Seminars .....	29
French .....	30
Geology .....	30
History .....	32
Physical Education.....	33
Politics.....	33
Psychology .....	35
Sociology .....	36
Spanish.....	38
Women & Gender Studies.....	38
<b>Community Volunteerism and Student Leadership Development</b> .....	38
Bonner Leader Program .....	39
Student Volunteer Fellows Program.....	42
Mentoring .....	44
Other Volunteer Activities .....	44
<b>Bates – Morse Mountain Conservation Area and Shortridge Coastal Center</b> .....	45
Bates’ Educational Activities at Morse Mountain and Shortridge .....	46
Other Educational Uses .....	47
Community Engagement .....	48
Public Use of the Bates-Morse Mountain Conservation Areas.....	48
Shortridge Coastal Center.....	49
<b>Events Management</b> .....	49
Convenings and Celebrations .....	50
<b>Grants</b> .....	52
Grants Awarded by the Harward Center .....	52
Grants Administered by the Harward Center.....	65
Grants Received by the Harward Center .....	66

<b>Other Harward Center Programs and Activities</b> .....	66
Adopt-a-School Partnership .....	66
D4D Training .....	67
Lewiston High School Science Fair.....	68
Federal Programs.....	68
Head Start Block Party.....	69
More Than a Rap Sheet.....	69
<b>National, Regional and State Awards and Recognitions</b> .....	70
<b>Affiliations</b> .....	71
<b>Presentations, Publications and Consultations</b> .....	71
<b>Campus and Community-Wide Initiatives</b> .....	72
<b><i>Appendix: Community Agency and Institutional Partners</i></b> .....	77

Dear Friends,

*Civic Engagement at Bates: Year-End Summary 2010-2011* documents the partnership work of students, staff, faculty, and community members, much of it undertaken under the banner of the Harvard Center, but some of it initiated by other offices and organizations at the College. It was a good year, if by good we mean the work engaged the passions and energy of many people. In its sixth year since launch, the Harvard Center strove to harness these passions and energy to the business of interactive, sustained, and public partnerships with communities.

As in previous years, we stayed the course when it came to key issues, such as literacy, public health, and environmental stewardship, and key partnerships, such as local schools, after-school programs, the Nutrition Center, and the Downtown Education Collaborative (DEC). In many instances, however, new opportunities for deeper engagement emerged. For example, the local high school launched an alternative program for young people at risk of dropping out. Through our partnership with DEC, we helped bring Bates graduate Craig Saddlemire together with young people in the program to make videos about the health of the Androscoggin River that helped fulfill students' requirements in environmental science. This summer, children at a camp sponsored by DEC are making videos about the park in the heart of downtown Lewiston.

New this year was a more intentional emphasis on public scholarship. The Center's faculty advisory council spent a few weeks discussing the place of public scholarship in the reward structure for faculty work. We plan to continue these discussions next year. Our student community-based research fellows planned a World Café of Public Scholarship for the College's Mount David Summit on April 1<sup>st</sup>. In partnership with faculty members, we also held two public scholars symposiums on the broad topic of immigration. Writer Dinaw Mengestu dazzled an audience at the College as well as a small but rapt group of young Somali writers at the public library. Law professor emeritus Fran Ansley talked to Bates students and faculty members as well as many community members at the I.B.E.W. hall about the plight of international migrants in the global economy. We are grateful to the Christian A. Johnson Endeavor Foundation for its support of the symposiums. We plan to continue a focus on public work in higher education next year.

Our public scholars symposiums highlighted for us the ways in which local issues have global significance. This year, we joined the Talloires Network, an international organization of institutions of higher education devoted to strengthening the civic roles and social responsibilities of higher education. Being part of a global network will help guide our efforts to prepare students for local and global citizenship.

In instructing individuals about making change in their lives, William James exhorted them to start immediately and do it flamboyantly. As we work toward change for the social good at the Harvard Center, we do so with a sense of immediacy and a desire for dramatic, if not flamboyant, change. With humility, we settle for more incremental change and trust that our local, national, and international collaborations will contribute to social transformation and development. My thanks to the amazing students, talented staff, committed faculty, incredible community partners, wonderful colleagues at Project Pericles, Imagining America, and the Talloires Network, and funders at numerous foundations who give meaning and purpose to this work.

Cordially,



Georgia Nigro  
Interim Director

## Overview

### **September 2010-August 2011**

Note: Approximately 109 community agencies and institutions partnered with Bates in community-based learning and volunteer projects between September, 2010 and September, 2011. A list of these organizations can be found in Appendix 1.

#### ***Community-Based Learning Program***

41,478 documented hours of academically-based community work were given by Bates students through courses, theses and independent studies.

11,550 of these hours were given in connection with the public schools.

963 students participated in academic community-based learning from the fall of 2010 through the summer of 2011.

44 courses included a community-based learning component. Of these, 13 were Short Term courses. 52 theses were community-based.

46 community-based research projects/independent studies/internships were conducted.

20 of the College's 28 departments and programs included community-based learning projects in their curricula.

45 faculty members were involved in community-based teaching. Of these:

16 were Full Professors;

6 were Associate Professors;

13 were Assistant Professors;

5 were Lecturers;

3 were Instructors; and

2 were other faculty partners (Applied Dance Faculty, Learning Associates, and Teachers-in-Residence)

#### ***Community Volunteerism and Student Leadership Development Program***

11,923 documented hours of volunteer service were given by Bates students during the academic year. Of these, 1044 were hours of mentoring done in the local schools. More than 263 students participated in a volunteer activity that required a consistent time commitment and over 457 volunteered in a one-time opportunity.

### ***Community Work-Study***

32 students worked 3005 hours in the community through the federal community work-study program during the academic year. Of these hours, 1695 were dedicated to the America Reads/America Counts program.

### ***Summer Programming***

15 students did 4658 hours of community work over the summer, locally, nationally, and internationally, supported through Federal community work-study funds, the Vincent Mulford Fund, the Class of 2000 Fund, Community-Based Research Fellowships, and Harvard Center funding.

The Shortridge Coastal Center Summer Residency hosted four students in 2011, two of whom completed their senior thesis research at nearby Bates-Morse Mountain Conservation Area. This work was supported by the U.S. Fish and Wildlife Services and the Small Point Association.

### ***Bates-Morse Mountain Conservation Area and Shortridge Coastal Center***

4 faculty members in 4 courses (across three departments/programs) used the Bates-Morse Mountain Conservation Area.

3 student clubs or organizations from Bates College used the site.

2 senior thesis research projects were conducted at BMMCA and Seawall Beach.

16,182 visitors came to the Bates-Morse Mountain Conservation Area during the 2011 gate-keeping season (168 days).

18 different grade schools visited the conservation area, representing 639 students.

4 colleges used the site on 14 occasions, representing 247 students.

### ***Events Management***

Overall, during the summer of 2011 and the 10-11 academic year, this office hosted over 100 different events, which welcomed more than 7,000 members of local, state, national, and even international communities to Bates' campus. Examples of events or series hosted include:

- Best Practices in Refugee Health Conference;
- Androscoggin Valley Education Coalition (AVEC) high school talented writers, contemporary issues, and art students;
- Mainely Data Conference;



- Public Health Forum;
- Maine Nature Conservatory;
- Maine Humanities Council;
- Josselyn Botanical Society;
- Society for Neuroscience;
- Six Summer Lakeside Concerts.

### **Student Positions**

7 students served as Student Volunteer Fellows.

32 students served as Academic Year Community Work-Study Fellows.

22 students served as Bonner Leaders.

4 students served as Summer Community Work-Study Fellows.

11 students served as Harvard Summer Student Fellows.

4 students served as Harvard Center Student Assistants.

4 students served as Harvard Center Student Photographers.

16 students participated in the Community-Based Research Fellows program.

### **Grants and Fellowships**

In 10-11, the Harvard Center for Community Partnerships awarded the following grants and fellowships, totaling \$203,347:

- \$24,677 in Grants for Publicly-Engaged Academic Projects (PEAP Grants) to faculty and staff
- \$17,820 in Grants for Programs, Departments or GECs (General Education Concentrations) (PDoG Grants)
- \$6617 in Faculty Discretionary Grants
- \$450 in Staff Volunteer Grants
- \$6864 in Carignan Fund for Community Programs Grants
- \$2000 in a Bonner Foundation Community Award
- \$2218 in Arthur Crafts Service Grants to students
- \$3172 in Helen A. Papaioanou Service-Learning Grants to students
- \$2175 in Volunteer Service Grants to students
- \$700 in Transportation Assistance Grants to students
- \$50,060 in Summer Fellowships to students

- \$400 in Academic Year Fellowships to students
- \$11,750 in Community-based Research Fellowships to students
- \$15,400 in Student Volunteer Fellowships
- \$38,000 in Bonner Leader Fellowships to students
- \$21,044 in Academic Year Community Work-Study Fellowships to students

## **Assessing the Impacts of our Work**

This year, we concentrated on student and community impacts of our work. We took two approaches to student impacts. Senior Psychology major Kevin McDonald shared with us his data on the impact of service-learning on identity development. In a quantitative examination of identity processes, Kevin compared student athletes and non-athletes who engaged deeply in service-learning in their college careers to student athletes and non-athletes who engaged little or not at all in service-learning. At the Harvard Center, we examined student impact through narrative interviews with the five seniors who served in leadership roles at the Center. Two were Bonner Leaders, and three were Student Volunteer Fellows. Two junior Psychology majors, unconnected to the work of the Harvard Center, carried out the interviews and transcribed them. Center staff examined the transcripts for themes.

We also examined community impacts this year through narrative interviews with five community partners who have worked intensively with us. One was from the public schools, one hailed from a downtown nutrition center, and three ran after-school programs, each as part of a different program. Two of the partners had graduated from Bates some years earlier. The same two Psychology majors mentioned above conducted the interviews and transcribed them. Center staff examined them for themes.

### *Student Impacts*

For his senior thesis in Psychology, Kevin McDonald (Class of 2011) investigated the effects of service-learning on Bates students' identity development. Because Kevin was himself an athlete and had read research suggesting that identity development was sometimes compromised in college athletes, he chose to study a sample of students evenly split between athletes who had participated at a varsity level for at least three years and nonathletes. Within each group, half the students had intensive experience with service-learning in their coursework (39-220 hours

total) and half had little to no experience with service-learning in their coursework (0-12 hours total). The 48 students in the sample were all juniors or seniors at Bates.

Participants completed the Student Developmental Task and Lifestyle Assessment (SDTLA) based on Chickering's (1969) vectors of identity development. The SDTLA assesses student identity development in the following three areas: establishing and clarifying purpose, developing autonomy, and developing mature interpersonal relationships. Results indicated that service-learning had significant or marginally significant effects on establishing and clarifying purpose and on developing autonomy. Two of the four subtasks under establishing and clarifying purpose showed significant effects of service-learning: educational involvement and career planning. Two of the four subtasks under developing autonomy also showed significant effects of service-learning: emotional autonomy and interdependence. Scores in the third area—developing mature interpersonal relationships—showed little internal consistency and patterning. Contrary to Kevin's prediction based on the research literature, athletic status had no effects. See Tables 1, 2, and 3 below for the means in each of the three areas of identity development.

The effects of service-learning on identity development were robust, even in this small sample of college students. Further work will help us identify the elements of service-learning that contribute to the greater sense of purpose and autonomy that students who engage in it reported here.

**Table 1***Means for the Establishing and Clarifying Purpose Task and Subtasks*

Variable	Non-Service-learning		Service-learning	
	Non-Athlete	Athlete	Non-Athlete	Athlete
	<i>M (SD)</i>	<i>M (SD)</i>	<i>M (SD)</i>	<i>M (SD)</i>
<b>Establishing and Clarifying Purpose Task</b>	<b>3.49 (.58)</b>	<b>3.43 (.50)</b>	<b>3.65 (.31)</b>	<b>3.76 (.47)</b>
Educational Involvement	3.85 (.41)	3.51 (.60)	3.96 (.50)	4.06 (.38)
Career Planning	2.92 (.85)	3.16 (.71)	3.45 (.57)	3.62 (.49)
Lifestyle Planning	3.29 (.85)	3.35 (.62)	3.41 (.50)	3.40 (.62)
Cultural Participation	4.03 (.66)	3.82 (.90)	3.82 (.88)	4.03 (1.02)

*Note. N = 48***Table 2***Means for the Developing Autonomy Task and Subtasks*

Variable	Non-Service-learning		Service-learning	
	Non-Athlete	Athlete	Non-Athlete	Athlete
	<i>M (SD)</i>	<i>M (SD)</i>	<i>M (SD)</i>	<i>M (SD)</i>
<b>Developing Autonomy Task</b>	<b>3.49 (.37)</b>	<b>3.40 (.34)</b>	<b>3.76 (.41)</b>	<b>3.61 (.49)</b>
Emotional Autonomy	3.54 (.33)	3.32 (.39)	3.92 (.56)	3.71 (.53)
Interdependence	3.11 (.60)	3.12 (.58)	3.62 (.44)	3.56 (.57)
Academic Autonomy	3.88 (.72)	3.83 (.46)	3.87 (.62)	3.74 (.96)
Instrumental Autonomy	3.54 (.69)	3.44 (.51)	3.56 (.41)	3.32 (.80)

*Note. N = 48***Table 3***Means for the Mature and Interpersonal Skills Task and Subtasks*

Variable	Non-Service-learning		Service-learning	
	Non-Athlete	Athlete	Non-Athlete	Athlete
	<i>M (SD)</i>	<i>M (SD)</i>	<i>M (SD)</i>	<i>M (SD)</i>
<b>Mature and Interpersonal Skills Task</b>	<b>3.89 (.30)</b>	<b>3.89 (.47)</b>	<b>4.02 (.35)</b>	<b>3.97 (.40)</b>
Peer Relationships	3.61 (.48)	3.70 (.58)	3.98 (.44)	3.69 (.48)
Tolerance	4.09 (.29)	4.02 (.47)	4.06 (.37)	4.16 (.45)

*Note. N = 48*

Analysis of our narrative interviews with student leaders revealed many fascinating themes. Depending on their path to leadership, students saw their trajectories as more or less coherent. The Bonner Leaders were quite clear that their paths were not coherent. As one Bonner put it, “Coherent—no...I don’t think my path has been very coherent, and I don’t think my path will be coherent from henceforth. I think I will continue exploring...” The SVFs, on the other hand, described a more coherent path, in that they began volunteer work, often because they had done it before, and their love of it compelled them to take a leadership role.

Students combined their community and academic work in various ways at various times in their educational careers. These different ways did not map simply onto the type of leadership role they assumed. For one Bonner, there was a relationship between community and academic work in the major field of study chosen; for another there was a relationship in the minor field of study chosen. These patterns were less discernible in the SVFs, although the community experience did lead one student—a double major in art and biology—to consider teaching as a career. Another SVF awakened to the relationship between her community and academic work late in her career at Bates, expressing the wish that she had done so earlier: “When I realized the value of pairing the two, I started doing it more...I felt more academically engaged and more just intellectual than I’ve ever felt at Bates.”

As demonstrated in the quantitative results described above, community work was an avenue for students to explore career possibilities. One Bonner said, “My immediate future plans are very much aligned with the work I’ve been doing.” For others, whose future plans had not yet coalesced, the community they live in will be a part of their plan: “I want to be involved in whatever community I am in.”

Students had many programmatic suggestions for us, from required reflection times to community-building exercises. Perhaps the most challenging suggestion was to get more students involved in the Center’s work early in their careers.

### *Community Impacts*

Analysis of the narrative interviews with community partners taught us much about their perceptions of impacts. “Our ... program basically wouldn’t exist if it wasn’t for Bates students.” This was a sentiment expressed by one of our partners and echoed by others. For three of our five partners, the direct service provided by students was the most important outcome of their

partnership with Bates. Some partners expanded on this point, with examples of how students with particular cultural backgrounds were able to help their teachers reach immigrant students.

Partners also said that partnership with Bates helped their organization gain new knowledge, improve the types or nature of the activities, services, or programs offered, enhanced the organization's ability to use evidence, provided resources for people receiving services from their organization, and offered a stronger platform for further growth and development. Two of the partners said that the partnership was influential in every one of these ways. The partner from the nutrition center, for example, spoke about "the broad scope of research" made possible by the partnership, with student projects that have allowed them to "drill down into different questions and different areas." One director of an after-school program said that the impact of the partnership went beyond direct service: "Right now, for example, we're trying to figure out how to do assessment of affective change over time, not just grades."

It was clear in the interviews that the longer the partnership, the more likely the partner was to have worked on projects with Bates students and faculty that extended beyond direct service. One partner was aware of a faculty member who was carrying out research at her site, but she herself had not collaborated with students or faculty members on research. Nevertheless, she was eager to grow the partnership and expand the reciprocity she believed possible between her staff and Bates.

Community partners gave us much to think about when we asked how to improve our practices. Some of their suggestions reflected their deep understandings of best practices in community engagement. One partner spoke about educating our faculty members about listening to and collaborating with the community when generating research questions. Another spoke about the importance of using an archival system to collect community-engaged work, so future students from Bates and the other local institutions of higher education can build upon each other's work. Finally, one partner raised questions about efficiency: when should faculty members bypass the Center because they have forged their own relationships with community partners?

## **Key Initiatives, Partnerships and Collaboratories**

In this section, we chronicle our sustained initiatives, partnerships, and collaboratories (David Scobey's term for the sites or themes that engage us deeply). Although organizing our work according to the academic or volunteer structures through which it happens is satisfying, and we do that later in this report, the organizational scheme in this section better captures the integrative, interdisciplinary nature of the work we do as we address complex societal issues.

### **Arts Collaborative**

Launched this year after two years of planning, the Arts Collaborative was an interdisciplinary team that worked across disciplines and borders to enhance and coordinate the vitality and visibility of the arts at Bates. Interim Director Georgia Nigro worked with the team this year as it planned and carried out two campus-wide roundtables about the arts, an Arts Summit with several outside consultants from liberal arts institutions, and the first-ever Arts Crawl, featuring students making art all over the campus. Of particular value to the Harvard Center was the visit of consultant Amara Geffen, a sculptor from Allegheny College, during the Arts Summit. Amara's sculptures of repurposed road signs along the Pennsylvania highways inspired us and sparked important conversations about social entrepreneurship.

### **Community-Based Research**

Community-based research (CBR) has become an important strand of academic civic engagement at the Harvard Center. Students in several departments have the opportunity to do community-based research in courses and for their senior thesis or capstone project. Indeed, some departments now offer research methods courses that focus specifically on collaborating with the community for research.

At the Harvard Center, we offer support for students engaged in community-based research through the Community-Based Research Fellows Program. Originally funded by a grant from Learn and Serve America, and now funded by a grant from the Christian A. Johnson Foundation, the program offers students fellowship support for their community-based research projects and a non-credit seminar, led by Interim Director (and Professor of Psychology) Georgia Nigro, in which the students discuss the principles and practices of CBR as they apply to their individual projects. During the academic year, six senior thesis students with several

different majors participated in the program. In summer 2011, ten students from many different majors and class years, participated as CBR Fellows. Nine of these students worked in the greater Lewiston-Auburn area, and one worked abroad, at a music school for low-income children in South Korea. For more details, see the “Mt. David Summit” and “Grants Awarded” sections of the report.

### **Community Food Assessment: Local Food for Lewiston**

Over the past three years, various strands of coursework, community-based research, student

volunteerism, and summer projects have come together in sustained attention to addressing the issues of availability, affordability, and accessibility of healthy, culturally appropriate food. During the past summer and academic year, substantive research and assessment work around the issues of food insecurity, food security, and the creation of healthy, sustainable, local food systems, converged and community food work locally entered Phase II of the project. With the completion of most of the research for the community food assessment completed in the fall of 2010, *Local Food for Lewiston* began to transition to the next phase of the project: developing solutions to local issues based on research and community participation.

To date, more than 145 Bates students in eight courses and several theses have involved quantitative and qualitative research to assess the current state of access, availability and affordability of healthy, appropriate food for residents of Lewiston. Collaborators on the project include: the Nutrition Center of Maine, the Downtown Educational Collaborative, the University of Southern Maine-Lewiston/Auburn College, Healthy Androscoggin, and over 120 local residents, four of whom were trained as community action

researchers, others who participated in focus groups, phone survey research, and other data collection. During the past two years, the Bates Program in Environmental Studies re-organized its core Junior Seminar around community partnership projects; ES has selected “food” as the central theme of the Junior Seminar for several years and will take part in the Community Food Assessment to train concentrators in interdisciplinary, community-based research.

“I first started working with Good Food for Lewiston (previously Local Food for Lewiston) during short term of my sophomore year, and I feel lucky to have continued for so long. Through both summer and academic work I have not only conducted research, but also interacted with community members and learned more about Lewiston and its residents.

Conducting interviews, participating in GFL meetings, attending the charette, and simply talking with residents has helped me appreciate the value and personal benefits of community-based research.

All of these experiences have influenced my academic pursuits, and I hope to continue working with this community-based organization for my senior thesis.

- Rebecca Dugan '12



The data collected over the past two years is providing a platform for developing community-based creative, inclusive and multifaceted solutions to these issues (Phase II). Local Food for Lewiston serves as an innovative model, both locally and nationally, of how to assess and address community needs around food security and how to develop and implement sustainable community-based solutions.

### **Downtown Education Collaborative (DEC)**

A joint effort of the four public and private colleges in Lewiston-Auburn and the Lewiston Public Library and Lewiston Adult Education program, DEC pursues community-based educational work in Lewiston's downtown neighborhood, one of the poorest in the state, which is home to a diversity of new Mainers from Africa and working-class Mainers. Since its launch three years ago, DEC has become a vibrant presence in the downtown, and Sherry Russell, its director, a trusted and valued member of the community's educational leaders.

Through the Harvard Center, Bates played an active role in the launch of DEC and continues as a key partner today. Interim Director Georgia Nigro and Associate Director Holly Lasagna serve on the Steering Committee, and many Bates faculty members and students are involved in projects at DEC. This year, DEC continued to play a key role in Good Food for Lewiston, a project designed to cultivate a greater understanding of the food security needs of the community and catalyze a comprehensive community approach to strengthening the local food system. Bates faculty members and students from many different disciplines, including Environmental Studies, Sociology, and Psychology, worked on the project alongside students and colleagues from other DEC member institutions.

In addition to Local Food for Lewiston, DEC has launched an array of programs, projects and activities including: an Academic Success Program that directly supports school success for several hundred Lewiston youth annually; a Digital Divide program that provides computer and Internet access and one-on-one mentoring and skill building for community members at two designated computer labs in downtown Lewiston six days a week; annual summer camps that help youth develop voice and build leadership skills and college aspirations; a video project that connects at-risk high school students, college students and a local documentarian; and innovative modular origami workshops for local teachers and professionals. DEC also facilitates a cross campus group of faculty and staff in early childhood education and development who are exploring possibilities for combining resources (curricular as well as project-based) to enhance the development of strong early childhood programs – and educators – in Lewiston. In

addition, DEC hosts an array of workshops, clinics and practica in its downtown center, a welcoming space that connects the community and the colleges through dialogue and action.

### **Public Policy**

Bates students have long been involved in policy research and volunteer advocacy work concerning public affairs. The Harward Center has worked to strengthen and deepen that commitment. In connection with the Politics Department, the Center continues to offer Internships in Public Policy Research, a seminar in which students pursue collaboratively-designed policy projects in and for state agencies and Maine NGOs. The Center and the Politics Department launched this popular course six years ago.

We continue to offer our Civic Forum Series, now in its fifth year, which is an annual series of panels and lectures, bringing public leaders, advocates, activists and policy experts to campus to discuss issues of importance to Bates, Maine and beyond. The series is open to the public and is rebroadcast by Maine Public Radio as part of their “Speaking in Maine” series. For a listing of this year’s speakers, please see page 51.

In January, the Harward Center once again collaborated with Project Pericles to host a free day-long training session in community organizing as part of the Debating for Democracy (D4D) program. The training, which brought together students, staff and community members, was led by The Center for Progressive Leadership. For more information on the D4D Training, please see page 67.

In addition, former Maine State Governor, Angus King, Segal Lecturer in American Politics at Bates, once again taught a course during the fall semester entitled, Leaders and Leadership.

### **Schools, Literacy, and Education**

Our educational partnerships continue to be an important cornerstone of community-based work at Bates College, with hundreds of students working in the local public schools and after-school programs, as volunteers, paid community work-study students, or as a part of their academic coursework. In addition to individual work in classrooms and homework help programs, Bates students participated in a variety of strategic literacy and enrichment projects. Among many other education-related activities, Bates students:

- developed and led book groups at two after-school programs, at the Trinity Jubilee Center and Longley Elementary School.
- helped to write a grant to enable a local organization to expand its adult citizenship classes.
- developed a story-telling project for refugee middle-school students and their families.
- piloted Boys and Girls Club programming at a low-income housing complex.
- implemented a program called “Lunch Bunch” at a local elementary school designed to provide a safe space for students to discuss gang activity.

### ***Shortridge Summer Residency***

The Shortridge Summer Residency is now in its third year. Each year, Geology students have conducted thesis research on Seawall Beach and at Bates-Morse Mountain during the summer season, adding to a growing understanding of the geologic processes of the area. During the 2010 summer season, two Geology students furthered previous work on sediment transport and marsh restoration. An Environmental Studies student also completed a culvert survey for a local land trust and a fourth student completed a trail and trail guide for visitors to Shortridge, in order to connect to Phippsburg Land Trust and to town-owned trails and properties. The Phippsburg Conservation Commission and Sportsman’s Club are now utilizing the trail system for geo-caching and “getting kids back in the woods.” Overall, the summer residency has proven to offer rewarding opportunities to both students and the Phippsburg community.

### **Academic Initiatives and Community-Based Learning**

This section details community-based learning and research, by department, across the Bates curriculum. While most of the community-based learning and research projects listed below are the result of collaborations between Harvard Center staff and Bates College faculty and students, some were developed and implemented by faculty and departments on their own. We include those projects due to the importance of the work and the significant impacts on the community.

## **American Cultural Studies**

Fieldwork in American Cultural Studies, ACS 220, Margaret Creighton

In Professor Creighton's Fieldwork in American Cultural Studies course, students did individual community-based learning projects in the community that had students engage in programs that allowed them to reflect on how the theory and readings they discussed in class impacted and were impacted by their community engagement. This engagement was in culturally and economically diverse settings that informed their academic work in the classroom. Partner agencies included: the Somali Bantu Youth Association Citizenship tutoring program, youth programming at Lewiston Public Library, Downtown Education Collaborative computer labs, Trinity Jubilee Center adult tutoring classes and youth after-school programs, recording oral histories of the Jewish community in Auburn, Maine, researching cultural celebrations for Museum L-A.

*Seventeen students worked six hours per week in the community for 12 weeks (total of 1224 hours).*

## **Anthropology**

Introduction to Archaeological Fieldwork, ANTH 103 and ANTH s32, Bruce Bourque

During fall term and short term, Lecturer and Maine State Archaeologist Bruce Bourque once again taught courses which engaged students in a fieldwork site at Merrymeeting Bay in Topsham, Maine, which was occupied between 3,500 and 1,000 years ago along the Androscoggin River. The dig provides important data for the Maine State Museum.

*Forty-five students worked 120 hours in the community (total of 5400 hours).*

Encountering Community: Ethnographic Fieldwork and Service Learning, ANTH s10, Loring Danforth

Students explored cultural diversity in the Lewiston-Auburn area, undertaking an original research project and tutoring Somali refugees in English and the Lewiston Adult Education Center.

*Seven students worked 25 hours each in the community (total of 175 hours).*

### Production and Reproduction, ANTH 339, Elizabeth Eames

The aim of this course was to give students an understanding of economic problems confronting peoples and nations in the world today, focusing closely on the indigenous responses to these problems. Students collaborated with Islamic religious authorities in both Lewiston and Portland in order to develop training programming for Androscoggin Bank staff on issues concerning working with members of the Muslim community statewide. Training programming addressed issues of cultural competencies necessary to work ethically and effectively with immigrant community members.

*Eighteen students worked approximately six hours per week in the community for 12 weeks (total of 1296 hours).*

### Person and Community in Contemporary Africa, ANTH 228, Elizabeth Eames

Students in this course helped to develop a power point introduction to the local African immigrant/refugee community geared toward Bates First Year students. "Introduction to the Somali Population in Lewiston" is comprised of twenty-six slides that cover issues including the history, language, culture, and current status of Somalis in Lewiston, Maine. The presentation will be reviewed by members of the Somali community for final revision and used during the coming academic year by faculty, staff and students.

*Nine students worked approximately 40 hours each over the course of the semester (total of 360 hours).*

### **Thesis Research and Independent Study**

Professor Elizabeth Eames supervised a senior thesis, *Technology in a Mathematical New World*, where a student researched the effective use of technology in a middle school classroom (80 hours total).

## **Art and Visual Culture**

### Museum Internship, AVC 361, AVC s31, Rebecca Corrie

The Bates Museum of Art facilitates intensive museum internships during the summer and academic year. Many of the students work in curatorial capacities, in some cases fully responsible for organizing and hanging exhibitions. Others do collections management work, and some museum education. During the past summer and academic year, students were able to do internships at an expanded list of sites. This year, museum internship hosts included:

AVC 361 Summer 2010

Metropolitan Museum of Art, New York, NY  
International Center for Photography, Portland, ME  
Wadsworth Atheneum, Hartford, CT  
Farnsworth Art Museum, Rockland, ME  
The Jewish Museum, New York, NY  
The Frick Art Reference Library, New York, NY  
Museum of Natural History, New York, NY  
Museum L-A, Lewiston, ME

*Eight students each did an internship equivalent to full time work during the summer (total of 3200 hours).*

AVC 361 Fall 2010

Bates College Museum of Art: Education and programming  
Bates College Museum of Art: Education and programming  
Bates College Museum of Art: Curatorial  
Bates College Museum of Art: Curatorial

*Four students did an average of 88 hours each (total of 352 hours).*

AVC 361 Winter 2011

Bates College Museum of Art: Exhibition planning  
Bates College Museum of Art: Curatorial  
Bates College Museum of Art: Research for collections

*Three students did an average of 88 hours each (total of 264 hours).*

AVC s31 Short term 2011

Maine Museum of Photographic Arts, Portland, ME

*This student did an average of 40 hours (total of 40 hours).*

Summer 2011

Museum of Fine Arts, Boston, MA (one student with two internships)  
The Cloisters of the Metropolitan Museum of Art, New York, NY

*Each student did an average of 40 hours (total of 120 hours).*

## **Biology**

### Health, Culture and Community, BIO/INDS s51, Kathy Low

Professor Kathy Low had students work on varied intensive community-based learning projects that addressed issues of health and how it is influenced by cultures and various communities. Projects included: working on various projects for the Kids Oral Health Project, researching healthy corner store models, collecting baseline data for a local physical activity and nutrition program, collecting baseline data on Bates College juniors and depression and flourishing, researching Bates' relationship with Native tribes as part of the BBC Wabanki outreach program, and editing a local community food assessment community report.

*Thirty-seven students worked 50 hours in the community (total of 1850 hours).*

### Virology, BIO 314, Lee Abrahamsen

Three students in Professor Abrahamsen's class worked with a local 10<sup>th</sup> grade biology class to present a unit on viruses and then develop note cards that described the viruses including HPV, herpes and flu.

*Three students each worked approximately 20 hours in the community (total of 60 hours).*

### Nature Photography, BIO s29, Robert Thomas

Professor Bob Thomas led a study of photographic techniques used by biologists in the field and laboratory, with emphasis on close-up photography of plants and animals. Additional areas covered include landscape and aerial photography, photomicrography, and preparation of photographs for lectures or publication. Students utilized the Bates-Morse Mountain Conservation Area.

*Sixteen students each worked approximately four hours in the field (total of 64 hours).*

### Avian Biology, BIO 335, Donald Dearborn

This course examined the origin and diversification of birds and explored avian morphology, physiology, and behavior in an ecological and evolutionary context. Topics included flight, communication, feeding, migration, and reproduction. Students participated in three field trips and utilized the Bates-Morse Mountain Conservation Area.

*Twelve students each worked approximately nine hours in the field (total of 108 hours).*

## **Thesis Research and Independent Study**

Professor William Ambrose supervised three community-based research theses in Biology. Topics included: *The Relationship of Temperature and Growth Rate in Soft Shell Clams in Maquiot Bay, Maine; Isotope Changes in Fish Bones in Penobscot Bay, Maine; and The Relationship Between Environmental Change and Growth Rate in Soft-Shell Clams.*

*Each student did approximately 80 hours in the field (total of 240 hours).*

Professor Pam Baker supervised a senior thesis, *Public Views on Vaccination*, that examined the opinions of various groups on mandated vaccinations (*60 hours total*).

Professor Karen Palin supervised a two-semester senior thesis in which a student developed and presented a culturally appropriate prenatal curriculum for young Somali women in Lewiston, Maine (*120 hours total*).

Professor Palin also supervised a senior thesis in which a student worked with a local Somali pharmacist to observe barriers to prescription medication compliance. This work built upon thesis work done by a previous student of Professor Palin's who developed pictograms for prescription medications to aid in drug compliance (*80 hours total*).

Professor Palin also supervised an independent study in which a student developed culturally appropriate nutrition guidelines for Somali women (*45 hours total*).

Professor Gregory Anderson supervised an Independent Study that tracked the wood harvest at a local state park and the effect on secondary growth (*60 hours total*).

"In the public health arena, there is a concept known as 'community of solution'. It basically means that everyone who is affected by a community problem or issue has a stake in the solution or resolution and can contribute towards that end. I believe that the students who have been working with me and a community partner on the overall concern about low levels of health literacy within the LA community, particularly among the New Mainers, have come to appreciate this concept. We can't teach this in the classroom.

Through their participation in this work, students have learned that community members have ideas, and so do they. Each group brings valuable wisdom, insight, perspective and knowledge that needs to be recognized. The students have learned that research and field work within the community don't always pan out the way they thought it would or the way a text or literature describes, that communication with others can be hard, and that they need to set aside biases they may not even know they have.

Students have said they appreciated the freedom and opportunity to engage with the community that such work can offer. I am convinced that for some, it is the first time they are getting away from the text. The students who choose to get involved in these projects represent the very best of Bates. They may not all be A, or even B students academically, but they all are driven by a concern for those with whom they share a community and offer a willingness to get dirty in that community."

- Karen Palin, Lecturer  
Bates College Biology Department



## **Chemistry**

### **Thesis Research and Independent Study**

Professor Rachel Austin supervised a senior honors thesis in which a student worked to develop catalysts that can be used to “upgrade” or improve a type of biofuel made from wood waste. With the proper treatment, this fuel could be used directly in existing transportation streams, but without treatment, it doesn’t have the right characteristics to be put directly in a diesel engine. The student designed, synthesized, and tested a series of catalysts to do this upgrading for the thesis.

This student’s thesis work is a part of an ongoing collaborative research project based at the University of Maine on biofuels and forest products. More information is available at: <http://forestbioproducts.umaine.edu/research-projects/characterization-and-upgrading-pyrolysis-oils-from-woody-biomass/>(100 hours total).

## **Economics**

Professor Lynne Lewis supervised a student thesis, *Response Bias in Homeowners Surveys: Who Care about the Penobscot River?* where a student looked at research to estimate effects of housing and environmental characteristics, including location in relation to the Penobscot, on property values (60 hours total).

## **Education**

All of the courses given through the Education Department require a field-based experience and a community-based learning component. Two-hundred-and-eight-one students completed education-based practicum experiences this past academic year. Two students taught in the local schools as student teachers.

The field-based components of Education courses included:

Basic Concepts in Special Education, EDUC 362, Anita Charles

Students in this class worked with children with a variety of special needs, including physical, behavioral, and developmental. Students were placed in regular as well as special education classrooms at Farwell, Geiger, McMahon, Montello, and Sherwood Heights Elementary Schools, as well as at Lewiston Middle School, and Lewiston High School.

*Twenty-five students worked 30 hours each in the community (total of 750 hours).*

Educating for Democracy, EDUC 270, Jennifer Sandler

This course lived up to its name by asking students to act as full participants in all aspects of the class. Together, students and their professor wrote the syllabus, created the assignments, selected the readings, and determined the grading and other class policies. Student fieldwork included: work with the Lewiston Time Bank, an organization that allows its members to swap skills and services with other members; time at the Lewiston Public Library, working in the teen room; creation of the draft of a story for the local newspaper about New Beginnings, an organization that serves youth who are homeless; research for the Neighborhood Housing League on section 8 housing and market prices for housing; grant-writing for the Somali Bantu Youth Association to expand that organization's citizenship classes; development of curriculum for Museum L-A; and development of a parent organization at Farwell Elementary School. The class culminated in a celebration and presentation for all of the community partners involved.

*Fifteen students worked for 30 hours each in the community (total of 450 hours).*

Education, Reform, and Politics, EDSO 380, Helen Regan

Students explored the intersections that exist between public education and the political realm, studying contemporary reform efforts and public school finances. Students were able to analyze first-hand the effects of the federal legislation "No Child Left Behind" through their fieldwork at three "failing" schools, Longley Elementary School, McMahon Elementary School, and Lewiston High School.

*Thirteen students worked for 30 hours each in the community (total of 390 hours).*

Globalization and Education, ED/WS 280, Jennifer Sandler

This course asked students to examine the nexus of globalization, gender, and education. In particular, students studied the ways in which western structures of education are adopted—and resisted—in the developing world. Students analyzed the impact of immigration on public schools, as well as the impact of public schools on students who have emigrated. The fieldwork

conducted by students in this class took place in ELL classrooms at Park Avenue Elementary School and Lewiston High School, as well as at the Trinity Jubilee Center, an organization that provides an after-school homework help program for immigrant youth.

*Six students worked for 30 hours each in the community (total of 180 hours).*

#### Learning and Teaching, EDUC343, Bronwyn Sale

This course asked students to explore how educational theories and research play out in classrooms, through instruction, pedagogy, and curricula. In addition to regular classroom placements in various schools and other educational settings, students in this course created and taught a mini-curriculum unit.

*Sixteen students worked for 30 hours each in the community (total of 480 hours).*

#### Literacy in the Community, EDUC s27, Anita Charles

Students in this month-long short-term course worked on a story-telling project with ELL students at Lewiston Middle School's after-school program. The story-telling project commenced with an event at which students and their parents, along with teachers and Bates students, came together to tell each other stories. In the weeks that followed, Bates students worked one-on-one with Lewiston Middle School students to help them develop and edit their stories. The project culminated with a celebration at which participants ate dinner together and shared their stories. Each participant received a bound and illustrated copy of the stories.

*Twenty-nine students worked for 30 hours each in the community (total of 870 hours).*

#### Literacy in Preschool and Elementary Years, EDUC 245, Anita Charles

What is literacy? What is the role of the teacher in helping to aid in the development of literacy? What does normal literacy development look like? What are some of the barriers to the development of literacy? These are some of the questions students in this course explored. For the field component of this course, students worked at Sandcastle Preschool as well as pre- K-5

"The Bates students in s27 Literacy in the Community were engaged in a family storytelling project with Lewiston Middle School and the LEAP after-school program. The youth involved are primarily from the high-need ELL population, and the project has brought together parents, children and Bates students to create family stories that will be bound and copied.

This was a wonderful success, with the families appreciating the opportunity to tell their stories, the children eager to produce a "published" story, and the Bates students taking part in a valuable learning experience. The Middle School and LEAP teachers are very appreciative, and the Bates students have shared deeply moving anecdotes through their journals about their time with the children and parents."

- Anita Charles, Lecturer  
Bates College Education Department

classrooms in Lewiston’s public elementary schools. Students also developed and led book groups at two after-school programs, at the Trinity Jubilee Center and Longley Elementary School. In each group, Bates students designed a range of activities to accompany the books that children read, including reader’s theater, art projects, and vocabulary games. At the end of the project, each participating child received a book to bring home.

*Twenty-four students worked for 30 hours each in the community (total of 720 hours).*

Race, Cultural Pluralism, and Equality in American Education, EDSO 242, Jennifer Sandler

Students explored issues of race and class as they relate to education through a variety of theoretical lenses. In addition to placements in classroom and after-school settings, students worked with the Lewiston Middle School Civil Rights Team; helped to pilot Boys and Girls Club programming at a low-income housing complex; organized and ran a series of events for teens living in downtown Lewiston; provided tutoring to adult immigrants at the Lewiston Public Library; and worked with the professor to identify and conduct public policy research projects.

*Twenty students worked for 30 hours each in the community (total of 600 hours).*

Perspectives on Education, EDUC 231, Helen Regan, Bronwyn Sale, Jennifer Sandler

This serves as the foundations course in the Education Department. In addition to surveying the field of education through multiple perspectives—historical, cultural, sociological, philosophical—students conducted their fieldwork in a wide range of classroom and after-school settings in Lewiston and Auburn.

*Ninety-seven students worked for 30 hours each in the community (total of 2910 hours).*

Seminar in Educational Studies, EDUC 450, Helen Regan

Students who minor in educational studies are required to take this senior capstone seminar. For the fieldwork component of this course, students are required to conduct significant projects. This year, projects included: a study of math engagement among high school students; the piloting of a program called “Lunch Bunch” at a local elementary school designed to provide a safe space for students to discuss gang activity; an exploration of social segregation on the Bates campus; a study of the effects of the federal legislation No Child Left Behind on Somali students and their parents; and a program designed to help youth explore their own identities through memoir-writing, song and painting analysis, and storytelling activities.

*Seven students worked for 30 hours each in the community (total of 210 hours).*

Teaching Through the Arts, DN/ED 265, Bronwyn Sale

Students conducted their field placements in art and music classrooms in the Lewiston Public Schools, led arts enrichment programming for the Boys and Girls Club, and interned at the Bates College Museum.

*Fifteen students worked for 30 hours each in the community (total of 450 hours).*

Theory and Practice of Writing and Tutoring, EDUC s19, Joanne Cole

Students interested in becoming peer writing assistants explored the practices of tutoring and writing instruction. Class participants worked with secondary students at after-school programs at the Lewiston Public Library and the Trinity Jubilee Center.

*Fourteen students worked for 30 hours each in the community (total of 420 hours)*

**Thesis Research and Independent Studies**

(NOTE: All students who concentrate in Education complete full requirements for an academic major in another department. If they choose to involve an education component in their thesis, they must also meet the other department's thesis requirements.)

- Professor Anita Charles oversaw four independent studies: *Creative Writing With Kids; Standards-Based Education Reform; Boys at Risk: Resiliency; and Abuse and Deaf Education.*
- Professor Helen Regan oversaw one independent study: *Intercultural Program for Adolescents: The Role of School Culture in the Pervasiveness of Discrimination.*
- Professor Jennifer Sandler oversaw one thesis: *Critical Consciousness and Political Agency: A study on the nature of gaining consciousness and political agency, as examined through the lives of W.E.B. Du Bois, Frantz Fanon, and bell hooks.*

**Student Teachers** in the Education Department included:

- Flora Chan at Lewiston Middle School
- Frangely Ventura at Lewiston Middle School

*Two students worked 360 hours each (total of 720 hours).*

## English

“Central to each and every service provided by Creative Work Systems is the understanding that all people have a valuable contribution to make to each other and to society. The Bates College interns adopted that mission as their own and brought with them a wealth of insight in the daily practice of supporting and inspiring people with disabilities. Each person with whom they connected at CWS benefited from their excitement, their energy, their willingness to learn and their desire to make a meaningful contribution. In turn, each student gained valuable experience in working with adults with disabilities. Positive community connections are priceless, having the ability to impact lives both now and in the future. Because of these four interns, not only were the lives of the folks with whom they provided support enriched, but a lasting legacy of a great relationship was left between CWS and Bates College.

- Bill Roberts, HR Director  
Creative Work Systems

Fictions of Afflictions: Literature, Film and Disability, ENG s30, Lillian Nayder

This first-time course focused on how literature presents and represents disability through writing and film. Students supplemented their in-class work with community-based learning projects that included: working with adults on social skills, collaborating with consumers of a creative living and work organization for adults with disabilities on gardening, sports and social activities, and working with children with autism.

*Twelve students worked 40 hours each in the community (total of 480 hours).*

Making African American History: Preserving the Archives of the Portland NAACP, INDS s36, Mollie Godfrey

This course gave eight students the rare opportunity to discover and preserve never-before-seen documents and materials from the Portland branch of the NAACP, which were donated to the Sampson Center for Diversity at the University of Southern Maine in Portland at the promise of Bates student interest and labor. In conversation with local scholars and activists, students spent one week learning about the NAACP as a national organization, about the history of the African American

community in Maine, and about the process of turning primary source materials into historical narratives. They then spent nine hours per week at the archive in Portland inventorying, arranging, and describing the newly donated Portland NAACP collection with the goals of 1) preserving local African American history; 2) making that history available for use by future scholars and community members; and 3) reflecting on how these materials add to their own understanding of both the NAACP and the African American community in Maine. Students quickly made a number of unexpected discoveries about the racial climate in Maine as well as the group’s activities and its sense of its own historical importance. Several students have also expressed an interest in becoming involved with the Portland NAACP activities and/or working with the group in conjunction with their own senior theses at Bates.

*Eight students worked nine hours per week for five weeks in the community (total of 360 hours).*

There's More to the Story, ENG s16A, John Christie and Naomi Shalit

There's More to the Story instructors John Christie and Naomi Schalit, both of the Maine Center for Public Interest Reporting, began with an exploration of the role journalism plays in students' lives and in the larger sphere of American democratic society. Using texts and selected examples from broadcast and print/web news outlets, students refined a definition of journalism and "the news" and established distinctions between fact-based and opinion journalism. The second part of the course was an exploration of the theory, role and practice of investigative journalism. Students researched Maine's dam safety inspection program by reviewing public records, interviewing legislators and legislative staff, dam safety officials in other states, representatives from professional engineering associations and others, culminating in a group interview with the state's two top dam safety officials. Their research provides the basis for a multi-part investigative series which will appear in Maine newspapers and online later in 2011, and will help Maine residents who live near the 100-plus state-designated "hazardous" dams evaluate the safety of their lives and property.

*Twelve students worked 40 hours in the community (total of 480 hours).*

## **Environmental Studies**

Applied Environmental Studies Across the Disciplines, ENVR 417A, Holly Ewing and Sonja Pieck

The Environmental Studies Program at Bates engages students from varied disciplines. Each major follows a unique path to graduating with an ES degree. Over the last two years, the Program in Environmental Studies has created a capstone experience that effectively integrates these varied student interests, passions and experiences. This year, the course again focused on the community food assessment, *Local Food for Lewiston*, a collaborative community-based project whose goal is to develop a comprehensive plan to improve access to healthy food for consumers, support local producers, and create sustainable food system solutions. Students in the capstone course implemented quantitative and qualitative

"Working with the Harvard Center for my Environmental Capstone class and my thesis really changed what I want to pursue with my career. Through my work last year, I have become very excited and interested in Food Literacy.

I have recently moved to Boston where I am looking for work. I do intend to go back to school in a few years and pursue a Nutrition/Public Health degree. However, in the meantime, I am looking for ways to get involved in community programs involving food and nutrition.

I absolutely loved working with the CFA last year."

- Frances Chase '10

research projects in collaboration with numerous community partners.

Students focused on seven projects that engaged varied disciplines in community-based research. Projects included: collecting demographic data and stories of food and motivation (two projects), researching access to transportation, researching what languages people speak that will motivate change, researching the healthy corner store market movement and what that would look like locally, and looking at what other communities have done to support and empower those in need (two projects).

*Twenty-six students worked about 30 hours each in community (total of 780 hours).*

#### Environmental Leadership, ENVR s22, Julie Rosenbach

This new course, taught by Bates Environmental Coordinator Julie Rosenbach, explored current environmental issues in Maine through the lens of leadership. The course provided students with practical skills for environmental leadership, an understanding of leadership styles, and the opportunity to develop confidence in their ability to take effective action. Students engaged in two community-based learning projects including developing a data base of stake holders in the future of the Androscoggin River and developing sustainable purchasing requirements for the college.

*Eight students worked 60 hours in the community (total of 480 hours).*

### **Internships**

#### Environmental Studies Internships, Camille Parrish

All Environmental Studies majors are required to do a rigorous community-based internship of at least 200 hours. Twenty-three students from the Environmental Studies Program were involved with internships between September 2010 and September 2011. Internship sites included:

- Abbott Labs
- The Academy of Natural Sciences, Patrick Center
- Alaska Longline Fishermen's Association
- Androscoggin Land Trust
- Bates-Morse Mountain Conservation Area
- Bedford Audubon Society
- Borneo Conservation Group
- Bureau of Land Management



- Charles River Watershed Association
- Environmental Defense Fund
- Giasson Architects
- Global Green USA
- Green Energy ME
- Lots to Gardens
- Maine Volunteer Lake Monitoring
- The Nutrition Center of Maine, St. Mary's Health System
- Oakland Parks Internship
- Overland Programs
- Powerhouse ReGen LLC
- Quest Environmental
- Shortridge Coastal Center
- Sierra Club of San Francisco
- Southside Community Land Trust
- U.S. Fish and Wildlife Service
- Waquoit Bay National Estuarine Research Reserve

*Twenty-five students worked 200 hours (total of 5000 hours).*

### **Thesis Research and Independent Study**

Professor Jane Costlow supervised a senior thesis in which a student produced a videotape that documented aspects of the relationship of the College and the community (*80 hours total*).

### **First-Year Seminars**

Exploring Education through Narratives, FYS 300, Bronwyn Sale

Students explored a variety of educational issues both through narratives and by working at Martel and Montello Elementary Schools as well as at the Lewiston Public Library's after-school program.

*Fourteen students worked 30 hours each in the community (total of 420 hours).*

## **French**

This academic year, the French Department continued a substantive redesign of the French program to incorporate community-based learning at all levels of the curriculum. Community-based learning activities related to the Franco-American experience in Maine have been integrated into courses this year. This work included translation of the “Weaving a World” exhibit, a moveable museum piece developed by Bates faculty and students and Museum L-A that traces the history of mill laborers. The exhibit translation was in preparation for the exhibit to be displayed in Canada this spring.

Oral French, FRE 205, Fall and Winter semesters, Laura Balladur

Students helped with translation of Museum L-A’s “Weaving a World” exhibit. The translated exhibit will be displayed in Canada.

*Thirty students worked 20 hours each in the community (total of 600 hours).*

Advanced French Language, FRE 235, Laura Balladur

Professor Balladur’s students also helped with the “Weaving a World” translations (see above).

*Fifteen students worked 20 hours in the community (total of 300 hours).*

French Stylistics, FRE 270, Kirk Read

Students in this course also helped with translation of Museum L-A’s “Weaving a World” exhibit. The translated exhibit will be displayed in Canada.

*Sixteen students worked 20 hours in the community (total of 320 hours).*

## **Geology**

Sedimentary Processes and Environments, GEO 210, Mike Retelle

Professor Retelle’s class developed beach profiles at Seawall Beach in Phippsburg, Maine as part of a long-term monitoring project. Professor Retelle and his students spoke to the Small Point Association to share findings and discuss how they relate to climate change.

*Twelve students worked four hours in the field (total of 48 hours).*

Earth Surface Environments and Environmental Change, GEO 103, Mike Retelle

Students documented and interpreted the recent changes to Popham Beach, Phippsburg, Maine as part of an ongoing project to understand coastal processes.

*Fifty-two students worked 20 hours in the community (total 1040 hours).*

### Stable Isotope Geochemistry, GEO 340, Beverly Johnson

This course focused on the theory and applications of stable isotope fractionation in water and biological materials for modern and past environmental research. The laboratory included fieldwork within the Androscoggin River watershed and the Maine coast and use of a stable isotope ratio mass spectrometer. Students were engaged in projects that included tracking changes in carbon cycling in lakes, salt marshes, and trees through time, and documenting changes in energy flow in modern and ancient marine food webs. Students utilized the Bates-Morse Mountain Conservation Area.

*Twelve students each worked approximately six hours in the field (total of 72 hours).*

### ***Thesis Research and Independent Study***

*Professor Beverly Johnson supervised a senior thesis, A Biogeochemical Study of Ditch-plug and Natural Pools in the Sprague River Marsh, Phippsburg, Maine that compared ditch-plug pools, created by plugs installed in 2000 to natural pools (80 hours total).*

Professor Johnson supervised a senior thesis that looked at nitrogen isotopes as a potential indicator of anthropogenic nutrient loading in Casco Bay, Gulf of Maine (80 hours total).

Professor Johnson also supervised an independent study that looked at archival datasets to determine seasonal changes in the Androscoggin River water quality (60 hours total).

Professor Mike Retelle supervised a senior thesis, *Monitoring Sedimentation Patterns and Tidal Inlet Migration at Small Point, Seawall, and Popham Beaches, Phippsburg, Maine.* Through topographical surveying of the beach face and mapping of tidal-channels, this study examined the potential relationship between shifts in position of tidal inlet and erosion/deposition on the beachfront of these beaches (80 hours total).

### **Geology/Environmental Studies**

Mapping and GIS, ES/GEO 217, Dykstra Eusden (GEO), Camille Parrish (ENV)

Twenty students used GIS mapping technology to study diverse social, geological and environmental issues. Nineteen of the projects were community-based. Projects included:

- *Bouldering Map of Bradbury Mountain State Park*
- *Mapping of Five Jogging Routes in Lewiston, ME*
- *Mapping Birds, Their Migration Patterns and Climate Changes Over Time*

- *Fruit at Bates Dining: The Transportation Routes and CO2 Footprint*
- *Dams for Towns: The Stagnation of Farming Culture around the Pepacton Reservoir - 1940 to 2000*
- *Mapping the Mt. Abram Ski Area in Locke Mills, ME*
- *Landing Zones in Yosemite Valley: Response to Climbing Accidents*
- *Locating Ideal Soil, Slope and Vegetation Conditions for New Irrigated Wheat Fields, Havey Ranch, TX*
- *Baseline Mapping and Recreation Management Planning on the South Pond Preserve, Buckfield, ME*
- *Predictions of the Effect of Wetland-type Soils on the Water Chemistry in the Lake Sunapee Watershed, NH*
- *Land Cover Changes Below Mt. Everest, Nepal*
- *Mapping the Geology and Widespread Destruction around Port-au-Prince, Haiti*
- *Bedrock Geologic Map of Georges Island, Muskongus Bay, ME*
- *Focusing Piping Plover Protection Efforts on Most Threatened Areas*
- *Changes Around Lake Sunapee, NH Using Aerial Photographs - 1954-2005*
- *Trade Routes from Colonization to 2002 in Northern Africa*
- *Twenty-four Years of Forest Fragmentation in Southern ME*
- *Shifts in the Sand: Mapping Beach Erosion on Point O' Woods, NY*
- *Historical Comparison of Migratory Fish Returns to the Connecticut River from 2000-2007*

Nineteen students worked 40 hours (total of 760 hours).

## **History**

The Civil Rights Movement, History 390W, HIST 390W, Hilmar Jensen

This Junior/Senior seminar provided the opportunity for concentrated work on the theme of the Civil Rights Movement. Students spent ten hours each over the course of the semester in a community-based learning placement that informed their work in class on the subject of civil rights since the Movement. Students participated in activities including: Winterize L/A, Lewiston High School athletics, the Maine People's Alliance, Saint Dominic's School, the Somali Bantu Youth Association citizenship tutoring, McMahan School, the Downtown Education

Collaborative, the District Court Assistance Program, Trinity Jubilee Center after-school program, Hillview after-school program, and the Women's Resource Center at Bates. *Sixteen students worked ten hours in the community (total of 160 hours).*

## **Physical Education**

Methodology of Coaching, PE s20, Stuart Flaherty

Students explored various methodologies of successful coaching and received an American Coaching Education certification, widely recognized in secondary schools. As a part of their coursework, students developed and led playground activities for students at the Lewiston elementary schools, including Farwell, Geiger, Longley, Martel, McMahon, and Montello. *Thirty-three students worked 30 hours each in the community (total of 990 hours).*

## **Politics**

Internships in Public Policy Research, PLTC 423, Nicole Witherbee

This course considered the political process by which public policy is formed in Maine from both a practical and an academic point of view. Students worked on a policy project for a partner within a government agency, non-profit organization or advocacy group. As a participant-observer in the policy process, students had an opportunity to gain a personal understanding of how decisions are made to formulate policy, implement policy, and to evaluate and change policy. The academic portion of the course allowed students to place the policy project experience in an intellectual context – to transform personal experience into the ability to understand why certain policies are adopted or not, to operate within policy constraints, and to evaluate policy effectiveness and to effect policy change. Students visited the State House where they met with the Governor, the Senate President, and the Speaker of the House to discuss the work they were doing. The course was taught by Nicole Witherbee, Principal of PolicyEdge, a consulting firm offering policy research, analysis and strategy.

Placements included:

- Central Maine Medical Center (researching grant opportunities within the Affordable Care Act)
- Community Concepts, Inc.
- Environment Maine

- Senate Democratic Caucus
- Nutrition Center of Maine, St. Mary's Health System
- Maine People's Alliance
- Natural Resources Council of Maine
- Lewiston School District's Special Education Department
- Maine Department of Agriculture

*Ten students worked 90 hours each in the community (total of 900 hours).*

Immigration Rights in Theory and Practice, PLTC s18, Leila Kawar

Over the course of this Short Term, students addressed questions about immigration theory and law through three levels of analysis: reading of scholarly literature on the subject; examination of film and media presentations; and participation in a community-based learning project that concerned immigrants and/or immigrant rights. Students collaborated with community organizations including: the Maine People's Alliance, Somali Bantu Youth Association Citizenship tutoring, and the Immigrant Legal Advocacy Project.

*Sixteen students worked 40 hours in the community (total of 640 hours).*

Politics of Immigration, PLTC S15A, Clarisa Perez-Armendariz

This course examined U.S. immigration policy from 1965 to the present and assessed both its intended and unintended consequences. The course included a "field" portion, which aimed to give students a very close and personal, yet balanced view of how key stakeholders perceive the problem of immigration and what types of solutions they desire. Students traveled to the California/Mexico border to meet with community members and groups including the Border Angels and Casa UMCA de Menores in Tijuana and see first-hand how the borderlands are affected by immigration policy and practice.

*Fifteen students worked a total of 150 hours in the community (total of 150 hours).*

**Thesis Research and Independent Study**

Professor Clarisa Perez-Armendariz supervised a community-based research thesis entitled *Leaving Parents Behind: An Analysis of No Child Left Behind and Its Impact on Somali Parents in Lewiston, Maine*. Through interviews and focus group research, the student concluded that parents are not sufficiently informed to access the choices available to them, and that the theory behind NCLB, the market approach to education, does not work for Somali parents (60 hours total).

## **Psychology**

### Developmental Psychology, PSYC 240, Susan Langdon

Professor Langdon's Developmental Psychology course introduces students to basic developmental concepts and current research in developmental psychology. Eight students chose the community-based option. They observed children and engaged in programming in community organizations that included Daisy Garden Y Preschool, Sandcastles Preschool, Renaissance House, Hillview Boys' and Girls' Aspirations Program, Lewiston Middle School, Lewiston Public Library After-school program, Trinity Jubilee Center After-school program, Somali Bantu Youth citizenship tutoring, Big Brothers/Big Sisters, Western Maine Community Health Center, Hillview After-school Tutoring, and Blake Street Towers .

*Fifty-two students worked 30 hours each in the community (total of 1560 hours).*

### Psychology of Personality, PSYC 211, Kathy Low

This course introduces students to the psychology of personality. Students each tutored for four hours over the course of the semester at an after-school program for Somali youth.

*Forty-one students worked four hours in the community (total of 164 hours).*

### Diversity in Adolescence, PSYC s36, Susan Langdon

This course helps students to understand adolescence in terms of physical, cognitive, and socio-emotional aspects of development. Students explore the transition from childhood to adulthood within some of its contextual frameworks. Students participated in community-based learning opportunities at: Hillview and Jubilee Center after-school programs, Hillview Boys and Girls Aspirations programs, Lewiston Middle School Civil Rights Team, Lewiston Public Library after-school program.

*Eighteen students each worked 30 hours in the community (total of 540 hours).*

## **Thesis Research**

Senior Thesis/Community-Based Learning, PSYC 457 A/B, Georgia Nigro, Susan Langdon, Krista Scottham, Amy Douglas, and Kathy Low

Psychology majors who elect to do a community-based senior thesis identify, through research and meeting with faculty and community organizations, a community issue around which they do an in-depth thesis-level study. This year, 19 students in the Department did 60 to 80 hours each of intensive work in the community. Projects included:

- *The Effect of Cancer Diagnosis of Close Relations on Teens*

- *Nutrition Program with Teenagers at the Boys and Girls Club of Lewiston/Auburn, Maine*
- *Staff Burnout at a School for Troubled Youth*
- *Coordination of a Conference on African American Health*
- *Veteran PTSD CheckList*
- *Reducing Vandalism in a Community Garden*
- *Educating Educators: Development and Evaluation of Training Programs for Preschool Special Education Staff*
- *Influence on Service-Learning on College Student-Athletes' Identity Development: Applying the Student Development Theory of Arthur Chickering*
- *A Possible Integration Program for Bates College: Intergroup Contact Theory or Race Conversations*
- *The Effects of Post-Traumatic Events on Parenting Style in Somali Women*
- *The Implementation of Mental Health Services at Longley Elementary School, Lewiston, Maine*
- *Adolescent Programming at Safe Voices*
- *LGBTQ Youth and Programming*
- *Enhancing Executive Function in Preschool Children*
- *Educating the Educators: Development and Testing of PECS Training Strategies*
- *Effects of Indoor and Outdoor Activity on Self-Esteem*
- *Developing Through Dance: The Experience of Learning How to Dance and Its Effect on the Development of Adolescent Girls*
- *Food Issues Somali Immigrants Face in Lewiston, Maine*
- *Investigating the Effects of Video Self-Modeling on Social Communication Behaviors in Autism*

(1330 hours total).

## **Sociology**

Research Methods for Sociology, SOC 205, Emily Kane

This course is a practical introduction to the research methods used by sociologists including survey research, content analysis, participant observation and field research, qualitative interviewing, and comparative historical research. Students engaged in various community-



based projects that encompassed these methodologies including: interviewing community members to help create a “food web” picture for the community food assessment, observing and then transcribing focus groups of local residents conducted by the community food assessment, compiling field notes based on observations of the local food system including farmer’s markets, conducting a survey of adult perceptions of food security issues in Lewiston/Auburn and throughout the nation, and systematically analyzing the Lewiston Sun Journal's coverage of food security/insecurity issues.

*Twenty-nine students worked 20 hours each in the community (total of 580 hours).*

#### Privilege, Power and Inequality, SOC 250

This course addresses inequalities of race, class, gender, and sexual orientation. Students look at patterns in the unequal distribution of privilege, power, and resources in society; the ideologies and beliefs surrounding unequal distributions; and the role of organizations, social movements, public policy, and law in challenging inequality. Students participating in community-based projects that included working with child literacy programs, parenting programs, and campus-based race programs.

*Thirty-one students worked an average of 40 hours both (total of 1240 hours).*

#### Gender and Family, SOC 395I, Emily Kane

Five students in this seminar chose to do community-based learning. Projects included working with the Family Self Sufficiency project at Hillview Family Development, Trinity after-school program, United Somali Women of Maine, and Androscoggin Home Care and Hospice.

*Five students worked 20 hours each in the community (total of 100 hours).*

#### Community-Based Research Methods, SOC s35A, Emily Kane

Students in this course helped to complete the food web survey for the community food assessment; created posters about the research methods used in SOC 205, Research Methods; and summarized emergency food provider observation information.

*Ten students each worked 40 hours in the community (total of 400 hours).*

#### **Thesis Research and Independent Study**

Professor Emily Kane supervised a student thesis, *I’ll Be the Princess, You Be the Knight: A Study of the Social Construction of Gender in a Preschool Classroom* (80 hours total).

Professor Kane also supervised a thesis where a student built on past community-based learning and research on the Family Self Sufficiency program at Hillview Family Development. The student focused on exposing the gendered nature of public assistance programs (*60 hours total*).

Professor Kane supervised an independent study that focused on the relationship between community diversity and how it might or might not reduce interpersonal trust (*40 hours total*).

## **Spanish**

Introduction to Translation, SPAN 301, Francesca Lopez

Professor Lopez's students translated materials for Maine Migrant Health.

*Seventeen students each performed four hours of translation (total of 68 hours).*

### **Thesis Research**

Professor Guzman and Professor Pamela Johnson in Art and Visual Culture supervised a dual thesis that focused on an indigenous people's movement in Peru (*100 hours total*).

## **Women and Gender Studies**

### **Thesis Research**

Professor Rebecca Herzig supervised a senior thesis in which a student traced the history of Women and Gender Studies as an academic discipline and then focused on the personal experiences of Women and Gender Studies majors at Bates (*60 hours total*).

Professor Herzig also supervised a senior thesis in which a student looked at how a traditional dance form is commodified by a dance troupe in Maine and what this means in terms of culture appropriation (*80 hours total*).

## **Community Volunteerism and Student Leadership Development**

The Community Volunteerism and Student Leadership Development Program works to connect Bates students to volunteer opportunities at local organizations, and also provides opportunities

for one-time service activities. Because much volunteer work is done independently or in response to requests posted on our listserv, it is difficult to track student hours. Students contribute many hours to organizations through such tasks as tutoring, preparing and serving meals, translating, and caring for children. Regular mentoring is an important part of the CVSLD programming, but other activities are also described briefly at the end of this section.

### **Bonner Leader Program**

This marks the completion of our second year of the Bonner Leader Program, part of the Princeton, NJ-based Bonner Foundation's national network of 80 campuses dedicated to student leadership, community service, and academic engagement. This year, 22 Bonners, first-years through seniors, took part in this four-year program, which includes: 6-8 hours per week of community service (this can take many forms, including academic community-based learning, volunteerism, and community-based research and/or thesis); weekly opportunities for training and reflection; and cornerstone activities such as service exchanges with other campuses and program planning.

Students participated in a wide range of activities:

- **Mildred Aroko** '14 tutored 5<sup>th</sup>-12<sup>th</sup> grade students at the Lewiston Public Library, and interned with the Maine People's Alliance, a local advocacy group;
- **Alyse Bigger** '12 served as a program coordinator for an after-school homework help program at the Trinity Jubilee Center;
- **Andrew Carranco** '14 volunteered with a local Boy Scouts troop;
- **Jordan Conwell** '12 worked as a classroom aide in an ELL kindergarten classroom at Park Avenue Elementary School in Auburn;
- **Catherine Elliott** '12 interned with the Volunteer Lawyers Project, an organization devoted to providing low-income residents with free legal assistance;
- **Rodney Galvao** '14 served as a classroom assistant in an 8<sup>th</sup> grade ELL science classroom at Lewiston Middle School;
- **Ellen Gawarkiewicz** '13 led an informal science program, Cornerstones of Science, for elementary-aged children at the Lewiston Public Library;
- **Raina Jacques** '13 worked as a program assistant for the Maine People's Alliance, focusing most of her work on organizing around issues related to fair housing;

- **Stephanie Jefferson** '14 volunteered in the emergency department of St. Mary's Regional Medical Center;
- **Jake Kaplove** '12 directed a student organization, Refugee Volunteers, an in-home literacy and acculturation program that pairs refugee families with Bates students;
- **Emily Majsak** '13 worked in a self-contained special education classroom at Farwell Elementary School;
- **Quinne Moran** '13 volunteered as a classroom assistant at the Renaissance School, tutoring elementary children with as well as assisting them in various therapeutic and developmental activities;
- **Nathalie Navarrete** '13 provided assistance to the Somali Bantu Youth Association in a citizenship class, in which she worked with five Somali adults who were studying to take their citizenship test.
- **Mary Osborne** '13 interned with the Maine People's Alliance, participating in a wide range of canvassing and organizing activities designed to promote various social and environmental causes.
- **Becca Salzman-Fiske** '14 served meals at the Trinity Jubilee Center's soup kitchen;
- **Danielle Scherer** '11 worked as a food security project leader for Lots to Gardens. In that role, she worked on all aspects of the winter farmers' market, and facilitated youth cooking classes.
- **Becca Schmitberger** '12 served as a group leader for a grief support program, run by Androscoggin Home Care and Hospice's Multicultural Program for Grieving Children and Teens, at Montello and Longley Elementary Schools;
- **Sarika Subramaniam** '14 worked as a classroom assistant in a 2<sup>nd</sup>-grade classroom at Geiger Elementary School, where she helped the classroom teacher in a variety of ways, including small-group instruction and one-on-one tutoring;
- **Theodore Sutherland** '11 acted as a food security project leader for the Trinity Jubilee Center's food pantry, where he packaged and distributed food, as well as provided occasional French translation for the Djibouti community members;
- **Leticia Solis** '13 participated in the Refugee Volunteers Program, providing tutoring to both the children and adults of the family with which she was matched;
- **Destinee Warner** '13 volunteered at the Trinity Jubilee Center's after-school homework help program;
- **Merissa Warner** '14 volunteered at the Trinity Jubilee Center's after-school homework help program.

One of the goals of the Bonner Leader Program is to maintain a strong student voice in the ongoing creation of the program by forming working groups comprised of students, staff, and faculty devoted to various program components, including assessment, recruitment, and cornerstone activities. Some highlights that emerged from the work of these groups:

- The piloting of an e-portfolio system, in which students chose three goals from a list of five goal areas (which included intercultural competence; academic connections; self-development/reflection; civic communication; and civic leadership). For each of their goals, students created blogs and videos, and uploaded academic papers and other artifacts to demonstrate growth in their goal areas. This project was led by Bonner intern Jake Kaplove.
- A service exchange between our sophomores and sophomores from Bowdoin College, in which students between the two colleges designed and implemented a college aspirations day for a group of Somali youth on the Bates College campus.

In addition to completing service hours and participating in working groups, Bonners participated in regular reflection sessions as well as workshops on a wide variety of topics. Our year began with a two-day orientation session at the Shortridge Coastal Center, which included a service project at the Bates- Morse Mountain Conservation Area dismantling lobster traps and a memorable hike which required students to traverse a stretch of flooded trails before reaching Sewall Beach. The beginning of the second semester was punctuated by an all-day session, with opportunities for discussion and reflection in the morning, and two service opportunities in the afternoon, one painting offices at Safe Voices, a domestic violence prevention organization, the other sorting, stacking, and labeling food at the Good Shepherd Food Bank. Other workshops and trainings included:

- A time management workshop, led by Psychology professor Su Langdon;
- Trainings on how to be an effective mentor tutor, led by Harvard Center staff as well as Sherry Russell, director of the Downtown Education Collaborative;
- A workshop on effective facilitation, led by Holly Lasagna from the Harvard Center;
- A cultural competency workshop entitled “Are You Normal, and Who Decides?” led by Sherry Russell, along with two community members, Mumina Isse and Barbara Rankins;
- A session on study skills led by Mary Sylvain-Leonas from the University of Southern Maine;
- An all-day advocacy training, as a part of Project Pericles’ D4D program for students;

- A workshop on Somali language and culture, led by youth from the Trinity Jubilee Center;
- Sessions on grant-writing and budgeting;
- A training on how to have a difficult conversation.

Additionally, Bonners met twice a month, once in their class groups, and once for an all-Bonner session.

### **Student Volunteer Fellows Program**

In its ninth year, the Student Volunteer Fellows Program selected seven students who worked together to lead key volunteer programs at Bates. The seven Fellows each took responsibility in different areas, working as a team to expand volunteer programming at Bates and to explore leadership issues. Fellows who ran site-based programs also worked with community work-study and community-based learning students to facilitate student work at their agency. The Fellows met weekly to update each other on their work, exchange ideas, and plan for future events. In addition, the Fellows worked hard to increase the visibility on campus of volunteer opportunities through a volunteer fair, tabling, and the communitylinks listserv. The Fellows also administer the Volunteer Grants, which provide up to \$300 each for student volunteer projects (see Service Awards). This year they awarded \$1725 to student applicants to support a range of service activities. Current Fellows participate in the selection process for their successors.

The orientation for Student Volunteer Fellows involved a tour of service sites in Lewiston and planning for the year's activities. The SVFs also participated in a joint orientation with the Bonner Leaders. They spent a day at Shortridge Coastal Center that was filled with activities geared toward community-building and reflection on the nature of service. This was followed by a service project at Bates-Morse Mountain and an adventure-filled hike to the beach.

**Vinnie Ciampi '12** was responsible for the Longley Elementary School Mentoring Program. The program matches Bates students with fourth graders at a local elementary school. The mentors visit their mentees for an hour a week. In addition to recruiting and training 13 Longley mentors, Vinnie planned a field trip at Bates for the mentors and mentees in March, which included sports activities and a meal in Commons. Vinnie also coached the Longley boys basketball team.

**Libby Egan** '13 was responsible for coordination of the America Reads/America Counts program. Working closely with Harvard Center staff, she helped to recruit, interview, train and place 17 tutors in the local schools and after-school tutoring programs. She also organized an orientation, a reflection session, and literacy training for participants. Libby also organized volunteers for the Lewiston Project Story Boost program. Five students volunteered two hours each week in local kindergarten classes, reading to children one-on-one or in small groups.

**Jessie Igoe** '11 coordinated the Hillview After-School Program, a program she participated in during all of her years at Bates. She recruited and trained a total of 26 students, both volunteer and community-based learning, to work two afternoons a week for two hours. They helped students with homework and planned other recreational activities for them, including some anti-bullying activities to address rising tensions. During Short Term, Jessie continued to run the after-school program, and organized volunteers and activities for Neighbor Night.

**Ryan Katon** '12 developed volunteer opportunities for athletic teams and student organizations. He worked with community partners to recruit for the Dempsey Challenge, the Lewiston Recreation Halloween Party, the Advocates for Children Holiday Fest and the Martin Luther King, Jr. Read-In at Martel School. He also worked with the soccer team to organize a one-day clinic for local youth.

**Chelsea Pennucci** '11 was responsible for developing volunteer opportunities related to food accessibility. She worked with the Trinity Jubilee Center soup kitchen program, the Nutrition Center of Maine, and Good Shepherd Food Bank, recruiting and scheduling 94 volunteers. Some served meals at Trinity, while others helped with community gardens and helped sort food at the food bank.

**Diane Saunders** '11 attempted to expand the position of volunteer recruitment for adult learners. Despite strong efforts, this has been a difficult task to coordinate for the past few years and the position will be reconfigured for next year. Diane worked with Lewiston Adult Education, the Downtown Education Collaborative, Lewiston Public Library, and Trinity Jubilee Center. She recruited, scheduled and oriented volunteers.

**Danielle Traverse** '13 coordinated programming for senior citizens and the disabled at Blake Street Towers. Highlights of her work included planning events and recruiting volunteers to help socialize with residents around Sunday brunches, seasonal parties, dinners, and concerts.

### **Mentoring**

Thirty-eight Bates students volunteered this year to be mentors in the Lewiston/Auburn public schools, contributing 825 hours of service. Mentors visited their mentees weekly at the child's school for at least one hour, over the full academic year.

- At the Longley School, 13 Bates students were mentors to fourth graders. This included a commitment of one hour per week in the school, as well as a willingness to help supervise a field trip to Bates College with dinner in the Bates Commons toward the end of the year.
- 25 Bates students mentored through the Big Brothers/Big Sisters program. Nine of these mentored at site-based programs in Lewiston elementary schools and Lewiston Middle School. The other sixteen participated in Cats and Cubs, a biweekly mentoring program that brings children to Bates College for activities. There was an end-of-year celebration dinner on campus in May.

### **Other Volunteer Activities**

Some examples of other volunteer work include:

- Victor Babatunde '11, Catherine Elliott '12, Megan Guynes '11, and Jake Kaplove '12 led the AESOP trip, "Explore LA." There were 13 participants. The trip involved serving lunch at Trinity Jubilee Center, gardening with Lots to Gardens, playing games with children at Hillview Family Development, touring Museum L-A, traveling to Bates-Morse Mountain Conservation Area to help dismantle old lobster traps, and sorting food at Good Shepherd Food Bank. The program ended with a Somali cooking event.
- The annual Volunteer Fair was held on September 15, 2010. Eight agencies and five student groups recruited at the event.
- Ninety-one students volunteered at the Trinity Jubilee Center After-School Program. These students worked with children in elementary and middle school to help them complete homework assignments. Some of them also led enrichment activities.
- Approximately fifty students per semester participated in the Bates Buddies program. This student-led group schedules volunteers to go to Longley Elementary School once a week at lunch and join groups of students during recess.



- Three students volunteered regularly for the Court House Assistance Program in Lewiston, run through Pine Tree Legal's Volunteer Lawyers Project. The students received over 20 hours of training to help interview walk-in clients at the District Court. They learned to provide initial interviews, to coordinate with the attorneys on duty and to assist clients with filling out family law *pro se* materials. Each then volunteered three hours a week.
- A student volunteered regularly to help an artist living at Montello Manor, preparing supplies and helping mix paints.
- A student volunteered regularly at Vineyard Christian School.
- The Harward Center sponsored a holiday gift drive and collected items from wish lists for Renaissance House and for Spring Harbor Hospital.
- Ten members of the Women's Resource Center met bi-weekly on Bates' campus with a group of fourteen female students in grades 9 and 10 from Poland Regional High School. Their visits to campus included aspirations programming and dinners in Commons.
- The Student Athlete Advisory Committee hosted a field day for approximately 275 local children in grades 1-6.
- Twelve students volunteered at St. Mary's Regional Medical Center.
- Three students volunteered at Central Maine Medical Center.
- Students in the Bates Immigrant Rights Advocates organization participated in the Time Bank's Refugee Volunteers program. They visited regularly with refugee families in Lewiston, providing tutoring and technical assistance.
- The Robinson Players produced *The Vagina Monologues* and raised \$1710 for Safe Voices, the regional domestic violence prevention agency.
- Thirteen students each volunteered a minimum of 15 hours a week over Short Term. They worked in various community agencies including Thorncrag Bird Sanctuary, Montello Manor, Trinity Jubilee Center, Good Shepherd Food Bank, Somali Bantu Youth Association and St. Mary's Regional Medical Center.

## **Bates-Morse Mountain Conservation Area and Shortridge Coastal Center**

The Bates-Morse Mountain Conservation Area (BMMCA) is an ecologically diverse and highly valued coastal site near the end of the Phippsburg peninsula. Due to its coastal location and the variety of its terrain, the BMMCA is home to a unique mosaic of plant communities. The area

includes upland forests, extensive salt marshes, an undisturbed dune ecosystem and pitch pine forests. Five of the six communities are considered rare or imperiled within the state. It is bordered by the Morse and Sprague rivers to the east and west, and it is adjacent to Seawall Beach, the largest undeveloped barrier beach in Maine. The area is also embedded within a 3,550 acre focus area identified by The Nature Conservancy and designated by the Maine Department of Conservation as having “statewide significance” for its unique natural resources and relevance to the larger Kennebec Estuary ecosystem.

Bates-Morse Mountain Conservation Area provides unique educational opportunities for research in geology, marine studies and wildlife biology. In 2010, the area served Bates College courses in geochemistry, bedrock geology and GIS, ornithology, climate studies, field methods, leadership and photography. With the Shortridge Coastal Center less than a mile from BMMCA, faculty and students are able to stay for periods of time conducive to ecological and community-based research, interpersonal trainings and aesthetics.

The Shortridge Summer Residency, initiated in 2009 for the purpose of facilitating on-going research at BMMCA and student fellowships, has proven to be an exceptional opportunity for students wishing to conduct senior thesis research or work within the community. In 2010, four students utilized Shortridge as home-base. Zach Ross, working with the Kennebec Estuary Land Trust, completed a survey of culverts for a study on fish passage in the lower Kennebec River region; Ingrid Knowles, working with Professor Bev Johnson, gathered water, sediment and tissue samples to assess the effects of salt marsh restoration; Molly Newton worked with Professor Mike Retelle to profile changes at Popham Beach and in the Morse River vicinity; and Brigid Dunn, working as an assistant to the BMMCA director, focused on developing and maintaining a trail between Shortridge and Phippsburg Land Trust trails to the north and east of the Shortridge property. Brigid also developed a trail map and notebook, providing basic visitor information about Shortridge. Each of the students was well-received within the community.

### ***Bates’ Educational Activities at Morse Mountain and Shortridge***

During the 2010 academic year, the greatest use of BMMCA and Shortridge for research purposes was initiated by Geology professors Mike Retelle and Bev Johnson. Their work with students included numerous trips to BMMCA and Seawall and Popham beaches to train students in field methods and establish specific research sites.

Working under Mike Retelle's supervision, Molly Newton collected data over the course of the summer for her senior thesis on sediment transport and coastal processes at Popham Beach. This work was supported by the Small Point Association, for on-going geology research designed to better understand regional, long-term changes to coastal systems.

Professor Bev Johnson supervised the senior thesis work of Ingrid Knowles, in which water and sediment samples were collected from the Sprague River Marsh to assess the restorative effects of ditch plugging, conducted by the US Fish and Wildlife Services, in 2000 and 2001. The work was supported by a Community Partners grant of \$7500, also from the US Fish and Wildlife Services. This research will be continued during the 2011 summer with support from the BMMCA Special Projects Fund.

In addition to thesis research, Bates College coursework utilizing BMMCA and Shortridge included:

- Stable Isotope Geochemistry, GEO 340, Bev Johnson, 12 students
- Mapping and GIS, ES/GE 217, Dyk Eusden and Camille Parrish, 19 students
- Earth Surface Environments and Environmental Change, GEO 103, Mike Retelle, 52 students
- Sedimentary Processes and Environments; GEO 210, Mike Retelle, 12 students
- Avian Biology, BIO 335, Don Dearborn, 12 students
- Nature Photography, BIO s29, Bob Thomas, 16 students
- Environmental Leadership, ENVR s22, Julie Rosenbach, 8 students

### **Other Educational Uses**

The purpose of the Bates-Morse Mountain Conservation Area Corporation is to preserve BMMCA in as natural a state as possible, and to promote ecological research and other educational opportunities. Eighteen different grade schools visited the conservation area during the 2010 gate-keeping season, bringing 639 students to the site for educational purposes. (Because visitor records are maintained by gate-keepers, these numbers under-represent the degree of school use over the entire year.) The site was also used by colleges other than Bates. Bowdoin College utilized the site on at least five different occasions for new student orientation, prospective students, environmental studies, and for the Outing Club. The University of Maine

brought a botany course to the site and Maine College of Art brought students for drawing and painting.

In addition to school groups and coursework, less formal educational opportunities occurred at BMMCA and Seawall Beach, and several public education events were organized and facilitated by the BMMCA office:

- Molly Newton presented preliminary findings to the annual Small Point Association meeting in August, with over 100 people in attendance. Mike Retelle and Emily Chandler were also present to answer questions regarding beach dynamics.
- Peter Vickery spoke on migratory shorebirds at the Small Point Club on August 14th. Twenty five people attended.
- Jack Ijams, president of the Small Point Association, provided notification of the annual shorebird migration, reminding the Small Point community and their guests of the new shorebird policy and the migration season.
- Ron Joseph led two shorebird walks on Seawall Beach, on August 4<sup>th</sup> and August 19<sup>th</sup>. Both were well-attended and much appreciated.

### **Community Engagement**

**Public Service:** Thirty Bates' alumni and staff volunteered to pick up garbage and remove lobster traps from Seawall Beach in May, 2011. As in the previous two years, approval to remove traps was granted by the Department of Marine Resources, and after speaking with each of the trap owners. Alden Smith, a Bates parent, greatly facilitated the process with his tractor, and more than a hundred traps were collected. Earlier in the academic year, two groups of Bates students (AESOP and the Bonner Leaders) volunteered to dismantle traps in the BMMCA parking lot.

### **Public Use of the Bates-Morse Mountain Conservation Areas**

In addition to providing educational and research opportunities, BMMCA serves the public for recreational purposes. Between mid-April and late-November, 16,182 visitors were recorded during the gate-keeping season. (Recorded visits under represent the number of year-round visitors as records are kept only when gate-keepers are on duty. In 2010, the gate-keeping season was 168 days.) Eight different camps and clubs brought 206 people to BMMCA and five differing conservation organizations were recorded as having visited the site on numerous

occasions during the season. Beyond the gate-keeping season, numerous trips to the site were made by USF&WS, The Nature Conservancy, The Department of Conservation and others for purposes of research, monitoring and management.

### **Shortridge Coastal Center**

The success of the Shortridge Summer Residency represents a part of what Shortridge has become to the Bates College community. In addition, scheduled events during the academic year brought 267 individual visitors from a variety of college groups. Retreats and overnight stays served five courses, numerous student groups and other campus organizations, and administrative offices. Two group uses were entirely new to Shortridge—a student-run Yoga retreat and a staff retreat and work party. Overall, many from the college community expressed their appreciation for Shortridge during the year.

## **Events Management**

The Assistant Director of Events and Summer Programs manages the Harward Center's own events programming, faculty and summer programs. Equally important, this office oversees all community use of Bates' facilities, playing an ambassadorial and support role that is crucial to the Center's mission of bridging campus and community. Examples of events hosted on Bates' campus for our community partners include:

- Seniors Plus
- Young Writers Workshops, Arts and Contemporary Issues; for students in the Gifted and Talented programs in our local high school;
- Lewiston/Auburn Chamber of Commerce breakfast;
- Department of Education AP Teacher and School Nurses Training;
- Special Olympics Swim and Track meets;
- Maine Community Foundation;
- Summer Lakeside Concert Series;
- Healthy Androscoggin Get Fit and Win;
- Josselyn Botanical Society;
- Department of Education State Review;
- Martin Luther King Celebration;
- Best Practices in African Refugee Health Conference;

- Society of Neuroscience ...and many more.

## **Convenings and Celebrations**

One key goal of the Harward Center is to build a culture of community engagement at Bates. We want to bring students, staff, faculty, and community friends together to talk, build relationships, and celebrate the achievements of our common work. Two annual celebrations have become important rituals of that community of practice.

Each winter, in partnership with our friends at the Lewiston Public Library, the Center throws a Community Celebration at the Library's Marsden Hartley Cultural Center. There is good food and conversation, as well as dance, music, spoken-word, and other performances by Bates and community artists of various generations. And each May, we hold an Awards Celebration at the College's Muskie Archives, honoring students, staff, faculty, community partners, and partnership projects that exemplify the values and achievements of campus-community collaboration. This year's honorees are listed (as always) on the back cover of the *Year-End Summary*.

In addition to these festivities, the Harward Center hosts three series that offer important opportunities to think and talk about academic engagement and public affairs:

### **Public Works in Progress Series**

The Harward Center completed the fifth year of our lunch-time discussion series, "Public Works in Progress." PWIPs took place on Mondays and Thursdays at the Harward Center over lunch, offering faculty and staff an opportunity to present and discuss community partnerships, community-based learning, community-based research, and other public projects. Open to the public and the Bates campus community, PWIPs continue to draw a wonderfully mixed audience of community partners, faculty, staff, and students, averaging roughly 20 participants per session.

This year's Public Works in Progress series featured:

- October 11: Nancy Salmon (Bates Dance Festival), *Bates Dancers in Schools*
- October 14: Carol Dilley (Dance), *Dancing in Alternative Spaces*
- October 28: Laura Faure (Bates Dance Festival), *Everyone Can Dance: A Week with Axis Dance Company, a Multi-abled Dance Company*

- November 8: Nicole Witherbee (PolicyEdge), *Using a Wiki to Help Students Reach Beyond the Campus Walls with their Policy Ideas*
- November 29: Kathy Low (Psychology), *Public Health at Bates: Working Towards Integrative Learning*
- December 2: Environmental Studies Capstone Presentations on Food Security Issues in Lewiston
- December 9: Environmental Studies Capstone Presentations on Food Security Issues in Lewiston
- February 17: Krista Scottham (Psychology), *The Story Book Project: A Pathway to Reduced Prejudice in Young Children*
- March 10: Mary Rice-DeFosse (French), *The Grey Nuns: Paradigms of Care*
- March 21: Anita Charles (Education) and Tracy Glazier '11, *Standards-Based Success at Searsport High: A Case Study*
- March 24: Michelle Vazquez Jacobus (University of Southern Maine at Lewiston Auburn College), Christina Bechstein (Maine College of Art) and Robert Baskett (Sandcastle Clinical and Educational Services), *Building Castles Together: Building Community, Resiliency and Relationships through Art and Culture*
- March 31: Emily Kane (Sociology), *"It Was Amazing Getting to Know People with Experiences and Knowledge Far Beyond My Own": Student Perceptions of Community-Based Research Partners and the Politics of Knowledge*
- April 25: Heather Lindkvist (Anthropology) and Erin Guay (Healthy Androscoggin), *Prevention in Practice: Increasing Lead Hazard Awareness through the Healthy Homes, Healthy Families Collaborative*

### **Civic Forum Series**

The Civic Forum Series explores civic, political and policy issues significant to the Bates community, Maine, and beyond. Once again, the Civic Forum was rebroadcast on Maine Public Radio as part of their "Speaking in Maine" series.

- October 13: *Wrestling with School Reform in Maine: National Strategies, Local Realities*. Panelists included: Glenn Cummings, Deputy Assistant Secretary, U.S. Department of Education and former Speaker of the Maine House of Representatives; Norm Fruchter, Senior Policy Analyst, Annenberg Institute for School Reform, Brown University; Leon Levesque, Superintendent of the Lewiston Public School System; and

Joan Macri, Associate Director of LearningWorks, University of Southern Maine's Lewiston-Auburn College. Moderated by Jen Sandler, Visiting Assistant Professor of Education, Bates College.

- October 18: *Taiwan's Health Reforms: Lessons for the U.S. and Maine*. Dr. William Hsiao, K.T. Li Professor of Economics, Harvard School of Public Health and architect of Taiwan's universal health care system.
- November 8: *The Role of Journalism in a Democracy*. Panelists included: Thomas E. Fiedler, Dean, College of Communication and Professor of the Practice in Journalism, Boston University; Rex Rhoades, Executive Editor, Sun Journal; and Justin Ellis, staff member at the Nieman Journalism Lab, Harvard University and former columnist/blogger, staff writer and multimedia producer, Portland Press Herald; Moderated by Margaret Imber, Associate Professor of Classical and Medieval Studies, Bates College.

### **Public Scholars Symposium**

Funded by a grant from the Christian A. Johnson Endeavor Foundation, the Public Scholars Symposium is a new program supporting annual presentations and discussions of academic civic-engagement work. To kick off the series, the Harvard Center cosponsored two events:

- April 26: Informal talk and reading by novelist Dinaw Mengestu (cosponsored by the Language Arts Live series of the Bates College English Department)
- May 4: Dinner, screening of the documentary "Morristown: In the Air and Sun," and discussion with labor and civil rights activist Fran Ansley (cosponsored by the Western Maine Labor Council and the Maine Fair Trade Campaign)

## **Grants**

### **Grants Awarded by the Harvard Center**

#### **Harvard Center Grants For Publicly-Engaged Academic Projects**

Harvard Center Grants for Publicly-Engaged Academic Projects are awarded three times each year. PEAPs offer any member of the Bates faculty and staff significant support for publicly-



engaged teaching, research, artistic, policy, and other projects. In 2010-11, nine projects were awarded grants totaling approximately \$24,677.

The PEAP grant recipients for 2010-11 were:

- Anita Charles (Education), “Standards-Based Success at Searsport District High School: A Case Study of Standards-Based Education in Action.” This grant supported the study of the Standards-Based Education model at Searsport District High School in Searsport, Maine through student interviews to better understand how and why this model is working there, and what the potential might be to encourage this reform state-wide .
- David Cummiskey (Philosophy), “Intercultural Ethics and Health Care Policy.” This grant provided support for onsite community-based research in Leiden, the Netherlands, Helsinki, Finland and Bangkok, Thailand to examine how the U.S. health care systems should integrate Muslim patients, with their distinct worldviews and conceptions of medical ethics, into the national health system.
- Laura Faure (Bates Dance Festival), “Building Bridges through Music: A Partnership with the Franco-American Heritage Center.” This grant supported the production and promotion of the annual Musician’s Concert at the Franco-American Heritage Center in downtown Lewiston. It also allowed the Bates Dance Festival to host related outreach activities, to provide complimentary tickets to low-income youth and families, and to transport the Festival community to the concert.
- Mollie Godfrey (English), “How to Make History: Uncovering Maine’s Hidden African American Archives.” This grant was used to pay for transportation, purchase materials, and fund guest speakers for INDS s36: Making African American History: Preserving the Archives of the Portland NAACP. Students in the course inventoried, arranged and described the papers of the Portland NAACP, which are now housed at the Sampson Center for Diversity in Maine at the University of Southern Maine, making those papers accessible to the public and researchers and preserving the material culture of the Portland NAACP.
- Emily Kane (Sociology), “Teaching Public Sociology through Community-Based Research: A Comparative Analysis.” This grant supported the continuing analysis of data from student journals and questionnaires collected during two offerings of SOC395: Public Sociology. These journals and questionnaires reflected tensions that students felt about the course, arising from the combination of inwardly-focused disciplinary self-reflection and outwardly-focused CBR work. Funds were used for travel expenses and an

honorarium for a collaborator with whom Professor Kane is working on a comparative analysis.

- Leila Kavar (Politics), “Economic Development and Immigrant Workers in Lewiston: Professor Frances Lee Ansley.” This grant funded a dinner, film screening and discussion with Professor Frances Ansley, a legal scholar and practitioner at the University of Tennessee Law School with expertise on the local impact of economic globalization, including the link between irregular immigration and de-industrialization. These events were part of the Harward Center’s Public Scholars Symposium.
- Elizabeth McCabe Park (Maine Campus Compact), “Rural Achievement Research and Resource Project.” This grant funded a student intern for the summer of 2011 to find, apply and communicate research about factors influencing rural high school completion as well as research on effective approaches to advising for college access and success. In addition, the student intern gathered and evaluated resources for advising for college access and success, and organized the resources for dissemination via the web.
- Michael Reidy (Theater), “Community-Based Theater Projects: *Cymbeline* and *Twelfth Night*.” This grant funded room, board and a stipend for one student design assistant to support Reidy with the scenery and lighting for two community-based theater projects in the summer of 2011: *Cymbeline*, produced by Acorn Productions and *Twelfth Night*, produced by the Freeport Shakespeare Festival.
- Jennifer Woodruff (Music), “Understanding Youth, Community, and Music: The Importance of Listening and Identity in Two American Communities.” This grant supported a three-week trip to finish fieldwork with African-American girls in Durham, North Carolina as well as beginning field research with Somali Bantu youth in Lewiston, Maine in summer 2011. Both projects interrogate the connections between Afro-diasporic youth, popular music, and community understandings of race, gender and sexuality.

### **Harward Center Grants for Programs, Departments, or GECs**

In contrast to the individual faculty and staff projects supported by PEAP grants, the Harward Center’s Grants for Programs, Departments, or GECs (or P-DoGs, in the argot of the Center) are designed to fund curricula, courses, capstone opportunities, training, or other resources that institutionalize community engagement in the Bates education. P-DoGs are available to all departments, interdisciplinary programs, and General Education Concentrations. One unique

feature of P-DoG's is that they carry an automatic, supplemental "Act II" grant, available to the grantees once their initial funded project is complete.

Two Program, Department, or GEC grants were awarded in 2010-11:

- The Dance Program received P-DoG funding to support the development of deeper and broader partnerships within and through the combined Dance Program and Dance Festival to create the Dance major; to further engagement with faculty across academic departments; and to further engagement with the community at-large by strengthening existing relationships with the Franco-American Heritage Center, the Lewiston Public Library, Trinity Jubilee Center, the Nutrition Center of Maine, and public schools throughout the region.
- The Environmental Studies Program received P-DoG funding to support programmatic and curricular connections between Environmental Studies, the arts, and the Lewiston-Auburn community through the integration of outdoor/green space exploration and nature activities with the arts, crafts and cultural components of a downtown Lewiston youth program; library or web-based research that would contribute to faculty teaching about community, arts, and the environment; and a stipend for a local artist to provide guidance and help staff brainstorm in preparation for the program.

"In addition to contributing to psychological understanding and community climate, this project has been an amazing experience for students. It has provided them an opportunity to become familiar with the psychological literature on how children see race, prejudice and stereotyping during childhood, and techniques that can be used to foster the development of positive attitudes. It has also provided them with firsthand experience in local schools, all of which vary in size, location and composition. This had led them to reflect on issues pertinent to American education both locally and nationally."

- Krista Aronson, Associate Professor  
Bates College Psychology Department

### **Faculty Discretionary Grants**

Faculty Discretionary Grants are offered to faculty in amounts up to \$1000 to support community-based learning activities in existing courses. Discretionary grants may also be used as seed funding for the planning and development of larger community-based grants such as the Harvard Center Grants for Publicly-Engaged Academic Projects. Grants can enhance community-based learning, community-based research, and community engagement activities in the curriculum through the support of new materials, transportation, honoraria, and the like.

Faculty Discretionary Grants awarded for the 2010-11 academic year include:

- Krista Aronson, “Extending the Extended Contact Hypothesis,” to support the creation of artwork for the extended contact Story Book Project.
- Rachel Boggia, DANC 253: Repertory and Performance and DANC 270: Repertory Styles, to support the creation of a musical score by Sharam Amoui for multimedia choreography in the 2010 Bates Fall Dance Concert.
- Anita Charles, EDUC 362: Basic Concepts in Special Education, to fund a small stipend and travel expenses for guest speaker Donna Lee, longtime Special Educator who now teaches Special Education coursework at the University of Southern Maine.
- Anita Charles, EDUC 245: Literacy in the Preschool and Elementary Years, to fund the purchase of books to be read by book groups at Longley Elementary School and the Trinity Jubilee Center to support literacy engagement and enhancement for young learners.
- Anita Charles, EDUC s27: Literacy in the Community, to fund a writing engagement and fluency training session by The Telling Room, the printing and binding of final copies of books created by the Lewiston Educational Achievement Program (LEAP) after-school program at Lewiston Middle School, and the purchase of food for opening and closing events with the LEAP families.
- Su Langdon, PSYC s36: Diversity in Adolescence, to cover the cost of lunch in Commons for sixteen Somali and American students and one chaperone from Lewiston Middle School during an all-day workshop called Diversity Day.
- Kathy Low, INDS s15: Health, Culture, and Community, to cover the cost of printing a summary document about the Community Food Assessment: Good Food for Lewiston.
- Clarisa Pérez-Armendáriz, PLTC s13: Immigration Reform, to fund stipends, meals and travel expenses for guest speakers in a short term course, in which students consider what immigration policy reform should entail and the obstacles to reform.
- Jennifer Sandler, ED/SO 242: Race, Cultural Pluralism, and Equality in American Education, to fund a celebratory dinner for community partners with whom students had been working, as a way of thanking them for their help; bringing them into ongoing class dialogue about diverse models of educational justice; and bringing diverse community partner organizations together to learn from one another.
- Jennifer Sandler, EDUC s23: Educating for Democracy, to cover the costs of catering for a community dinner event at the Lewiston Public Library to present class projects, thank community partners, and involve diverse partner constituents in a unique conversation about democratic participation in Lewiston-Auburn.

## **Staff Volunteer Grants**

Harvard Center Staff Volunteer Grants of up to \$150 are available to support a wide variety of community service projects in which staff might be engaged in their home communities. These projects need not be connected to Bates College. Awards this year were given to:

- Sue Dunn, Registrar and Academic Systems, for her work with Vineyard Christian Performing Arts, a new youth performing arts group. The group debuted with “The Importance of Being Earnest.” The funding helped with expenses, including refreshments and printed materials.
- Brenda Pelletier, Harvard Center for Community Partnerships, for her work with Oak Hill High School Project Graduation, a program developed to give graduates a safe place to party following commencement activities. The funding was used to purchase prizes for some of the games.
- Kristen Cloutier, Harvard Center for Community Partnerships, for her work with Advocates for Children. The funding helped with the expense of the performer at their annual Holiday Festival for Children.

## **The Carignan Fund For Community Programs**

The James W. Carignan '61 and Sally Larson Carignan '62 Fund for Community Programs provides grants to community organizations to support programming that fosters new and strengthens existing connections between Bates College and our community. The aim of the Fund is to support sustainable initiatives that address community needs through partnership with the College. Bates students, working with Harvard Center staff, constitute the selection committee. This year's student selection committee included Milly Aroko '14, Libby Egan '13, Hannah Mack '11, Andrea Meyer '14, Nancy Munoz '11, and Sarika Subramaniam '14. Students participated in two trainings led by Patricia Butler, the first on grant-making and the second on grant budgets. These were open to all SVFs and Bonners. The following awards were granted:

- Safe Voices received a grant for the development of employer toolkits on domestic violence and the workplace. The toolkits will be given to employers to provide ongoing resources for the workplace and will include brochures, handouts and sample employer policies. Bates community-based learning students and volunteers are engaged at Safe Voices.
- The Somali Bantu Youth Association of Maine received a grant for materials for their citizenship classes. This year their weekend classes served 108 parents and youth, with many Bates community-based learning students and volunteers helping tutor participants.

- Trinity Jubilee Center received a grant to support the Lewiston Squash Camp that Patrick Williams '11 established and is now in its third year. The program serves 15 middle-school boys who learn to play squash and also work on reading and writing skills, relationship-building and enrichment activities. Rodney Galvao '14 will be assisting Patrick in running the program.
- The Visible Community received a grant to support Campaign Code Enforcement, an effort to improve and create safer, well-maintained affordable housing in downtown Lewiston. Community-based learning students have worked with The Visible Community, researching how typical reimbursement rates for subsidized housing compare to rates in Lewiston, sitting in on meetings about the campaign with City Staff, and helping to capture stories from residents who have tried to work with code to improve their living situations.
- VSA Maine received a grant to support their ArtVan partnership, a mobile art therapy program that serves low-income youth. Bates community-based learning students and volunteers have worked closely with VSA Maine's Outreach Coordinator. With the grant, they plan to fund an internship program during which Bates student would work directly with young people in ArtVan sessions and would help build community support for ArtVan's work.

### **The Bonner Foundation Community Award**

The Bonner Foundation generously supported funding for a project developed by one of the community partners that hosts Bonner Leaders. The award was given to Maine People's Alliance, Maine's largest statewide community action organization. They will use this funding to launch an internship program for Bates students who are interested in learning the skill of conducting effective one-on-one meetings, developing volunteer leadership and engaging new low-income downtown residents in the work of MPA's local chapter in Lewiston.

### **Arthur Crafts Service Grants**

Arthur Crafts Service Grants provide funds for students who design an academic community-based learning project. Arthur Crafts funds are intended to cover such expenses as supplies, fees or research expenses. Awards are competitive and are available to students in all disciplines and classes. Crafts recipients for 2010-11 include:

### **Fall 2010**

- Deborah Mack '12, *Community-based learning work with St. Mary's Health System, Lewiston, ME.*
- Emma Posner '11, *Thesis work with adolescent girls, Huacaria and Cusco, Peru.*
- Kaitlin Webber '11, *Thesis work with the Freewill Folk Society, Bates College, Lewiston, ME.*

### **Winter 2011**

- Kevin McDonald '11, *Thesis work with college students, Bates College, Lewiston, ME.*
- Nancy Muñoz '11, *Community-based learning work with Lewiston Middle School, Lewiston, ME.*
- Kara Western '11, *Thesis work with Outright Lewiston/Auburn, Lewiston, ME.*

### **Helen A. Papaioanou Service-Learning Grants**

Helen A. Papaioanou Service-Learning Grants are awarded on a competitive basis to students who seek up to \$100 to support expenses related to academic service-learning projects in the community during the academic year. Students may submit a proposal at any point during the semester. Papaioanou recipients in 2010-11 include:

- Francesca Aborn '13, Hannah Porst '11 and Ana Santos '11, *Community-based learning work with Advocates for Children, Lewiston, ME.*
- Lorena Bustamante '12 and Emily Cull '12, *Community-based learning work with the Trinity Jubilee Center, the Lewiston Public Library, Hillview Family Development, Longley Elementary School, Montello Elementary School, McMahan Elementary School, Geiger Elementary School and Martel Elementary School, Lewiston, ME.*
- Katie Dobbins '11, *Community-based learning work at the Social Learning Center, Tri-County Mental Health Services, Lewiston, ME.*
- Don Deerie Dumayas '11, Elizabeth Lee '11, Sarah Dice-Goldberg '11 and Kim Liaw '12, *Community-based learning work with the One Tree Holistic Project, South Portland, ME.*
- Anh Tu Duong '11, *Thesis work with Safe Voices, Auburn, ME.*
- Suraj Karmacharya '14, Samuel Polak '11 and Taegan Williams '13, *Community-based learning work with YADA, Lewiston, ME.*
- Andrea King '13 and Maria King '12, *Community-based learning work at Farwell School, Lewiston, ME.*

- Margaret Krueger '11, *Thesis work at the Boys and Girls Club of Lewiston-Auburn, Auburn, ME.*
- Nancy Muñoz '11, *Community-based learning work at Lewiston Middle School, Lewiston, ME*
- Noel Nguyen '11, *Thesis work with Advocates for Children, Lewiston, ME.*
- Noel Nguyen '11, *Thesis work with Advocates for Children, Lewiston, ME.*
- Ellen Patterson '11, *Thesis work with the Nutrition Center of Maine, St. Mary's Health System, Lewiston, ME*
- Chelsea Pennucci '11, *Thesis work with The Dempsey Center for Cancer Hope and Healing, Central Maine Medical Center, Lewiston, ME.*
- Ana Santos '11, *Community-based learning work with the Lewiston High School After-school Tutoring Program, Lewiston, ME.*
- Carolyn Silva Sánchez '11, *Thesis work with the Trinity Jubilee Center, Lewiston, ME.*
- Karen Ullman '12, *Community-based learning work with the Nutrition Center of Maine, St. Mary's Health System, Lewiston, ME*
- Kara Western '11, *Thesis work with Outright Lewiston/Auburn, Lewiston, ME.*

### **Community Work-Study Awards**

Community Work-Study Awards provide federal work-study funds for academic-year community-based work with local non-profit agencies. Students can apply for jobs already listed for local organizations. Host agencies must agree to reimburse Bates College for 25% of the student's total earnings. Community Work-Study Award recipients in 2010-2011 include:

#### **Fall 10**

- Nazsa Baker '12, *Sexual Assault Crisis Center, Lewiston, ME*
- Kate Fetrow '13, *Pine Tree Legal Assistance, Lewiston, ME*
- Nicole Fox '11, *America Reads, Lewiston, ME*
- Reann Gibson '12, *America Reads, Lewiston, ME*
- Corin Liantaud '12, *America Reads, Lewiston, ME*
- Elana Leopold '12, *The Nutrition Center of Maine, St. Mary's Health System, Lewiston, ME*
- Wil Muller '14, *America Reads, Lewiston, ME*

#### **Fall 10 and Spring 11**

- Cynthia Alexandre-Brutus '13, *America Reads, Lewiston, ME*



- Aron Bodwitch '11, *America Reads, Lewiston, ME*
- Stephanie Cade '13, *Lewiston High School Aspirations Program, Lewiston, ME*
- Jedd Countey '14, *Stanton Bird Club, Lewiston, ME*
- Araceli Duran '14, *Downtown Education Collaborative After-School Program at Lewiston Public Library, Lewiston, ME*
- Patrick Harris '11, *Trinity Jubilee Center, Lewiston, ME*
- Corey Gingras '13, *America Counts, Auburn, ME*
- Alec Greenberg '12, *America Reads, Lewiston, ME*
- Doug Kempner '12, *America Reads, Lewiston, ME*
- Tra La '14, *America Reads, Lewiston, ME*
- Sylvia Leiva '13, *Trinity Jubilee Center, Lewiston, ME*
- Allison Lizars '11, *America Reads, Lewiston, ME*
- Hannah Mack '11, *Advocates for Children, Lewiston, ME*
- Cristal Martin '13, *Trinity Jubilee Center, Lewiston, ME*
- Emily Mulligan '11, *America Reads, Lewiston, ME*
- Lucy O'Keefe '12, *Hillview Family Development, Lewiston Housing Authority, Lewiston, ME*
- Sarah O'Loughlin '11, *Pine Tree Legal Assistance, Lewiston, ME*
- Michelle Palma '14, *Downtown Education Collaborative After-School Program at Lewiston Public Library, Lewiston, ME*
- Diane Saunders '11, *America Reads, Lewiston, ME*
- Ken Whitney '13, *America Reads, Lewiston, ME*
- Rosie Winslow '11, *Advocates for Children, Lewiston, ME*

### **Spring 11**

- Katie Ailes '14, *America Counts, Lewiston, ME*
- Charlie Emple '12, *Androscoggin Home Care and Hospice, Lewiston, ME*
- Sonja Favaloro '14, *America Reads, Lewiston, ME*
- Benjamin Tilton '12, *America Reads, Lewiston, ME*

### **Summer 11**

- Akinyele Akinruntan '13, *St. Mary's Community Clinical Services, Lewiston, ME*
- Destany Franklin '14, *Lewiston Housing Authority, Lewiston, ME*
- Doug Kempner '12, *Maine People's Resource Center, Lewiston, ME*
- Mollie Kervick '11, *City of Lewiston Recreation Department, Lewiston, ME*

## **Volunteer Service Grants**

These grants are awarded by the Student Volunteer Fellows to support students' community service activities. Awards in 20010-11 include:

- Kelly Cox '11, Cats and Cubs Mentoring Program, *Big Brothers Big Sisters, Auburn, ME*
- Katie DeAngelis '13 and Rebecca Dugan '12, *Lewiston Fit Girls Running Club, Lewiston, ME*
- Catherine Elliott '12, Rob Liscord '11, and Erica Ong '11, *Volunteer Lawyers Project, Lewiston, ME*
- Destany Franklin '14, 2011 Hillview Summer Program, *Lewiston Housing Authority, Lewiston, ME*
- Andrew Kageleiry '12 and Colby Maldini '12, *Lewiston High School Science Fair, Lewiston, ME*
- Jake Kaplove '12, *Volunteer L/A AESOP Program, Lewiston, ME*
- Kevin McDonald '11, *Lunch Bunch at McMahan School, Lewiston, ME*
- Jessie Igoe '12 and Emily Diepenbrock '14, *Hillview Neighbor Night, Lewiston Housing Authority, Lewiston, ME*
- Taryn O'Connell '13 and Joseph Nowak '11 for the Student Athletic Advisory Committee, *SAAC Field Day, Lewiston, ME*
- Lucy O'Keefe '12, *Hillview Sewing Club and Boys Aspiration Program, Lewiston Housing Authority, Lewiston, ME*
- Alanna Prince '13 and Olivia Romeo '13, *Poland Regional High School, Poland, ME*
- Rebecca Schmidtberger '12, 2010 Hillview Summer Program, *Lewiston Housing Authority, Lewiston, ME*
- Kimberly Sullivan '13, *Somali Language and Culture Experimental College Class, Lewiston, ME*
- Patrick Williams '11, *Lewiston Squash Camp, Trinity Jubilee Center, Lewiston, ME*
- Danielle Traverse '13, *Blake Street Towers, Lewiston, ME*

## **Harward Center Academic-Year Student Fellowships**

This year, the Harward Center was able to dedicate funding to support students whose summer work developed into an opportunity for deeper work during the academic year. The following student received this grant:

- Rebecca Merten '12, *Museum L-A, Lewiston, ME*

## **Harvard Center Student Transportation Assistance Grants**

The Harvard Center provides funds to assist students with travel connected to community-based learning and volunteer work. The following students received these grants:

- Mustafa Basij-Rasikh '12, *Attendance at the Clinton Global Initiative Conference, San Diego, CA.*
- Michael Coleman '13, *Volunteer work with Androscoggin Habitat for Humanity, Lewiston, ME.*
- Catherine Elliott '12, *Volunteer work with the Stanton Bird Club, Thorncrag Bird Sanctuary, Lewiston, ME.*
- Emma Posner '11, *Thesis work with adolescent girls, Huacaria and Cusco, Peru.*
- Lindsay Reuter '11, *Thesis work with the Hot Flashes, Damariscotta, ME.*

## **Harvard Center Summer Student Fellowships**

*(Funded by the Vincent Mulford Fund, The Class of 2000 Fund, The Bonner Foundation and Harvard Center Funds)*

The Harvard Center Summer Student Fellowships provide funding for academic community-based learning projects that address a wide range of social issues. To apply for one of these competitive grants, a student works with a supervisor at a partner agency site, designs an eight-to ten-week project, outlines job responsibilities, and identifies the social issues that the work will address. Recipients of these grants for the summer of 2011 include:

- Milly Aroko '14, *Salem Academy Charter School, Salem, MA*
- Lili Bentley '12, *Commerce City Community Enterprise, Commerce City, CO*
- Alyse Bigger '12, *Tree Street Youth, Lewiston, ME*
- Ben Breger '14, *Hitchcock Center for the Environment, Amherst, MA*
- Catherine Elliott '12, *Volunteer Lawyers Project, Portland, ME*
- Jake Kaplove '12, *Project in Guatemala through Pueblo a Pueblo, Inc., Washington, DC*
- Lundat Kassa '14, *Somali Bantu Youth Association, Lewiston, ME*
- David Longdon '14, *St. Mary's Nutrition Center, Lewiston, ME*
- Mary Osborne '13, *Maine People's Alliance, Lewiston, ME*
- Mackenzie Ross '12, *District Court, Lewiston, ME*
- Kim Sullivan '13, *Tree Street Youth, Lewiston, ME*

## **Community-Based Research Fellowships**

Sixteen students participated and served as CBR Fellows during the academic year and summer. Their research covered a diversity of topics, and they worked with a wide range of community partners, as documented below:

### **Academic Year 10-11**

- Tracy Glazier (Searsport District High School) conducted semi-structured interviews to determine how standards-based education currently operates in day-to-day practice at the school and how it is experienced and articulated by stakeholders.
- Chelsea Pennucci (The Dempsey Center for Cancer Hope and Healing, Central Maine Medical Center) conducted focus groups to explore the psychological effects that cancer diagnoses of parents or close relatives have on adolescents and the role that support groups play in the coping process.
- Hannah Porst (Hatun Q'eros, Peru) documented the lives of indigenous Peruvians through individual, family and group interviews, simultaneous observation of community activities and events while participating in them, and creative methods including storytelling, drawing, visual prompting, and participatory photography.
- Megan Schleck (Lots to Gardens) conducted interviews and surveys with community members and agencies, a review of the best practices of other similar organizations for expanding community engagement, and a close look into outreach strategies and education programs to help build awareness and support for programming.
- Kara Western (Outright Lewiston/Auburn) conducted focus groups with students in local Gay Straight Alliances to identify ways of making them feel safer and more comfortable at school.
- Rosalie Winslow (Hillview Family Development) conducted formal, in-depth interviews with women who have participated in Family Self-Sufficiency programming to explore the gendered nature of public assistance programs.

### **Summer 2011**

- Akinyele Akinruntan (B Street Health Center, St. Mary's Health System) examined the barriers to mental health care in the New Mainers population.
- Alyse Bigger (Tree Street Youth, Trinity Episcopal Church) evaluated the effectiveness of the program's literacy efforts.

- Catherine Elliott (Volunteer Lawyers Project) investigated ways to alter existing programs to more effectively meet the legal needs of the low-income population of Maine.
- Lundat Kassa (Somali Bantu Youth Association) examined the effects of a new soccer program for girls.
- Douglas Kempner (Maine People’s Alliance) investigated how ballot initiatives relate to people’s understanding of voting.

- Mollie Kervick (Camp Smiles, Lewiston Department of Recreation) piloted and evaluated the creative writing component of a summer camp for local youth.
- David Longdon (Lots to Gardens) explored parental involvement in and contributions to the summer youth program.
- Mary Osborne (Maine People’s Alliance) assessed the organization’s leadership training model.
- Kim Sullivan (Tree Street Youth, Trinity Episcopal Church) evaluated the effectiveness of the SAT and college prep programs.
- Somi Yoon (Sorieoulim) evaluated the effectiveness of music training on verbal memory, foreign language acquisition, and emotional cognition.

"As a CBR fellow, I had the opportunity to perform a research project this summer while working with Lots to Gardens as the leader of their Summer Youth Program. My experience gave me deeper insight into the technicalities of research outside the lab but more importantly facilitated genuine personal growth and satisfaction. The ability to establish relationships in my community, while solving real life problems with real life solutions, has contributed to the highlight of my academic development at Bates thus far."

- David Longdon '14

## **Grants Administered by the Harvard Center**

**The Professor Leland Bechtel Fund** supported the outstanding work of Psychology major, Cara Gomberg '11. Cara worked at the after-school program at Lewiston Public Library, teaching dance to middle-school Somali girls. Her study of positive youth development and asset building looked at 5 Cs: Confidence, Caring, Character, Competence, and Connection. She ran focus groups and learned more about their experience and culture. She found that, compared to exercise only (gym class), the dance program helped the girls feel better about themselves and their future, as well as developing pride in what they do.

**The Robert S. Moyer Award for the Prevention of Domestic Violence**, given to a Bates College student for exceptional work related to the prevention of domestic violence, went to Brooke Morse-Karzen '12. Brooke volunteered regularly with Safe Voices, the local domestic violence prevention agency. The award was used to purchase two outdoor canopy tents for use in agency fundraising and community education work.

### **Grants Received by the Harward Center**

- Christian A. Johnson Endeavor Foundation (\$232,203.08): for multi-year support of Harward Center faculty and departmental grants for community partnerships, student community-based research fellowships, and an annual forum of public scholarship by Bates faculty and students.
- Bringing Theory to Practice Leadership Coalition Grant (\$10,000): for identifying factors that are critical to successful community partnerships and developing protocols that define expectations for all partners.

### **Other Harward Center Programs and Activities**

#### **Adopt-A-School Partnership**

Bates continues its Adopt-A-School partnership with Lewiston Middle School. The partnership supports a variety of academic community-based learning and service projects. In 2010-2011, highlights included:

- Bates Dining Services Office co-sponsored a celebratory promotion breakfast during the last week of school for all 8<sup>th</sup> grade students.
- College students from education classes used their own course content to prepare and deliver curriculum-relevant lessons for middle school students.
- Bates students, as volunteers and through community-based learning placements, worked with the Lewiston Middle School Civil Rights team in various ways, including helping to plan their annual fundraising event.
- Anthony Shostak from the Olin Art Museum worked with language arts teachers on using the museum's collection to support instruction. He delivered student workshops from the museum's Thousand Words Program that uses art as a tool to enhance writing

skills. Additionally, relevant items from the museum's collection were made available online so students could access them continuously.

- Bates students implemented a story-telling project with ELL students and teachers.
- Lewiston Middle School provided a supportive school environment where dozens of Bates students combined practical experience with their academic learning in education, child development, social justice, and other areas.

### ***D4D Training***

Bates students participated in two opportunities made possible by Bates' membership in Project Pericles, a New York-based non-profit organization that promotes the importance of teaching the principles and tools of participatory democracy in higher education. While Project Pericles engages various stakeholders in higher education—faculty, administrators, students—its student-focused program is called Debating for Democracy (D4D), the hallmarks of which are a one-day training called D4D On the Road that teaches student activists the tools to access political power to create social change, and a two-day national conference that brings students from the 22 Periclean member campuses together to meet and engage in a series of workshops led by leading experts in a variety of fields such as politics, education, and the environment. On January 22<sup>nd</sup>, a mix of 50 students, faculty members, and local community organizers participated in D4D on the Road. Led by The Center for Progressive Leadership (a national nonpartisan political training institute based in Washington, D.C. that has trained over 5,000 diverse leaders at every level of political involvement), participants explored the tactics for pursuing change, including advocacy, electoral campaigns, lobbying, organizing, and policy development.

Two Bates students, Doug Kempner and Mary Osborne, also attended this year's D4D national conference, which took place in New York City at Pace University on March 24-25. There, they joined 60 college students from across the country, all of whom attended a series of workshops on issues such as social action, democracy and technology, the federal budget, income inequality, and the role of non-profits. At the heart of the conference was an initiative that asked students, prior to attending the conference, to write a letter to an elected official about an issue of concern. Five student teams were chosen to present their letters at a D4D Legislative Hearing, presided over by former US Senators Nancy Kassebaum Baker and Harris L. Wofford.

## **Lewiston High School Science Fair**

For the twelfth year, Bates students worked with science teachers at Lewiston High School to help organize and run a science fair. All LHS sophomores are required to submit a project to the fair; this year, 72 members of the Bates community and the community at large served as judges. Science fair coordinators Andrew Kageleiry and Colby Moldini organized a day at Bates for the four students with the best science fair projects, which included: a study of how much bacteria exists on bathroom door handles; an experiment to test whether or not the diameter of a dome affects its strength; an investigation of which age groups spend the most time thinking about sex; and a test to determine what types of liquids are most effective in preventing apple slices from turning brown. In addition to receiving Bates t-shirts and eating lunch in the Commons, the winning students toured a bacteriology laboratory, performed an experiment in a chemistry lab, and took a tour of the campus and the art museum.

## **Federal Programs**

### **America Reads/America Counts**

America Reads and America Counts are federal programs that allow college students who qualify for work-study funds to earn money while tutoring children in local elementary and middle schools. Under the guidelines of the America Reads program, Bates students work with children in grades K-3 and with family-based programs designed to increase literacy. America Counts provides support for children from grades K-9 in mathematics. This year, students were recruited, trained and placed by Student Volunteer Fellow Libby Egan '13, working closely with Harvard Center staff. Bates students were further trained and supervised by staff in their host schools. This year 17 different students worked in one or more of the following aspects of the programs:

- **School day classroom support:** Upon teacher and/or school request, Bates students supported math, literacy, and English Language Learners. They worked with individuals and small groups under the supervision of classroom teachers.
- **Targeted literacy programs:** Two elementary schools have developed programs specifically designed to focus on targeted learning standards. Students are trained in pre- and post-assessment and instructional strategies. The Geiger Elementary Program focuses on reading fluency. The Longley School Program addresses reading comprehension and construction of verbal and written open-ended responses.
- **After-school tutoring:** Bates students worked with schools to provide assistance in reading and mathematics. In 2010-2011, schools included were Lewiston Middle School and Auburn Middle School.



### **Americorps Education Awards**

Alyse Bigger '12, Quinne Moran '13, Diane Saunders '11, Dani Scherer '11, and Danielle Traverse '13 are participating in the 2010-2011 AmeriCorps Education Award Program. By completing 300 hours of service over the year, they earn a voucher payable to the College for tuition or to a student loan institution for payment toward loans. Funding is provided by the federal government and the program is administered through the Bonner Foundation and the Corporation for National and Community Service.

### **Head Start Block Party**

On May 24th, a group of local preschoolers and 18 Bates students built with Legos, colored with sidewalk chalk, made music, painted, climbed, read, created, imagined and learned at the Head Start playground at Coburn on Bates Street in Lewiston. Modeled on the Ultimate Block Party held in New York City last fall, the Head Start Block Party was a celebration of the importance of play in early childhood development.

Senior Hannah Mack began planning the event during winter semester as a member of Professor Emily Kane's Privilege, Power and Inequality class. With Ellen Alcorn's guidance, Hannah and a few other students set out to design a community action project that would address social inequality in early childhood. Their efforts were very collaborative. Interim Director Georgia Nigro—who attended the Ultimate Block Party—suggested that the group partner with Androscoggin Head Start and Childcare. Head Start, a preschool program that serves predominantly low-income children, has centers in five locations in the Lewiston area. The Head Start Block Party included six activity stations designed to encourage the preschoolers to get moving, thinking creatively, and having fun. Students from several different short term classes participated, including the Literacy in the Community class and the Coaching Methodology class. Next year, we hope the weather cooperates so the event can occur after hours, when the children's siblings and families can attend.

### **More Than a Rap Sheet**

Jenny Stasio '07, who currently works with Family Crisis Services, developed a project several years ago through her work with women in prison. Each woman wrote a few paragraphs about themselves, beginning with the phrase, "The truth about me is . . . ." Jenny also had professional portraits taken of these women. She then created an exhibit from this work, titled "More than a

Rap Sheet: The Real Stories of Incarcerated Women.” The exhibit, which has been shown throughout the state, was displayed in Chase Hall Gallery in late January.

## **National, Regional and State Awards and Recognitions**

We are proud that Bates remains an active participant in the growing national movement for civic engagement in American higher education. Bates College, Bates faculty, and Bates students received a variety of recognitions this year for their work on behalf of community engagement, social responsibility, and social justice. Bravo to all:

- For the fifth year in a row, Bates was included in the President’s Higher Education Community Service Honor Roll with Distinction, sponsored by the Corporation for National and Community Service.
- Professor Emily Kane, Whitehouse Professor of Sociology, was named a Periclean Faculty Leader for 2010-2011 by Project Pericles. Periclean Faculty Leaders create and teach a course that involves civic engagement and disseminate their work to colleagues on or off campus. They also partner with a Faculty Leader on another campus for consultations throughout their tenure in the program.
- Visiting Instructor of Anthropology Heather Lindkvist received the Maine Campus Compact Donald Harward Faculty Award for Service-Learning Excellence. This award recognizes faculty who integrate community or public service into the curriculum and who work to institutionalize service-learning. She was recognized for her varied projects, including lead hazard awareness, an oral history of former millworkers, and understanding sexual violence on college campuses.
- Jessica Igoe ’11 received the Maine Campus Compact Heart and Soul Award in April. The Heart and Soul Award is presented annually to undergraduates who have demonstrated a depth and breadth of involvement in community service, community-based learning, and activism. Jessica was recognized for her leadership of the Hillview Family Development After-School Program.

## **Affiliations**

The Harvard Center and Bates College continue to work with a wide range of national consortia, project networks, and organizations through which to advance civic engagement in higher education and to improve our own work. Some of our most important affiliations include:

- the Downtown Education Collaborative, a seven-member partnership of four colleges and three community organizations, that pursues community educational work in and with Lewiston's downtown neighborhood;
- Maine Campus Compact, a state-wide consortium of colleges and universities (an affiliate of the national Campus Compact) engaged in public work, service, and scholarship; in addition to our membership, Bates is proud to host the Maine Campus Compact office and staff on its campus;
- Project Pericles, a national consortium of 29 colleges and universities committed to the role of liberal arts education in citizenship;
- Imagining America, a national consortium of 85 higher education institutions in all sectors committed to civic engagement in the arts, humanities, and design;
- the Bonner Network, a group of more than 80 colleges and universities convened and supported by the Bonner Foundation, to make a culture of service a central aspect of campus life and undergraduate education;
- Bringing Theory to Practice, a project sponsored by the Association of American Colleges and Universities, and led by Bates President Emeritus Don Harward, that works with dozens of academic institutions to research and reinforce the linkages among engaged learning, civic development, and student well-being;
- the Talloires Network, first convened in 2005, is an international association of institutions that have committed to strengthening the civic roles and social responsibilities of higher education. With its global reach, the Network offers Bates an exciting opportunity to collaborate and compare notes with colleagues around the world.

## **Presentations, Publications and Consultations**

- Ellen Alcorn and Martha Deschaines led a session entitled "Designing a Bonner Program That Builds on the Strengths of Your Campus," fall Bonner Director's meeting in Asheville, North Carolina in November 2010.

- Peggy Rotundo visited several Education classes over the course of the year to discuss educational policy issues and spoke in Governor King’s class, Leaders and Leadership.
- Georgia Nigro presented a talk at the Honors Banquet, Bates College, Lewiston, ME: Nigro, G. (2011, May). *Beach, Community, Snowpack: Putting Higher Education in its Place*.
- Georgia Nigro co-presented a workshop at the International Institute on Partnerships, Portland, OR: Bartel, A. S., & Nigro, G. (2011, May). *The Community-Based Research Fellows Program: Enhancing student and community outcomes*.
- Georgia Nigro and Ellen Alcorn presented a talk at the Bonner Foundation New Directors Meeting, Princeton, NJ: Alcorn, E., & Nigro, G. (2010, July). *A Student Development Model for Bonner Leaders*.
- Laura Sewall authored “Perceiving a World of Relations” in The Way of Natural History (2011). The collection of essays is edited by Thomas Fleischner and published by Trinity University Press.
- Laura Sewall spoke on “The State of the World: An overview of global conditions” for a Bates College course entitled Environmental Leadership.
- Laura Sewall spoke at Naropa University in Boulder, Colorado in March 2011. Her presentation was entitled “A (Western) Psychology of Right View.”
- Laura Sewall participated in a five-day roundtable entitled “From Decline to Rebirth: The Natural History Initiative.” This was the first of three meetings to foster the re-emergence of natural history as an educational priority. The Natural History Initiative is sponsored by the National Science Foundation.

## **Campus and Community-Wide Initiatives**

### **Accepted Students Day**

On April 8 and April 25, a group from the Harvard Center presented a panel discussion on our work at Accepted Students Days organized through the Admissions Office. Katie Ailes '13 spoke about her experiences as a tutor at the Downtown Education Collaborative (DEC) after-school program and how she became interested in leading this program next year as a Student Volunteer Fellow. Sherry Russell, Director of the Downtown Education Collaborative talked about Bates student involvement in the DEC after-school program. Ellen Alcorn and Marty Deschaines presented on the many opportunities for community engagement and leadership development that are available through the Harvard Center.

### **Admissions Office Maine Day**

The Harvard Center for Community Partnerships hosted an open house on the Admissions Office's Maine Day to welcome Maine high school students visiting Bates. This event is part of an ongoing collaboration between the Admissions Office and the Harvard Center, designed to help increase awareness of Bates' identity as a community-engaged institution.

### **Admissions Office Preview**

As part of Preview, a series of events to welcome multicultural students to Bates, the Admissions Office organized a panel of Bates staff, including partners from the Harvard Center for Community Partnerships, the Office of Intercultural Education, the Multifaith Chaplaincy, Athletics, and the Bates Career Development Center. Each staff member gave a brief overview of his/her work, highlighting ways that students can engage in community on and off campus through our offices.

### **Bates Career Development Center Programming**

Staff from the Harvard Center participated in BCDC programming, including the Career Search Initiative for first-year students.

### **Bates Days of Service**

Bates Days of Service (formerly National Day of Service) is a program offering Bates alumni, parents, friends and students across the country local community service opportunities. Sponsored by the Office of Alumni and Parent Programs, the Days of Service Program began seven years ago. Over the years it has grown to include hundreds of alumni, parents, students, friends, faculty, and staff volunteering in more than 20 cities nationwide.

Events took place nationwide and included activities in Utah, Washington, Minnesota, Maine, Wisconsin, Washington DC, and Massachusetts. Volunteers helped with projects in a Habitat for Humanity ReStore, a nature consortium, and a food pantry, among many others. In Lewiston, nineteen people volunteered with Rebuilding Together Lewiston-Auburn, a national organization that does repair work so that low-income people can continue to live safely in their homes. The crew scraped, primed, and painted two houses in Lewiston, and also did some repairs. On May 21st, 30 volunteers helped to clean up Seawall Beach at Bates-Morse Mountain Conservation Area. Most of the volunteers were either Bates alumni or Bates staff members.

## **Eco Service Day and Clean Sweep**

### *EcoService Day*

This year, Bates held its first annual EcoService Day on Saturday, April 30. More than 70 students turned out to volunteer their time working on and off campus to clear trails, open gardens, clean up natural areas and help fix up bikes for Bates' student bike share program.

### *Clean Sweep*

At the end of the year, Bates held its annual Clean Sweep effort, organized to enable students to recycle their unwanted items, and the Bates community to interact with the L-A area. Clean Sweep bins are placed in campus residences, and after students leave for the summer, volunteers from local organizations tag the collected items and hold a giant garage-sale. The proceeds from the sale are distributed among participating local non-profit organizations. This year, Bates once again filled its ice arena with everything from furniture and fridges to clothes and kitchenware and generated almost \$16,700 for community organizations.

## **Good Neighbor Night**

For the tenth year in a row, Bates students helped to organize, support and host a neighbor get-together at Hillview Family Development. Students helped with many aspects of the event. Originally started to introduce Somalis to their new community, the event has become a much anticipated spring activity.

## **Greenhouse**

The College's greenhouse was used by the Lots to Gardens program from March to June.

## **Lewiston Housing Authority Art Exhibit**

For the eighth year, the Harvard Center, in partnership with Lewiston Housing Authority's Youth Empowerment Opportunities Program, hosted a display of the art of 30 children in Chase Hall Gallery at Bates College. Bates Dining Services hosted the opening reception.

## **Martin Luther King, Jr. Day**

The Center, in conjunction with the Bates College MLK Committee, sponsored a "Read-In" at Martel Elementary School in Lewiston. Twenty-one students and staff read to fourth, fifth and sixth graders at Martel School. The classrooms received books with a civil rights theme.

### **Mount David Summit**

The 10<sup>th</sup> Annual Mt. David Summit, a presentation of student scholarship, took place on Friday, April 1<sup>st</sup>. Our six winter-semester community-based research fellows offered a World Café of Public Scholarship, designed as a poster session followed by discussion of key issues raised by public scholarship. Unfortunately, snow deterred many of our community partners from participating in the session, but a lively—albeit small—group of students, parents, faculty members, and community partners discussed questions about community-based versus traditional research, about who the community is in community-based research, and about the marriage-like nature of community-based research, with negotiation being a central feature of the work.

### **Museum Of Art**

The *Thousand Words Project* is the flagship outreach program of the Bates College Museum of Art. It fosters the teaching of language skills through a sustained investigation of art. Now in its fourteenth year, TWP has seen dramatic changes in the needs and challenges of the public schools. To meet these, the program has continued to evolve and grow. Participating schools currently include Lewiston Middle School, Auburn Middle School, and St. Dominic Regional High School. Teacher Collaborator grants are awarded to teachers to enable participation in the project; their lessons are posted on the TWP website. An anthology, *Wonders*, is currently being produced to showcase the work of participating students.

### **Phillips Fellowships**

The Phillips Student Fellowships provide funding to students to design exceptional international or cross-cultural projects focusing on research, service-learning, career exploration, or some combination of the three. This year, four Phillips Student Fellowships involved volunteer work, community based learning or research:

- Cynthia Alexandre-Brutus (Culture and Identity within the Rastafarian Religion)
- Emily Kaldjian (Environmental Degradation and Self-Recognition)
- Linda Kugblenu (CCS - Women in Rabat, Morocco)
- Desmond Ngarami Mushi (Historical and Cultural Origins of Pan-Africanism)

### **Planetarium**

During the academic year, Professor Gene Clough, a first-year student and an aide-in-instruction in the Physics Department gave planetarium shows to approximately 278 people.

These groups included four Boy Scout troops, home-schooled children, residents of Chapman House, two pre-school groups, four groups of fourth-graders from Geiger School, students from Lewiston Middle School, and two classes from the Christian Academy.

### **Taste of L-A**

The Student Activities Office hosted the sixth annual Taste of L-A, held in the Gray Cage. Many restaurants from the Lewiston-Auburn area brought their delicious foods to the event. This event happens at an ideal time (shortly before Parents' and Families' Weekend, when students and their families are likely to be going out to area restaurants). It has become a wonderful community builder, as well. This year's Taste of L-A raised over \$2000 for Umeed-e-Sahar (Hope for Dawn), an NGO founded by students from Bates College, Middlebury College, Trinity College and University of Toronto. It focuses on providing Pakistani flood victims with initial relief efforts and a road map toward rehabilitation and sustainable development.



## Appendix

### *Community Agency and Institutional Partners*

- Advocates for Children
- Androscoggin County District Court
- Androscoggin Home Care and Hospice
- Androscoggin Land Trust
- ArtVan
- Auburn, City of
- Auburn Public Library
- Auburn School Department Central Office
- B Street Community Center
- B Street Health Center, St. Mary's Health System
- Big Brothers/Big Sisters
- Blake Street Towers
- Boys and Girls Club
- Cape Cod Museum of Art
- Catholic Charities of Maine
- Center for Preventing Hate
- Central Maine Medical Center
- Commerce City Community Enterprise
- Community Concepts, Inc.
- Downtown Education Collaborative
- Edward Little High School
- Environment Maine
- Environmental Protection Agency
- Farwell Elementary School
- Franco-American Heritage Center
- Frick Art Reference Library
- Geiger Elementary School
- Genesis Residential Treatment Facility
- Good Shepherd Food Bank
- Healthy Androscoggin
- Hillview Family Development
- Hirshhorn Museum
- Hitchcock Center for the Environment
- Hope House
- Immigrant Legal Advocacy Project
- Jewish Museum, The
- KMR/Arts Gallery
- Lewiston, City of
- Lewiston Adult Education
- Lewiston Adult Education's Adult Learning Center
- Lewiston/Auburn Economic Growth Council
- Lewiston/Auburn Time Dollar Bank
- Lewiston Department of Recreation
- Lewiston High School
- Lewiston Housing Authority
- Lewiston Middle School
- Lewiston Multi-Purpose Center
- Lewiston Public Library
- Lewiston Regional Technical Center
- Lewiston School Department Central Office

- Lewiston School Department's English Language Learners Program
- Lewiston School District's Special Education Department
- Longley Elementary School
- Lots to Gardens
- Maine Campus Compact
- Maine Department of Agriculture
- Maine People's Alliance
- Maine People's Resource Center
- Maine State Senate Democratic Caucus
- Maine Volunteer Lawyer's Project
- Maine Women's Lobby
- Maine Women's Policy Center
- Margaret Murphy Center for Children
- Martel Elementary School
- Massachusetts Museum of Contemporary Art
- McMahan Elementary School
- Meadowview Housing Development
- Montello Elementary School
- Montello Manor
- Museum L-A
- Natural Resources Council of Maine
- The Nature Conservancy
- Neighborhood Housing League
- New Beginnings
- New Mainers Community Collaborative
- Nezinscot Farm
- Nutrition Center of Maine, St. Mary's Health System
- Oak Hill High School
- OUTright, Lewiston/Auburn
- Park Avenue Elementary School
- Phippsburg Land Trust
- Pine Tree Legal Assistance
- Poland Regional High School
- Public Health Committee, City of Lewiston
- Pueblo a Pueblo, Inc.
- Rebuilding Together
- Renaissance School
- Safe Voices
- Salem Academy Charter School
- Sandcastle Clinical and Educational Services
- Sexual Assault Crisis Center
- Sherwood Heights Elementary School
- Small Point Association
- Smith College Institute for Art Museum Studies
- Somali Bantu Youth Association
- Spoke Folks
- Spring Harbor Hospital
- St. Mary's Health System
- Stanton Bird Club (Thorncrag Bird Sanctuary)
- THRIVE (a program of Tri-County)
- Tree Street Youth
- Tri-County Mental Health Services
- Trinity Jubilee Center

- Vineyard Christian School
- Visible Community
- VSA Maine
- Western Maine Community Action Health Center
- YADA (Youth + Adults + Dialogue = Action)
- YMCA Childcare

Note: No Bates College partners are listed here, though they include the Museum of Art, Dining Services, the Multifaith Chaplaincy, the Office of Institutional Research, the Bates-Morse Mountain Conservation Area and the Office of Environmental Health and Safety.

## 2011 HARVARD CENTER AWARDS

In May, the Harvard Center hosted its Fifth Annual Awards Celebration to recognize students, faculty, staff, and community partners for their dedication to connecting the College with the larger community through collaboration, research, and service. This year's award recipients are:

- **Jill Reich**, Vice President for Academic Affairs and Dean of the Faculty at Bates, recipient of the 2011 James and Sally Carignan Award for Career Achievement;
- **Morgan Kapinos '11** and **Megan Schleck '11**, recipients of the 2011 Harvard Center Student Award for Outstanding Community-Based Academic Work;
- **Kelly Cox '11**, **Chelsea Pennucci '11** and **Diane Saunders '11**, recipients of the 2011 Harvard Center Student Award for Outstanding Community Volunteerism and Student Leadership;
- Visiting Assistant Professor of Politics **Leila Kavar**, recipient of the 2011 Harvard Center Faculty Award for Outstanding New Community Partnership Initiative;
- Visiting Professor of Education **Helen Regan**, recipient of the 2011 Harvard Center Faculty Award for Sustained Commitment to Community Partnership;
- **The Bates College Catering Department**, recipient of the 2011 Harvard Center Staff Award for Outstanding Support of Community Partnership;
- **Julie Rosenbach**, Sustainability Coordinator at Bates, recipient of the 2011 Harvard Center Staff Award for Community Volunteerism and Leadership;
- The **Somali Bantu Youth Organization**, recipient of the 2011 Harvard Center Community Partner Award for Outstanding New Initiative;
- **Trinity Jubilee Center**, recipient of the 2011 Harvard Center Community Partner Award for Sustained Commitment to Partnership;
- The **New American Sustainable Agriculture Project**, recipient of the 2011 Harvard Center Award for Outstanding Community Project/Partnership;
- **Delmar Dustin Small '85**, recipient of the 2011 Bates-Morse Mountain Award for Environmental Stewardship;
- **Bill Townsend**, recipient of the 2011 Bates-Morse Mountain Award for Environmental Lifetime Achievement.