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Year-end Summaries

Harvard Center for Community Partnerships

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Fall 2013

## 2012-2013 HCCP Year-End Summary

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**Bates** | Harvard Center for  
Community Partnerships

**Civic Engagement at Bates:  
Year-End Summary  
2012-2013**

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Dear Friends,

It was a busy and productive year at the Harvard Center as we sought to preserve traditional strengths and programming while seeding new ideas, collaborations, and programs. As the Center's new director, I was delighted to find myself welcomed and supported by caring and capable colleagues and partners both on and off the Bates College campus. Lest the copious information and achievements enumerated in this report obscure the generosity of spirit I saw characterized in so much of the work presented here, I pause simply to note that generosity and to express my gratitude for it.

Our efforts during the past year to advance the College's mission to cultivate informed civic action and responsible stewardship of the wider world were rooted, as ever, in the academic program, where among other things we saw a 50% increase in the number of community-engaged theses. At the same time, we focused fresh energy on the co-curricular side of the Bates experience, hoping to grow a rich and seamless culture of civic learning and engagement throughout the college. Bates has been a leader in publicly-engaged academic work and must continue to be so, but the commitment to civic learning and practice must exceed the bounds of the academic program, pervading residence life, athletics, and student organizations, among other areas of campus. Toward that end, we sought to fortify connections to co-curricular offices and areas, including extensive work with the Dean of Students' office to infuse the college's civic mission into new student orientation and residence hall programming; ground-level work to build a Community Liaison system within Athletics and student organizations; collaborations with Human Resources to engage Bates staff more fully with the Lewiston-Auburn community; and partnerships with the Office of Intercultural Education, Athletics, the Bates Career Development Center, the Office of Sustainability, and the Multifaith Chaplaincy around student leadership development.

Within the academic program, we were especially gratified by the collective efforts of the Bates Arts Collaborative, where a year-long series of discussions resulted in the enthusiastic adoption of The Community-Engaged Arts initiative whereby the sharing of the arts with the off-campus community, especially public schools, will be an abiding priority across the arts disciplines and programs. Equally gratifying to witness and support were the tens of thousands of hours of

academically-rooted community-engaged work undertaken by Bates students, with unflagging support and guidance from both faculty and staff. What this report's brief summaries of community-engaged courses and projects fail in most instances to convey is the complexity and creativity of the work. I invite those interested in a fuller account of a particular project or program to contact me directly.

None of this work would be possible without the confidence and support of the Bates College president, trustees, and senior staff, nor without the many partners in the off-campus community with whom we have reciprocal and sustained relationships and collaborations. On behalf of my Harvard Center colleagues, I am delighted to share this report.

Cordially,

A handwritten signature in dark ink, reading "Darby K. Ray". The signature is written in a cursive, flowing style.

Darby K. Ray  
Director

## Overview

### **September 2012-August 2013**

Note: Approximately 150 community agencies and institutions partnered with Bates in community-engaged learning and volunteer projects between September, 2012 and September, 2013. A list of these organizations can be found in Appendix 1.

#### ***Community-Engaged Learning Program***

50,363 documented hours of academically-based community work were provided by Bates students through courses, theses, and independent studies.

12,629 of these hours were provided in connection with the public schools.

1,143 students participated in academic community-engaged learning from the fall of 2012 through the summer of 2013.

51 courses included a community-engaged learning component. Of these, 4 were Short Term courses. 48 senior theses were community-engaged.

80 community-engaged research projects/independent studies/internships were conducted.

23 of the College's 32 departments and programs included community-engaged learning projects in their curricula.

33 faculty members were involved in community-engaged teaching. Of these:

12 were Full Professors;

4 were Associate Professors;

7 were Assistant Professors;

7 were Lecturers;

2 were Instructors; and

1 was another faculty partner (Applied Dance Faculty, Learning Associate, and Teacher-in-Residence).

#### ***Community Volunteerism***

8,588 documented hours of volunteer service were provided by Bates students during the academic year. More than 356 students participated in a volunteer activity that required a consistent time commitment, and over 359 volunteered for a one-time opportunity.

### **Student Leadership Development Programs**

27 Bonner Leaders completed 3,445 hours of service during the academic year. 11 Student Volunteer Fellows spent 1,173 hours coordinating and participating in volunteer programs.

### **Community Work-Study**

29 students worked 1,879 hours in the community through the federal community work-study program during the academic year. Of these hours, 862 were dedicated to the America Reads/America Counts program.

### **Summer Programming**

19 students completed 5,321 hours of community work over the summer, locally and nationally, supported through Federal community work-study funds, the Vincent Mulford Fund, the Class of 2000 Fund, and Harward Center funds.

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

6 Bates College courses (across four departments) used the Bates-Morse Mountain Conservation Area, bringing 65 students to the site.

6 student clubs or organizations from Bates used the site.

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

7 colleges used the site on 26 occasions, bringing 385 students and alumni to the site.

16 elementary, middle, and high schools visited BMMCA, representing 732 students.

7 camps and clubs used the site, bringing 165 visitors.

17,286 visitors came to BMMCA during the 2013 gate-keeping season (190 days).

### **Student Positions**

11 students served as Student Volunteer Fellows.

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

27 students served as Bonner Leaders.

9 students served as Summer Community Work-Study Fellows.

10 students served as Harward Summer Student Fellows.

3 students served as Harward Center Student Assistants.

2 students served as Harward Center Student Photographers.

5 students participated in the Community-Engaged Research Fellows program.



8 students participated in the Short Term Action/Research Team Fellows program.

### **Grants and Fellowships**

In 2012-2013, the Harvard Center for Community Partnerships awarded the following grants and fellowships, totaling \$202,666:

- \$31,508 in Grants for Publicly-Engaged Academic Projects (PEAP Grants) to faculty and staff
- \$7,500 in Grants for Programs, Departments, Offices, or GECs (General Education Concentrations) (PDOG Grants) to faculty
- \$4,947 in Faculty Discretionary Grants
- \$450 in Staff Volunteer Grants
- \$8,325 in Carignan Fund for Community Programs Grants to community partners
- \$2,011 in Arthur Crafts Service Grants to students
- \$1,670 in Helen A. Papaioanou Service-Learning Grants to students
- \$2,987 in Volunteer Service Grants to students
- \$1,138 in Transportation Assistance Grants to students
- \$59,480 in Summer Fellowships to students
- \$2,500 in Community-Engaged Research Fellowships to students
- \$4,000 in Short Term Action/Research Team (STA/RT) Fellowships to students
- \$15,925 in Student Volunteer Fellowships
- \$43,000 in Bonner Leader Fellowships to students
- \$17,225 in Academic Year Community Work-Study Fellowships to students

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

This section details community-engaged learning and research, by department, across the Bates curriculum. While most of the community-engaged 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 impact on the community. We have done our best to include all the collaborative community work done on behalf of the College.

## **African American Studies**

Visual Narratives: The City, Ethnography, and Cultural Politics, INDS s30, Myron Beasley and Dan Mills

Professor Myron Beasley, African American Studies, and Dan Mills, Director, Bates Museum of Art, collaborated on an innovative course that looked at the city of Lewiston through visual narratives. Students completed in-depth studies of Lewiston as a place through narratives focused on the built environment. The course culminated in a show at a local gallery.

*Nineteen students spent approximately 30 hours each in the community (total of 570 hours).*

## **American Cultural Studies**

Community Studies, ACS 220, Margaret Creighton

This capstone course for majors developed a unique community-engaged collaboration this year. Instead of students working on individual projects with partners in the community outside of Bates, students were each matched with a member of the Bates staff, either in Dining Services or Facilities Management. Students shadowed their partners during work hours and learned about the training and requirements of the position. In addition, the pairs focused on life outside of work, and students learned about their partners' personal histories, families, outside interests, and hobbies. Toward the end of the term, an exhibit entitled "Bates at Work" was mounted, featuring professional-grade posters of each workers' story, accompanied by the worker him or herself and the Bates student who created the poster. The exhibit was also displayed during Trustees weekend.

*Thirteen students worked 40 hours in the community (total of 520 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 1,000 and 3,500 years ago along the Androscoggin River. The dig provides important data for the Maine State Museum.

*Forty-nine students worked 120 hours in the community (total of 5,880 hours).*

Production and Reproduction, ANTH 339, Elizabeth Eames

Students in this course did extensive work with an organization that develops and implements financial literacy programming for the refugee and immigrant community. The students helped to bring those resources to the immigrant community in Lewiston.

*Nineteen students worked approximately 40 hours in the community (total of 760 hours).*

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

The aim of this course was to give students an understanding of problems confronting African peoples and nations in the world today and the indigenous responses to these problems.

Students continued the collaboration with Community Financial Literacy that was started in the fall.

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

Encountering Community, ANTH s10, Charles Carnegie

This course is required of all majors and serves as the methods course for the discipline. This year, Professor Carnegie had students work with community partners with a focus on connecting local youth to the natural environment. Students partnered with Lots to Garden, Tree Street Youth, the Auburn Land Lab, and a local low-income housing community to work on projects that engaged youth with nature.

*Eight students each worked 40 hours in the community (total of 320 hours).*

## **Art and Visual Culture**

Museum Internship, AVC 361 and AVC s31, Rebecca Corrie and Edward Harwood

The Bates Museum of Art facilitates intensive museum internships during the academic year and summer. Many students work in curatorial capacities, in some cases fully responsible for organizing and hanging exhibitions. Others perform collections management and museum education work. During the past year, students were able to complete internships at an expanded list of sites. Thirteen students participated in academic-year internships and eight students in full-time summer internships.

*The approximate total of student hours in the community, including the summer, fall, winter, and short term semesters, was 3,856 hours.*

## ***Biology***

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

Professor Karen Palin supervised four student theses in Biology. Topics often built upon ongoing research in the immigrant and refugee communities and included: *Increasing Exclusive Breastfeeding Practices in Somali Mothers Living in Lewiston, Me*; *Using Photovoice to Gain Insight and Perspective on the Navajo Tribal Community About Public Health Concerns*; *Investigation of Gestational Diabetes Mellitus in Somali Women in Lewiston, Me*; and *An Examination of the Diets of Single Mothers in Lewiston, Me and Arica, Chile*.

*Total of 240 hours (approximately 60 hours per student)*

Professor Donald Dearborn supervised a community-engaged research thesis that looked at the *Effects of Habitat Diversity and Genetic Variability of the Jefferson Salamander*. The information from this research will inform conservation efforts of vernal pool animals.

*Total of 80 hours*

Professor William Ambrose supervised four community-engaged research theses in Biology. The work of these students continues the ongoing research along the coast of Maine that informs local and regional policy. Topics included: *Timing of Growth Line Deposition in the Soft-Shell Bivalve Mya Arenaria*; *Surf Clams from Maine as Environmental Proxies*; *Geographic Variation of Growth Rates in Adult Soft-Shelled Clams Along the Maine Coast*; *Soft-Shelled Clam Growth*.

*Total of 320 hours (approximately 80 hours per student)*

Professor Lee Abrahamsen advised two community-engaged research theses including: *Examining the Effectiveness of Antimicrobial Solutions in Food Service Facilities*, and *Testing for Contamination of the Water System at Bates College*.

*Total of 140 hours*

Professor Pamela Baker supervised one Biology thesis: *Mouthful of Cavities: Pediatric Dental Procedures Conducted Under General Anesthesia*.

*Total of 80 hours*

## **Dance**

Tour, Teach, Perform, DN/ED s29, Joshua Vink

Bates students spent two weeks learning how to create—and then creating—a performance piece, then went on tour to work with a range of elementary schools to teach movement classes and perform the work. Partner schools included: Durham, Farwell, Geiger, Leeds, Longley, Martel, Montello, McMahon, Park Avenue, and Washburn elementary schools, as well as St. Dominic Academy. In addition, Lewiston Middle School 7<sup>th</sup> graders walked to Bates to view the performance.

*Nine students worked 36 hours each in the community (total of 324 hours).*

## **Economics**

### **Thesis Research**

Professor Lynne Lewis supervised a community-engaged student senior thesis: *Economic Valuation of Alewives on the Androscoggin and Kennebec River Watersheds Using Split Sample Surveying*. The data collected from this survey will help watershed restoration projects and is a continuation of past student thesis research.

*Total of 80 hours*

## **Education**

All of the courses offered through the Education Department require a field-based experience and a community-engaged learning component. Three-hundred-and-thirty-eight students completed education-based practicum experiences this past academic year. Four 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

The professor of this course took the innovative approach of locating the course at Farwell Elementary School, the school in the district attended by most of the children with special needs. To accomplish this, the professor worked closely with the principal and the teachers in

the school to design her syllabus. Nearly twice a week, she and her students traveled to Farwell, where they met in a Farwell classroom and were visited on a regular basis by teachers and students with particular special needs, depending on the day's topic. The professor also shared all of the readings and other course materials with Farwell staff via Edmodo, an academic Facebook-like platform. Students in this course also completed all of their field placement hours at this school.

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

Creating Educational Experiences at Morse Mountain, EDUC s20, William Wallace

Students in this course designed and led project-based field trips to the Bates-Morse Mountain Conservation Area for children from Phippsburg Elementary School as well as the alternative program at Lewiston Middle School. The planning addressed curriculum, instruction, assessment, and logistics of running a field trip; Bates students designed a range of activities, such as scavenger hunts, sound mapping, and plant and animal identification.

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

Education, Reform, and Politics, ED/SO 380, Mara Tieken

This course asked students to examine contemporary school reform issues and political processes in relation to various constituencies and to study how educational policy is formulated, implemented, and evaluated. For the field component of this course, students worked in Lewiston elementary schools, including Geiger, Longley, Montello, and McMahon.

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

Gender Issues in Education, EDUC 240, Patti Buck

Students in this course studied the implications of gender, race, class, and sexual orientation for ways of knowing, development, and educational experiences for students of both genders. Students conducted their fieldwork at a number of different sites, including Auburn Middle School, Healthy Androscoggin, Lewiston High School, New Gloucester Community School, Outright L/A, Tree Street Youth, and the YWCA.

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

Globalization and Education, ED/WS 280, Patti Buck

Students examined the impact of globalization on educational policy and practices, exploring how these transformative forces influence the educative process in different geographical,

national, and cultural contexts. Students in this course worked with adults at Healthy Androscoggin and the Somali Bantu Youth Association; and youth at Hillview's after-school program, Lewiston High School, Park Avenue Elementary School, and the YWCA.

*Nineteen students worked 30 hours each in the community (total of 570 hours).*

Issues in Early Childhood Education, EDUC 243, Anita Charles

In this course, students studied a range of issues related to early childhood education, including the importance of play, the universal preschool movement, culture and family influences, learning across multiple domains and disciplines, and policy forces. Students conducted their fieldwork in a range of preschool settings, including: Advocates for Children's Nurturing Parent Programs; Daisy Garden at the YMCA; pre-K classrooms in the Auburn Public Schools; and the YWCA's preschool program.

*Seventeen students worked 30 hours each in the community (total of 510 hours).*

Learning and Teaching, EDUC 343, Bronwyn Sale

This course asked students to explore how educational theories and research play out in classrooms, through instruction, pedagogy, and curricula. Because many students who take this class are considering the possibility of becoming student teachers, placements were designed to match content area interests. Participating schools included: Farwell, Geiger, Martel, McMahan and Montello elementary schools, Lewiston Middle School, and Lewiston High School. Students were required to develop and teach a mini-curriculum unit.

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

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

As a major component of this course, students design and implement literacy development strategies and projects with elementary students. Participating schools and programs included Geiger, McMahan, and Montello elementary schools in Lewiston; Poland Community School in Poland, Maine; and Tree Street Youth.

*Eleven students worked 30 hours each in the community (total of 330 hours).*

Perspectives on Education, EDUC 231, Anita Charles and Mara Tieken

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.

*One hundred and seven students worked 30 hours each in the community (total of 3210 hours).*

Qualitative Research Methods, EDUC s26, Mara Tieken

Students worked with two local organizations serving, among other constituents, Lewiston teen parents. These organizations--Goodwill's Take 2 and Advocates for Children--were interested in finding out more about the culture of teen parenting here in Lewiston and also hearing how participants use their services. Students conducted 13 interviews with both teen parents and non-teen parents and put in dozens of hours of observations on site, and then analyzed this data. They presented their findings to a staff member within each organization and also provided them a detailed letter outlining the findings (to be circulated to other staff) and a one-page memo reporting the key conclusions (for participants). The intention is for the information to be of use to Take 2 and Advocates in their further programming and grant writing.

*Nine students worked 30 hours each in the community (total of 270 hours).*

Seminar in Educational Studies, EDUC 450, Patti Buck

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, the community-engaged projects included: the creation of a book club for girls at the YWCA; an internal review of community-engaged learning in education courses; an examination of the experiences of under-represented students in the sciences at Bates College; the development of two education internships at the Hillview Housing Complex; research on C.A.M.P. (College Access Mentor Program) at the Lewiston Middle School 21<sup>st</sup> Century Program; the development of an early childhood program at Tree Street Youth; research in a self-contained special education classroom at Farwell Elementary School; work with the Bates Special Assistant to the President on Diversity and Inclusion on current policies around sexual misconduct and campus culture; the implementation of preventative oral health care for patients and parents at a low-income health care clinic; the development of games and role-play activities for middle-school boys with behavioral disabilities at the Renaissance School; a study on redistricting efforts in Lewiston; and curriculum development aimed at educating parents (primarily refugees) about the college process at Tree Street Youth.

*Twenty-one students worked 30 hours each in the community (total of 630 hours).*



Teaching in the Sciences, EDUC 235, William Wallace

Students in this course explored the excitement and challenges of teaching sciences in the traditional classroom setting and experientially through lab and outdoor experiences. Field placements in this course offered both experiential and traditional experiences for students. Experiential settings included the Auburn Land Lab, Lewiston Middle School Alternative Program, the Lewiston Public Library's Cornerstones of Science program, and the YWCA. More traditional settings included Geiger Elementary School, Lewiston Middle School, Lewiston High School, and the Lewiston Public Library's after-school homework help program.

*Seventeen students worked 30 hours each in the community (total of 510 hours).*

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

This course examines arts education theory and policy as well as methods and models of arts education. Students in this course conducted their fieldwork in a range of settings, including regular education, art and music classrooms at Farwell and Martel elementary schools, Lewiston Middle School, and Lewiston High School. Two students also conducted internships with the Bates College Museum of Art.

*Thirteen students worked 30 hours each in the community (total of 390 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 Housing Authority's Hillview housing complex, Lewiston Public Library, and Tree Street Youth.

*Sixteen students worked for 30 hours each in the community (total of 480 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 two independent studies: *Food Programs in Schools* and *Perceptions of Homework*.

Professor Mara Tieken oversaw two independent studies: *Environmental Education and Examining School Models*.

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

Isabel Ballard at Lewiston High School

Ashley Lepre at Lewiston High School

Matthew Maley at Lewiston High School

Nicole Russell at Lewiston High School

*Four students worked 360 hours each (total of 1,440 hours).*

## **Environmental Studies**

Community-Engaged Research in Environmental Studies, ENVR 417, Jane Costlow and Holly Ewing

The Environmental Studies program at Bates engages students from varied disciplines, and each major follows a unique path to graduating with an ES degree. Environmental Studies professors Jane Costlow and Holly Ewing taught the ES capstone seminar this past fall, providing a societal context for what graduating ES majors had learned during their tenure at Bates. The focus of this year's capstone course was the Androscoggin River.

Working with six community partners on ten different projects, students were able to apply their studies to issues and questions faced by local conservation, historic, and entrepreneurial organizations. Projects included researching the viability of campgrounds along the river, investigating the process of converting railroad beds to trails, developing signage for public education about the river, and inventorying the characteristics of an "urban impaired" stream.

*Thirty-six students spent approximately 50 hours conducting community-engaged work (total of 1,800 hours).*

## **Internships**

Internship in Environmental Studies, ENVR s46, Camille Parrish

All Environmental Studies majors are required to do a rigorous community-based internship of at least 200 hours. Forty students from the Environmental Studies Program were involved with internships between September 2011 and August 2012. Internship sites included:

- World Wide Opportunities on Organic Farms (WWOOF)
- Squam Lakes Natural Science Center

- Lots to Gardens (5)
- Finney Farm (2)
- Lakes Environmental Association
- Stanislaus National Forest Wilderness Crew
- Huyck Preserve
- Environmental Protection Agency (Ladd Internship)
- Southeast Alaska Conservation Council
- Bureau of Land Management
- Bates-Morse Mountain Conservation Area
- Cottonwood Gulch Foundation
- Bowdoin Organic Farm
- Lewiston Public Works
- Silent Spring Institute
- Audubon Naturalist Society
- Bates Clean Sweep
- Green Energy Maine (2)
- Truckee Donner Land Trust
- Susan L. Curtis Foundation
- International Union for Conservation of Nature
- Revolution Energy
- Maine Center for Disease Control and Prevention
- Volunteer Lake Monitoring Program (2)
- Office Depot
- PACENow
- LEAD Pakistan
- Green Corps
- Damascus Citizens for Sustainability
- LEAP
- Greenaction for Health and Environmental Justice
- Second Harvest Japan
- Save the Bay

*Forty students worked 200 hours (total of 8000 hours).*

Environmental Leadership, ENVR s22, Julie Rosenbach

This course explores leadership through the lens of environmental action. It de-emphasizes personal traits and focuses instead on building skills for everyday leadership. The course provides 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.

*Seven students each worked on a community-engaged action project for 50 hours (total of 350 hours).*

***First-Year Seminars***

This year there were four First Year Seminars that helped new students think about their place at Bates by getting them engaged in the community. All seminars were developed in collaboration with Harward Center staff. They are listed here rather than under a specific discipline.

Exploring Education through Narratives, FYS 300, Patti Buck

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

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

Identity: Self and Community, FYS 313, Sherry Russell

This course explored the lenses through which we experience the world and understand ourselves and each other. Students in the course investigated frameworks for understanding their own identities and then looked at the ways in which their personal identities intersected with and influenced their relationships with others. Finally, students considered how they connected with each other and live in communities in ways that promote well-being. Students explored these concepts through multi-disciplinary perspectives and weekly three-hour community-based learning activities in downtown Lewiston.

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

The Sporting Life, FYS 395A, Susan Langdon

First year students in this course experienced how their athletic pursuits could inform and be informed by engaging in a local after school program. Students participated in outdoor activities

with local youth, many of whom were African refugees and immigrants. They also helped with homework and arts and performance programming.

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

Family Value, FYS 203A, Kirk Read

French Professor Kirk Read developed this First Year Seminar to introduce students to the local community through the lens of what constitutes a family. Students visited a number of local organizations that worked with or represented local immigrant and refugee stories including Museum L/A, Tree Street Youth, the Franco American Heritage Society, and downtown Lewiston.

*Fifteen students worked approximately 10 hours in the community (total of 150 hours).*

## **French and Francophone Studies**

The French Department continues to partner with local individuals and organizations to document and engage the Franco American community in Lewiston. In addition, Professor Dauge-Roth continues his partnership with an orphanage in Rwanda.

Intermediate French, FRE 201A, Mary Rice-DeFosse

Students were introduced to the Franco American community as a part of an intensive immigration study of the community.

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

French Stylistics, FRE 270, Mary Rice-DeFosse

Students in this course worked on the translation of web pages for the Franco American Heritage Center.

*Nine students worked three hours each in the community (total of 27 hours).*

Documenting the Genocide in Tutsi Rwanda, FRE 379, Alexandre Dauge-Roth

Students in this course continued the innovative community-engaged work that Professor Dauge-Roth has pursued for a number of years in partnership with an orphanage in Rwanda. Students studied representations of the genocide of 1994 in Rwanda and engaged in on-line correspondence with some survivors. Students worked with the survivors on the role representations of the past play within the dynamic of the reconciliation process.

*Eleven students worked approximately 60 hours in the community (total of 660 hours).*

Learning With Orphans of the Genocide in Rwanda, FRE s38, Alexandre Dauge-Roth

Students in this course spent three weeks in Kigali, Rwanda with members of the Tubeho, an association of orphans, to create together various documentaries about their country, lives, and the reconciliation process. Each documentary was created by one Bates student working with a student from Tubeho. All of the documentaries were shown at the Center for Dialog and Research for Peace in Kigali. Documentary titles include:

- Unity and Reconciliation
- Market in Rwanda
- Rwandan Crafts
- Intore
- Musique au Rwanda
- Employment Entrepreneurship in Rwanda
- Le Developement Econonimique du Rwanda
- Microfinancing in Rwanda
- Tubiteho
- HIV-AIDS in Rwanda
- Childbirth and Motherhood
- Nutrition and Fitness in Rwanda

*Twelve students each worked 80 hours with community partners (total of 960 hours).*

In addition to regular course work, eight students worked in French language after-school programs at two local elementary schools.

*Eight students each worked 16 hours in the community (total of 128 hours).*

## **Geology**

### **Thesis Research**

Professor Beverly Johnson supervised four community-engaged research theses. Each topic developed unique research that will inform important state and local policy about conservation efforts for Maine lakes and oceans. Topics included:

- *The Effect of the 2012 Alewife Migration on Nutrient Dynamics in Nequaset Lake, Woolwich, ME*
- *Isotopic Reconstructions of Swordfish Diets in the Gulf of Maine*
- *Maine's Blue Carbon: Estimating Marine Carbon Stocks in Maine Salt Marshes*

- *A Comparison of the Major Ion Chemistry of Two Maine Watersheds: Pleasant River and Steston Brook*

*Four students worked an average of 80 hours each in the community (total of 320 hours).*

Professors Beverly Johnson and Mike Retelle supervised the summer fieldwork of two Geology majors at the Bates-Morse Mountain Conservation Area in Phippsburg, Maine, as part of the students' year-long senior thesis projects. Margaret Pickoff's research included core sampling at BMMCA and other Maine salt marshes in order to estimate the degree of "blue carbon" sequestration occurring in the state. Amanda Wescott's research continued documentation of sediment transport at Popham and Seawall beaches.

*Two students spent approximately 80 hours in the field (a total of 160 hours).*

## **History**

Colonial North America, HIST 249, Joseph Hall

For their final project in this course, students made a presentation to a 5<sup>th</sup> grade social studies class at Geiger Elementary School about the first encounters between English colonists and Wampanoags at Plymouth.

*Two students worked approximately 5 hours each in the community (total of 10 hours).*

America in the Age of Revolution, HIST 241, Joseph Hall

For their final project students visited a 5<sup>th</sup> grade classroom at Park Avenue Elementary School to talk about various people, famous and less well-known, associated with the American Revolution. The children were asked to consider which side (The Loyalists, Patriots, or "neutrals") would bring the most freedom to people, including African Americans and Native Americans.

*Five students worked approximately 5 hours each in the community (total of 25 hours).*

The Civil Rights Movement, 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 worked with various community partners including: Winterize L/A; the Lewiston High School Athletics Department; Maine People's Alliance; Saint

Dominic Academy; Somali Bantu Youth Association's citizenship tutoring program; McMahon Elementary School; Downtown Education Collaborative; the District Court Assistance Program; Trinity Jubilee Center's after-school program; Hillview's after-school program; and the Bates College Women's Resource Center.

*Eight students worked 10 hours in the community (total of 80 hours).*

### **Thesis Research**

A student did a community-engaged research thesis that documented deliberations between two community groups in the 1950s whose discussions focused on the Androscoggin River. The student looked at how the community groups, one representing industry and one representing a nascent environmental movement, presented their cases and how the discussion played out publicly.

*Total of 80 hours*

### **Mathematics**

Mathematics in a Just World, MATH 112, Bonnie Shulman

Professor Shulman once again taught her unique math class that focused on real-world issues by developing math research to illustrate those issues. Projects included:

- Conditions of confinement and racial disparity within the prison system
- Juvenile justice system
- Violent vs. non-violent offenders in comparison of incarceration rates in the US
- Challenges of affordable housing
- Inequalities of the SAT
- Economic benefits of paying for and attending college
- Disparities in funding for public education
- Employment opportunities and access to school facilities for residents near Bates, Bowdoin and Colby Colleges
- States with the death penalty and their crime rates
- Islamic banking as a social justice issue

*Forty-two students worked about 10 hours on each project (total of 420 hours).*

Professor Shulman also supervised fifteen students' research projects that used math modeling to look at current and past issues with the goal of informing how these issues can be addressed



in the future. Projects included modeling for: the West Nile Virus spread, HIV infection and the AIDS epidemic, lobstering policy in Maine, predicting the rate of tumor growth, the 1918 flu epidemic, bulimia nervosa in college, and the economic costs of diabetes.

*Fifteen students performed 20 hours of community-engaged research (total of 300 hours).*

## **Physical Education**

Methodology of Coaching, PE s20, George Purgavie

Students explored various methodologies of successful coaching and received 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, Longley, Martel, McMahan, and Montello.

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

## **Politics**

American Parties and Elections, PLTC 211, John Baughman

Professor Baughman engaged his students in the Fall 2012 national election. Students studied current party politics and processes and saw how they played out in real life. Students were involved in political activities on campus, and their experiences informed their in-class work.

*Thirty students averaged 10 hours each in the community (total of 300 hours).*

## **Thesis Research**

Professor Baughman supervised a community-engaged senior thesis entitled, *How to Maintain One-Party Control: A Case Study of the Political Strategies Used by New Hampshire Republicans*.

*Approximately 60 hours of community-engaged research.*

## **Psychology**

Developmental Psychology, PSYC 240, Georgia Nigro

Developmental Psychology introduces students to basic developmental concepts and current research in developmental psychology. Seven students worked with community partners on

projects such as observing children and engaging in programming in community organizations that included: Daisy Garden YMCA Preschool, the Downtown Education Collaborative after-school program, and Auburn Middle School art classes.

*Seven students worked approximately 36 hours each in the community (total of 252 hours).*

Community Psychology, PSYC 316, Georgia Nigro

Professor Nigro developed this new course to focus on how psychology can look at community issues. The theme for the inaugural course was restorative justice. Students worked with The Restorative Justice Institute of Maine, Restorative Justice Project of the Midcoast, and the Assistant Dean at Bates who oversees disciplinary issues.

*Twelve students spent 40 hours on community-engaged projects (total of 480 hours).*

Statistics, PSYC 218B, Susan Langdon

Thirty students interpreted data from a large study of health behaviors of local high school students as well as statistics from the REACH collaborative at the University of New England.

*Eighteen students worked approximately 30 hours each (total of 540 hours).*

Community-Based Research Methods, ED/PY 262, Krista Aronson

Students learned aspects of social science research methods by focusing on a community-based research project. The major class project was collaboration with the librarians at the Auburn Public Library, who asked that students help them develop a plan for a teen parenting program. Aspects of the project included helping to interpret data from a school-based research project that looked at health behaviors of students.

*Fourteen students each worked approximately 40 hours in the community (total of 560 hours)*

Women, Culture and Health, PY/WS 343, Susan Langdon

Students worked on community-engaged learning projects that addressed issues pertinent to the health of women and girls. Projects included interpreting health information from a health assessment done for local high schools, working with immigrant and refugee girls on aspirations programming, helping with a cooking club at a local public housing complex, and working with a domestic violence prevention program.

*Eighteen students did 40 hours each of community-engaged work (total of 720 hours).*

## **Thesis Research**

Senior Thesis/Community-Engaged Learning, PSYC 457 A/B, Krista Aronson, Jill Reich, Rebecca Fraser-Thill, and Kathy Low

Psychology majors who elect to do a community-engaged 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, twenty-seven students in the Department did 60-80 hours each of intensive work in the community. Community partners and projects included:

- Healthy Androscoggin
- Somali Identity – Somali Bantu Youth Association Dance
- Hardy Girls Healthy Women YWCA
- Tree Street Youth Center
- Cooperative Games at Tree Street Youth Center
- Pen School Executive Foundation
- Sexual Assault on Campus – SAVA
- Girls Aspirations at Hillview Housing Development
- Nutrition with Girls Aspirations at Hillview Housing Development
- Sandcastle Clinical and Educational Services
- PhotoVoice Project with the YWCA Girls Group
- Aspirations at Tree Street Youth Center
- Addressing Obesity through Healthy Androscoggin
- Forty Developmental Assets and Extended Contact at McMahon Elementary School
- Stand Up and Stand Out
- Renaissance School
- Portland Independent Schools
- *Attitudes about Homosexuality Among Male Athletes*
- *Looking at Self Identity Through Books with Immigrant and Refugee Girls*
- *Numeracy and Health Risk Assessment*
- *Social Skills Intervention: Serving Local Adolescent Boys*
- *The Relationship Between Self-Efficacy, Labor Method, and Birth Satisfaction*
- *Mainstreaming and Special Programs for Children and Adolescents with Autism Spectrum Disorder*

- *An Investigation into Personal and Perceived Public Stigma Toward Mental Healthcare Among College Students*
- *Fat Talk and Weight Bias in Adolescents*
- *Plugged In: The Effect of Studying Music and the Reading Comprehension of Students* (1,820 hours total).

## **Religion**

The Meaning of Work, RE/SO s22, Darby Ray

In this course, diverse individuals and institutions in the Lewiston-Auburn community contributed in important ways to students' inquiry into the meaning of work. Museum L-A's Smithsonian exhibit, "The Way We Worked," became an important course text. Workshops offered at The Career Center in Lewiston (a subsidiary of the Maine Department of Labor) gave students a window onto the challenges faced by unemployed and underemployed persons. A VIP tour of the Tambrands factory in Auburn complemented course readings on manufacturing in the new economy, and speakers on two different panel programs brought diverse worlds of work to life for students. Finally, a hands-on project undertaken alongside the reading of Barbara Ehrenreich's *Nickel and Dimed* sent students out into the local community to search for housing, transportation, food, healthcare, and other life essentials—all on a low-wage worker's income.

*Thirteen students spent approximately 20 hours each in the community (total of 260 hours).*

## **Sociology**

Introduction to Microsociology: Self and Society, SOC 102, Emily Kane

This course explores the everyday details of how people create, maintain, and respond to social structures and social relationships. Ten students in this course chose to participate in a community-engaged learning project. Projects included working with a boys' aspirations project, a self-sufficiency program, and cooking classes at a local subsidized housing community.

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

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, field research, qualitative interviewing, and comparative historical research. Students engaged in various community-based projects that encompassed these methodologies and focused on a local winter farmers' market. Students observed buying patterns at the market, interviewed sellers, implemented an online survey about farmers' market use, and did content analysis of the local paper about farmers' markets.

*Forty-one students worked approximately 40 hours each in the community (total of 1,640 hours).*

Privilege, Power and Inequality, SOC 250, Emily Kane

This course addresses the inequalities of race, class, gender, and sexual orientation. The thirty-six students in the course organized six Community Action Projects. Three groups focused on these issues on the Bates campus, and three groups worked with a local low income housing community on various community issues including parenting, immigrants and refugees, and neighborhood issues.

*Eighteen students each averaged 30 hours each on community-engaged projects (total of 540 hours).*

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

Professor Emil Kane supervised a community-engaged research thesis: *Healthy Food: The Newest Guard Against Incarceration Aggression.*

Professor Heidi Taylor supervised a community-engaged thesis: *The Potential for Conflict Between the Lobstering Industry and Offshore Wind Development in the Gulf of Maine.* (120 hours total).

### **Women and Gender Studies**

Feminism of the 1970s and 1980s, PT/WS s27, Melinda Plastas and Global Flow: Work, Sex & Care, PT/WS s32, Leslie Hill

Professors Plastas and Hill created a unique collaboration where they taught distinct Short Term courses but brought the two courses together for periodic shared content and presentation. In addition, the courses shared two Learning Associates, both of whom were activists and in leadership positions at non-profit organizations in Maine. These women became co-teachers of

the two courses and helped host other women leaders from the community who shared their experiences with students from both classes. In addition, each student was involved in community-engaged work. Speakers included representatives from Maine Migrant Health, Planned Parenthood, Institute for Local Self Reliance, United Somali Women of Maine, Outright, and the Bates Bookstore.

*There were 32 students total in both courses. Professor Hill's students each did about 40 hours of community-engaged work while Professor Plastas' students each did about 20 (total of 780 hours).*

### **Thesis Research**

Professor Leslie Hill supervised a student who wrote a senior thesis on the development and implementation of a women's studies curriculum for local 7<sup>th</sup> and 8<sup>th</sup> grade students (*approximately 70 hours*).

## **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, mentoring, gardening, preparing and serving meals, and helping to build and repair homes.

### **Bonner Leader Program**

This marks the completion of our fourth 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, 27 Bonners, first-years through seniors, took part in this four-year program, which includes: 4-6 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:

- **Folashade Ade-Banjo** ‘16 worked on two campaigns for the Maine People’s Alliance, the first to increase awareness of immigration advocacy and reform, and the second to increase education budget allocations in Maine.
- **Thao Dang** ‘16 worked as an art assistant for ArtVan, a free mobile arts therapy program that brings art to children, teens, and adults who have the fewest number of social services, after-school, and summer activities available to them.
- **Emma Davies** ‘16 worked as a tutor mentor for Academic Success, an after-school homework help program at the Lewiston Public Library.
- **Emily Diepenbrock** ‘14 worked as a classroom aide in a 6<sup>th</sup> grade classroom at McMahan Elementary School.
- **Destany Franklin** ‘14 helped to coordinate aspirations programs for middle and high school girls at Hillview, a low-income housing complex.
- **Rodney Galvao** ‘14 served as an after-school program assistant at the YWCA, organizing structured play opportunities and assisting children with homework.
- **Ellen Gawarkiewicz** ‘13 ran an informal science program, Cornerstones of Science, at the Lewiston Public Library for older elementary school children.
- **Raina Jacques** ‘13 worked as a judicial assistant at the Lewiston District Court, assisting with courtroom technology and reviewing correspondence and administrative reports for Justices as needed.
- **Stephanie Jefferson** ‘14 helped to design and facilitate a girls’ book group at the YWCA.
- **Rose Quinne Moran** ‘13 worked as a classroom aide at the Renaissance School, a department of St. Mary’s Regional Medical Center devoted to supporting children, educationally and behaviorally, who have been diagnosed with an emotional disability.
- **Tenzin Namdol** ‘15 served as a mentor for the after-school College Access Mentor Program at the Lewiston Middle School. The program culminated with a digital media project (multimedia storytelling, websites, presentation and videos) that the students produced.
- **Nathalie Navarrete** ‘13 worked as a classroom assistant in the 6<sup>th</sup> grade classroom at Martel Elementary School, with a primary focus on math and science activities.

- **Jessica Nichols** '15 acted as a Project Story Boost mentor, reading to a small group of first-grade children at Montello Elementary School and monitoring their reading progress throughout the course of the year.
- **Mary Osborne** '13 provided tutoring assistance at the Somali Bantu Youth Association for adult refugees and immigrants preparing to take the U.S. citizenship test.
- **Kate Paladin** '15 worked as a classroom assistant in a special education self-contained resource room at McMahon Elementary School.
- **Naima Qambi** '15 provided tutoring and mentoring to youth in an after-school homework help program at the Hillview housing complex.
- **Madelene Santizo** '16 served as a mentor for the after-school College Access Mentor Program at the Lewiston Middle School. The program culminated with a digital media project (multimedia storytelling, websites, presentation and videos) that the students produced.
- **Jonathan Schwolsky** '15 helped to facilitate structured play and hang-out time at Tree Street Youth.
- **Max Silverman** '16 worked with 9<sup>th</sup> and 10<sup>th</sup> graders in an English classroom at Lewiston High School.
- **Sarika Subramaniam** '14 served as a classroom assistant in a kindergarten class at Montello Elementary School.
- **Kimberly Sullivan** '13 worked as a site coordinator at Tree Street Youth with a primary focus on college prep, helping high school seniors and their parents go through the college application process.
- **Cody Tracey** '15 trained for and helped to staff a 24-hour helpline at Sexual Assault Prevention and Response Services.
- **Maria Vargas** '16 volunteered at Tree Street Youth's after-school homework help program.
- **Destinee Warner** '13 assisted in English-Language Learning classrooms at Lewiston High School.
- **Merissa Warner** '14 served as a classroom assistant in a kindergarten classroom at Martel Elementary School.
- **John Woodward** '16 volunteered as a patient transport worker at St. Mary's Hospital, taking patients from their rooms to different appointments in the hospital and helping them to feel comfortable throughout the process.



- **Fidelia Zelaya Aleman** '15 worked as a tutor mentor for Academic Success, an after-school homework help program at the Lewiston Public Library.

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. Each semester began with an orientation/reflection session during which students built community, talked about issues related to their service, and volunteered with various organizations in the community. During our first orientation, Bonners conducted a community-wide scavenger hunt designed to help first-year students become comfortable in their new community as well as to bond with other Bonners. During the year, workshops and trainings (many of them led by Bonner alums and seniors) specific to the Bonner program included:

- Sessions on how to be an effective tutor mentor;
- Goal-setting workshops;
- A discussion about the ethics involved in working with refugee and immigrant groups;
- An alumni panel entitled “The Path from Activism to Leadership: Through the Alumni Lens of Engagement;”
- A workshop about healthy food accessibility for low-income Mainers;
- Sessions on grant-writing, fundraising, and financial planning;
- An advocacy workshop;
- A workshop about how to set healthy boundaries in community-engaged work.

Bonners were also encouraged to attend other talks, some of them sponsored by the Harvard Center (including our Civic Forum and Public Works in Progress series). Additionally, Bonners met twice a month, once in their class groups, and once for an all-Bonner session. Our all-student sessions focused primarily on issues related to power and oppression. Our year ended with a Bonner Senior Celebration in which senior Bonners, their community and faculty partners, and Harvard Center staff had dinner, followed by an open session during which the senior Bonners took turns telling the stories of their Bonner journeys throughout their four years at Bates.

### ***Student Volunteer Fellows Program***

In its eleventh year, the Student Volunteer Fellows Program selected seven students to work together to lead key volunteer programs at Bates. This year, a number of students were able to serve only one semester, so a total of eleven students participated in the program. The Fellows

each took responsibility in different areas, working as a team to expand volunteer programming at Bates and to explore leadership issues. Fellows ran site-based programs, working with community work-study and community-engaged learning students to facilitate student service at their agency. The Fellows met regularly to update each other on their work, exchange ideas, and plan for future events. They also met once a month with Bonner Leaders. In addition, the Fellows worked hard to increase the visibility on campus of volunteer opportunities through a volunteer fair and the communitylinks listserv. The Fellows administer the Volunteer Grants, which provide up to \$300 each for student volunteer projects (see Volunteer Service Grants). This year they awarded \$2,987 to student applicants to support a range of service activities. The Student Volunteer Fellows participated in a joint orientation with the Bonner Leaders. They spent a morning at the Harward Center getting to know each other and participating in a civic reflection. The afternoon included lunch in Lewiston and a scavenger hunt that took them to various places of interest in the community. The two groups gathered again at the beginning of winter semester. They made plans for the semester, took part in a communication training, and participated in an outdoor education program on Mount David, which was led by senior Bonner Ellen Gawarkiewicz .

- **Libby Egan** '13 coordinated volunteers, America Counts tutors, and community-engaged learning students for Academic Success, the after-school program through the Downtown Education Collaborative at Lewiston Public Library. The program provides homework help to middle- and high-school students. Over the year, fifty Bates student volunteers participated in the program. **Katie Ailes** '14 took leadership of this position in January.
- **Olivia Gregorius** '15 coordinated programming for senior citizens and residents with disabilities at Blake Street Towers. Her work included planning events and recruiting volunteers to help socialize with residents around Sunday brunches, game days, and occasional seasonal craft activities. Thirty-two students helped with the programs. **Matt Gee** '16 took on the leadership of this program at the beginning of the winter semester.
- **Erin Harmon** '13 worked with Big Brothers Big Sisters to recruit and coordinate Bates mentors. She was responsible for the Longley School mentoring program as well as for Cats and Cubs, a bi-weekly mentoring program that takes place on campus. Fifteen mentors visited their mentees for an average of an hour a week. During second semester

when Erin stepped down, **Lindsey Loy** '14 oversaw Cats and Cubs and **Bridget Feldmann** '16 coordinated the Longley program.

- **Madeline Levitt** '13 coordinated the Hillview after-school program, which provided homework help to residents of Lewiston Housing Authority's Hillview Family Development. She recruited and trained a total of 31 students, both volunteer and community-engaged learning, to work two afternoons a week for two hours. They created new ways to engage students with homework and planned other recreational activities for them.
- **Katie Polio** '15 was responsible for coordination of the America Reads/America Counts program. Working closely with Harward Center staff, she helped to recruit, interview, train and place 15 tutors in the local schools and after-school tutoring programs. Most tutors served at Longley Elementary School. Katie also organized an orientation, a reflection session, and literacy training for participants. In addition, Katie recruited and coordinated volunteers for the Lewiston Project Story Boost program. Eleven students each semester volunteered two hours a week at Montello School, reading to children one-on-one or in small groups.
- **Lee Sandquist** '15 worked with Habitat for Humanity, Rebuilding Together, and Community Concepts, as well as the student organization Bates Builds, to create opportunities for students to work on safe and affordable housing by helping to build and repair homes in Maine. They planned regular fundraising events to support their work, including the waffle cart, a haunted house, and a dodge ball tournament. Projects included work with Tree Street Youth and the Community Concepts house building effort. A group of students participated in a Habitat build in Hancock, Maine, over April break.
- **Juwon Song** '15 proposed and led service with a new community partner this year— ArtVan, a mobile arts therapy program with regular activities at several local non-profits. Juwon recruited volunteers to help with art projects at the weekly Lewiston Public Library program, at the monthly Farmers' Markets, and coordinated face-painting and kids' art activities at various one-time events.

### ***Mentoring***

Fifteen Bates students volunteered this year to be mentors in the Lewiston/Auburn public schools, contributing 200 hours of service. Mentors visited their mentees weekly at the child's school for at least one hour, over the full academic year. Five of these mentored at Geiger

Elementary School. The other ten participated in Cats and Cubs, a biweekly mentoring program that brings children to Bates College for activities. Gretchen Kaija '14 helped lead this program.

### **Other Volunteer Activities**

Some examples of other volunteer work include:

- The annual Volunteer Fair was held on September 10, 2012. Nine local agencies and seven student service groups recruited at the event.
- Seventy-seven students volunteered at Tree Street Youth, a drop-in center in the downtown area of Lewiston. These students worked with children and youth to help them complete homework assignments. Some of them also led enrichment activities.
- 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.
- Thirteen students volunteered at the Advocates for Children Holiday Fest in December. They volunteered to help with crafts and games, and they dressed up as mascots.
- The Harvard Center sponsored a holiday gift drive and collected items from wish lists for youth at St. Mary's Medical Center and the Lewiston High School McKinney-Vento homeless liaison program.
- A student worked with the Auburn School Department Before and After-School Childcare Program, working with a retired educator to facilitate a Spanish through Movement class that encompassed dance, yoga, and Spanish language instruction. The program ran at 3 elementary schools.
- Thirty students volunteered as coaches with the Let's Get Ready program at Lewiston High School. They volunteered every week with high school juniors and seniors to prepare them for SAT testing. Three Bates students also served as staff.
- Two members of the Women's Advocacy Group met bi-weekly on Bates' campus with a group of ten 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 in May. 250 Bates athletes led activities for approximately 250 local children in grades 1-4.
- Eighteen students volunteered at St. Mary's Regional Medical Center.

- Twenty-four seniors participated in the Harvard Center Short Term Service Project. They each volunteered between 6 and 15 hours per week in various community agencies including Lewiston schools, Tree Street Youth, the Nutrition Center of Maine, St. Mary's Regional Medical Center, Thorncrag Bird Sanctuary, and the Volunteer Lawyers Project. They also attended an orientation, wrote weekly written reflections on their service, and attended a final lunch to discuss their experience. Participation in this year's program doubled compared to previous years. The reflection component was a successful new addition this year.
- Three students worked closely with the YWCA to facilitate a Stand Against Racism day. Alyse Bigger '12 returned to speak about her experiences with racism. Following that, participants walked in the Y neighborhood to raise awareness of racism in our community and gathered again for lunch and dance lessons.
- Twenty-seven students and staff volunteered for the day to help renovate several local homes for the annual Rebuilding Together Day in May. Volunteers helped with painting, light carpentry, and yard work.
- Seven students volunteered at the Park Avenue Elementary Harvest Festival at Wallingford's Orchard, helping with craft projects.
- A clothing drive in January resulted in 41 bags of used clothing being given to the New Beginnings youth drop-in center.
- The Deansmen, a Bates a cappella group, raised \$150 for the Greater Androscoggin Humane Society by raffling a chance to have the group serenade someone for Valentine's Day.

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

### ***Educational Activities at the Bates-Morse Mountain Conservation Area and the Shortridge Coastal Center***

The Bates-Morse Mountain Conservation Area (BMMCA) is a 600-acre coastal site on the Phippsburg peninsula. The area includes salt marshes, upland forests, an undisturbed dune ecosystem and rare pitch pine forests. The site 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 high conservation value.

The Bates-Morse Mountain Conservation Area's unique natural assets provide educational opportunities for research in ecology, geology, marine studies, and wildlife biology. In the 2012-2013 academic year, the area served six Bates College courses in environmental education, geology, environmental studies, and biology:

- EDUC s20, Creating Educational Experiences at Morse Mountain, Bill Wallace (13)
- GEO 103, Earth Surface Environments and Environmental Change, Mike Retelle (8)
- ENVR s22, Environmental Leadership, Julie Rosenbach (6)
- GEO s31, Limnology and Paleolimnology of Lakes in Northern New England, Mike Retelle (15)
- BIO 313, Marine Ecology, Will Ambrose (12)
- BIO s31, Avian Biology, Donald Dearborn (11)

In addition, three students conducted senior thesis work at BMMCA, or within the immediate vicinity:

- Margaret Pickoff, *Maine's Blue Carbon: Estimating Carbon Stocks in Maine Saltmarshes*
- Louisa Lee, *Inter-annual Growth Variations of Atlantic surfclam, *Spisula solidissima*, Serve as Large Scale Environmental Variable Proxies: Dependence on Population's Local Site*
- Amanda Wescott, *Tracking Seasonal and Storm induced Recession of the Popham-Seawall Barrier Beach Complex, Phippsburg, Maine*

With the Shortridge Coastal Center approximately a mile from BMMCA, faculty and students are able to conduct research without returning to Lewiston each day. The Shortridge Summer Residency, initiated in 2009 for the purpose of facilitating student projects and on-going research at BMMCA, provided the opportunity for two of the senior students to stay over-night "on-site" while doing field work over the summer. In addition, four other Bates students utilized Shortridge during the Summer Residency for a migratory bird survey and art residencies. The Shortridge Residency also provided housing to a field assistant from the University of Maine who conducted surveys of marsh birds.

The success of the Shortridge Summer Residency constitutes a notable asset to the Bates College community. In addition, scheduled events during the academic year brought 415 individual visitors from a variety of college groups. During the 2012-2013 academic year, Shortridge served 27 courses, student groups, academic departments, and administrative offices for retreats and overnight stays.

### **Other Educational Uses and Outdoor Experiences at BMMCA**

The primary mission of the Bates-Morse Mountain Conservation Area Corporation is to ensure environmental protection and facilitate educational opportunities. To that end, Bates College encourages use of the conservation area by a variety of educational institutions throughout the year. Between mid-March and Thanksgiving (the gate-keeping season), 16 regional elementary, middle, and high schools brought 732 students to the conservation area. (Because visitor records are maintained by gate-keepers, these numbers under-represent the degree of school use over the entire year.) Students hiked and did team building exercises, learned lessons in forest ecology, fresh water biology and oceanography, played games and had picnics. The variety of schools that brought students to BMMCA included both public and private high schools, small alternative institutions, a Waldorf school, and an inner NYC school hosted by Chewonki's Semester School.

The site was also used by colleges other than Bates. Bowdoin College visited the site on at least nine different occasions for new student orientation, environmental studies, and for athletic training. Colby College brought botany students, residential assistants, and students for orientation. The University of Maine's Outing Club visited BMMCA; Maine College of Art brought students for observation and drawing; and marine biology students arrived from Philadelphia University.

In addition to public education, school groups and coursework, less formal educational opportunities also occurred at BMMCA and Seawall Beach. Thirteen camps and clubs visited the site for hiking, leadership development, Christian fellowship, wildflower study, picnics and more.

## **Public Service and Conservation**

Forty Bates' parents and staff, and Nature Conservancy staff, volunteered to pick up garbage and remove lobster traps from Seawall Beach in April, 2013. Nearly a hundred traps were collected and will be disposed of with funding to eliminate marine debris.

Efforts to protect Piping Plovers continued in 2012-2013 with stake and twine fencing, monitoring and public education—although nesting was not successful on Seawall Beach. Work to eradicate invasive plant species in the BMMCA region, supported by a grant from the US Fish and Wildlife Services, also continued, with good success. In addition, a number of conservation organizations and state agencies regularly visit BMMCA for purposes of research, monitoring and management. In 2012-2013, these included the US Fish & Wildlife Services, The Nature Conservancy, Maine Audubon, the Maine Department of Inland Fisheries and Wildlife, and the Maine Geological Survey.

## **Public Use**

In addition to providing educational and research opportunities, BMMCA serves the public for recreational purposes. Between mid-April and late-November, 17,286 visitors were recorded during the gate-keeping season. (Again, this under-represents the number of year-round visitors as records are kept only when gate-keepers are on duty. In 2012-13, the gate-keeping season was 190 days.) This represents an average of 91 visitors a day.

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

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

Bates invested with fresh energy in its Adopt-A-School partnership with Lewiston Middle School. The partnership supports a variety of academic community-based learning and service projects. In 2012-2013, highlights included:

- Bates staff and faculty accompanied graduating 8<sup>th</sup> graders on a series of daylong field trips to the Bates-Morse Mountain Conservation Area in Phippsburg. In preparation for the field trip, the 8<sup>th</sup> graders came to Bates College for presentations about the conservation area.
- College students from education classes used their own course content to prepare and deliver curriculum-relevant lessons for middle school students.



- A team of Bates students, led by the Harvard Center VISTA Laurie Tewksbury, facilitated the 10-week College Access Mentor Program (C.A.M.P.), which culminated in a video project as well as visits to area colleges (including Bates).
- The Bates baseball coach and students from his team hosted a group of 7<sup>th</sup> graders at Bates for a game of Capture-the-Flag.
- Bates facilities were utilized by Lewiston Middle School teachers and students for various events, including a field day and a rap performance.
- Bates dancers, enrolled in the short-term course “Teach Tour Perform,” invited 125 7<sup>th</sup> graders to the Merrill gym for a dance concert.
- 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.
- 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.
- Four different Planetarium shows were given for Lewiston Middle School students in June.

### ***College Access Mentor Program (C.A.M.P)***

This program grouped twenty-four 7<sup>th</sup> and 8<sup>th</sup> grade students from the Lewiston Middle School 21<sup>st</sup> Century Learning Center after-school program with thirteen Bates college students. Over the course of the winter semester, the middle-school students explored their passions and skills, the college process, and career options. The students also toured Bates College, Kaplan University, and Central Maine Community college. Throughout the program, students collected photographs and videos to create a reflection video based on their experiences.

### ***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 gives student activists the tools to access political power to create social change, and a two-day national conference that brings students from the 29 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.

In January, Bates hosted another successful D4D On the Road workshop, facilitated this year by Chris Kush and Kevin Schultze of Soapbox Consulting. The duo received rave reviews from students, community members, faculty, and staff. This year, participants learned the tools and tactics to get their message across to policy makers, community leaders, and the public. Workshops addressed strategy, developing an effective message, public speaking, letter writing, bill analysis, writing a press release, and how to handle a face-to-face meeting with an official.

In March, Bates students got to put some of these skills into practice in New York City as part of Project Pericles' fifth annual D4D National Conference at The New School. Sophomores Kate Paladin and Jess Nichols were selected as finalists based on their well-researched and compelling letter to U.S. Rep. Michael Michaud, a Democrat representing Maine's 2nd District, expressing concern about proposals to pipe tar-sands oil through Maine. As finalists, Kate and Jess presented and defended their argument in New York in front of a panel of former lawmakers. While they didn't win the competition, they will receive a \$500 grant to further their work on the issue. Also attending the event as Bates delegates were two first-year students, Alexandra Morrow and Dana Cohen-Kaplan.

As a means of acknowledging the hard work of all of the students who submitted letters to an elected official as part of the Project Pericles D4D competition, the Harvard Center put together two special events. The first, held on April 2nd, was a luncheon discussion for the students with Senator Angus King, where students were able to ask pointed questions about policy issues important to them. In addition, on April 25th, the students traveled to Portland for a tour of the city building and a meeting with Mayor Michael Brennan. After their visit, a celebratory dinner was held at a local restaurant.

### ***DEC Early Childhood and Teen Parenting Groups***

The Downtown Education Collaborative is a partnership of Lewiston-Auburn's academic institutions and three other community partners. The core partners are Bates College, Central

Maine Community College, Kaplan University, the University of Southern Maine's Lewiston-Auburn College, the Lewiston Public Library, and Lewiston Adult Education. While DEC currently has neither a director nor a physical space, the collaborative has continued to thrive. This year, faculty members from each of the four institutions of higher education that belong to DEC, as well as other professionals interested in the areas of early childhood and teen parenting, met regularly to identify issues of concern in the community and to develop strategies to address them. Professor Anita Charles (Education), Professor Emily Kane (Sociology), Professor Georgia Nigro (Psychology), Professor Mara Tieken (Education) and Ellen Alcorn from the Harward Center participated regularly. This year, the teen parenting group was particularly active. After a series of meetings with local providers, students from a short-term course on qualitative research taught by Mara Tieken conducted 13 interviews with both teen parents and non-teen parents and spent dozens of hours engaged in observations on site, then analyzed this data. They presented their findings to staff members from participating partner organizations and also provided them a detailed letter outlining the findings (to be circulated to other staff) and a one-page memo reporting the key conclusions (for participants).

## ***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 and with family-based programs designed to increase literacy. America Counts provides support in mathematics and science. Students were recruited, trained, and placed by Student Volunteer Fellow Katie Polio, working closely with Harward Center staff. Bates students were further trained and supervised by staff in their host schools. This year 15 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.
- **After-school tutoring:** Bates students provided assistance in reading and mathematics. In 2012-2013, students worked at the Lewiston Public Library and Tree Street Youth after-school programs.

### **Americorps Education Awards**

Alyssa Connors '16, Brett Emmons '15, Destany Franklin '14, Thomas Koshy '14, Mikka Macdonald '16, Alexandra Morrow '16, Thomas Sacchetti '16, and Kim Sullivan '13 are participating in the 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 education 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.

### **Lewiston High School Science Fair**

For the fourteenth 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, 50 members of the Bates community and the community at large served as judges. Science fair coordinators Andrew No, David Smith, Alyssa Connors, and Camille Campion organized a day at Bates for the four students with the best science fair projects, the titles of which were: “Antibacterial vs. Non-Antibacterial Soap,” “Kinetic Energy: Carbon vs. Aluminum,” “Energy Drinks vs. Tooth Enamel: A Dentist’s Worst Nightmare,” and “Beyblades and Lubricants.” In addition to eating lunch in the Commons, the winning students took a tour of the campus and the art museum.

### **Project Storyboost**

This program, created by researchers at the University of Southern Maine, and established in this community through a grant from L.L. Bean to the Lewiston Aspirations Partnership, is designed to boost the literacy skills of younger elementary children. Volunteers are trained to read to children one-on-one, and then to engage the students in discussions and retelling activities that are meant to boost an understanding of basic story language and architecture critical to literacy. This year, Student Volunteer Fellow Katie Polio focused her efforts at Montello Elementary School, where 11 Bates students each semester offered 2 hours per week to read to over 50 kindergarten, first, and second grade children.

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

### **Admission Events**

Staff from and students associated with the Harward Center participated in and presented at several special event panels and discussions hosted by the Office of Admission:

#### ***School/Program/Organizational Visits***

- Gray/New Gloucester Middle School Visit on February 6  
Katie Ailes '14 conducted a Q&A session on community-engaged learning

#### ***Special Events***

- Bates/Bowdoin/Colby Counselor Tour (BBC Tour) on September 10  
Holly Lasagna participated in a faculty/staff panel
- Open House on October 8  
Ellen Alcorn, Anita Charles (Lecturer in Education and Director of Secondary Teacher Education at Bates), and Douglas Welsh '14 participated on a community-engaged learning panel
- Prologue Dinner on November 12  
Holly Lasagna attended the dinner and mingled with students, parents, faculty, and staff
- On-Campus Accepted Student Reception on April 5  
Darby Ray, Kathy Leighton (Executive Director, YWCA of Central Maine), and Emily Egan '13 participated on a community-engaged learning panel
- On-Campus Accepted Student Reception on April 26  
Ellen Alcorn, Althea Walker (Principal, Farwell Elementary School), and Douglas Welsh '14 participated on a community-engaged learning panel

### **Civic Seminar Series**

The Harward Center collaborated with the Office of Diversity, Equity, and Inclusion at Bates to develop and host a series of Civic Seminars inspired in part by the national Architecture of Inclusion project, which attempts to build bridges between civic engagement efforts and diversity/inclusion work in hopes of strengthening both. The Civic Seminars created at Bates invited participants to consider the current and possible ways that “the transformative power of our differences” and “informed civic action” (Bates mission statement) do and can co-inform each other. A diverse team of students, faculty, and staff developed a Bates-specific curriculum for exploring this intersection and then hosted a series of three-hour seminars for faculty, staff, and students. Finally, the Harward Center hosted the architect of the Architecture of Full Participation project, Columbia Law professor Susan Sturm, for a campus workshop.

## **College Night in Town**

Meg Murphy '13 led a group of students in planning two College Night in Town events, one in the fall and one in the spring. They worked with numerous downtown restaurants and merchants to offer discounts to Bates students. They also arranged for artists to display their work and to perform in various venues. The spring event ended with an a cappella concert in Dufresne Plaza. Donations were collected for the American Red Cross to benefit victims of the recent fires.

## **The Community-Engaged Arts**

The Bates Arts Collaborative (a diverse committee of faculty, staff, and students, including the director of the Harvard Center) worked throughout the year to develop projects and proposals in support of the arts. One such proposal, which was warmly received by the committee as well as diverse others at Bates and in the local community, would make the community-engaged arts a hallmark of the study and performance of the arts at Bates. Several new projects are underway in diverse fields including music, dance, and theater.

## **Department of English Initiatives**

Robert Strong, a Lecturer in English, moderated a panel of five Bates fellowship recipients or finalists entitled, "The Research and Writing of Strong Graduate Fellowship Proposals." Panelists discussed how they prepared their applications with a particular focus on what writing strategies can best communicate research work to a fellowship screening committee. The information from the panel will be used to inform future graduate fellowship applicants.

## **Department of Theater and Dance Initiatives**

The Department of Theater and Dance undertook several community initiatives this year, among them:

- Dance students taught dance workshops and introduced visiting artists to youth at Tree Street;
- The Robinson Players hosted 250 children from 20 different elementary schools for their spring performances of *Seussical*;
- A teacher from Lake Region High School brought a group of students to Bates for a studio showing, as well as to dance concerts in the Schaeffer Theatre.

## **EcoService Day and Clean Sweep**

### *EcoService Day*

This year, Bates held its third annual EcoService Day on Saturday, April 27. More than 80 volunteers turned out, working on and off campus to clean up litter, paint bike racks, clear trails, remove fences and plant gardens.

### *Clean Sweep*

At the end of the year, Bates held its annual Clean Sweep effort, organized to enable students to recycle unwanted items and to enable the Bates community to interact with the L-A area. Clean Sweep bins are placed in campus residences and as students leave for the summer, volunteers from local organizations collect items for 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 nearly \$17,000 for community organizations.

## **Greenhouse**

The Bates greenhouse was used by the Lots to Gardens program from March through June.

## **Hand-in-Hand Barbecue**

A group of student leaders organized a barbecue on campus for Bates student volunteers and community members. Everyone who volunteered in the day's two service projects (Rebuilding Together and Tree Street Youth's help at the YWCA sorting donations for fire victims) was invited to the barbecue. Students organized crafts, games, and face painting.

## **Lewiston Fire Response**

In the wake of several fires that ravaged downtown Lewiston in early May, the Bates community organized to respond to the needs of our neighbors. Kristen Cloutier of the Harvard Center coordinated the campus response, and Bates worked hard to bolster the relief efforts in as many ways as possible, including volunteer recruitment and transportation, food provision for shelter residents, and campus fundraisers.

## **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-six students and staff read to fourth, fifth, and sixth graders at Martel School. This year the Lewiston Public Library identified dozens of books with a civil rights theme for volunteers to read.

## **Mount David Summit**

The 2013 Mount David Summit, an annual college-wide celebration of undergraduate research, featured many examples of important community-engaged work. This year the Director and Associate Director of the Harward Center, and the five Community-Engaged Research Fellows with whom they worked during Winter Term, facilitated a presentation and discussion entitled, “Putting Community-Engaged Research on the Map,” which served as an informative presentation and conversation with Bates faculty, students, staff, parents, and community partners on the process, challenges, and rewards of community-engaged research.

## **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. This past year, TWP was integrated into the Museum’s Starstruck exhibit. Middle school students (primarily from Auburn Middle School) viewed and researched images in the exhibition and composed expository paragraphs using the format of NASA’s Astronomy Picture of the Day. They also researched classical myths related to the night sky and composed original stories using this format. Starstruck programming also brought every middle-schooler (about 700 students) in Lewiston-Auburn into the museum for a guided tour of the exhibition, a hands-on art project related to the show, an “Astronomy 101” presentation by the Southern Maine Astronomers, and a campus tour. The programming culminated with a real-time radio conversation with an astronaut on the International Space Station, facilitated by our local amateur radio club and the international amateur radio community (the broadcast was bounced from Bates to Maryland to Nova Scotia to Italy to the space station and back the opposite route). A total of 1,939 students and 55 teachers were served by Starstruck programming, and a total of 10,239 were served by the exhibition and other programs such as lectures, tours, workshops, etc.



Additionally, the Museum of Art hosted a program called Rollin' to Olin in which all fourth-graders at Geiger and Montello elementary schools in Lewiston, and Park Avenue, Sherwood Heights, and Washburn elementary schools in Auburn visited the Museum to see art, watch a performance, and write about their experiences. This program was so successful that the Lewiston School Department has formally adopted the program for the 2013-2014 academic year, with plans to serve all of the elementary schools.

Finally, museum staff created and delivered after school arts programming to Lewiston Middle School through the school's 21st Century Afterschool program. Five Lewiston Middle School students participated in 24 one-hour sessions that utilized TWP strategies to investigate the students' landscape and portraiture to produce poetry and rap songs. An open house for parents was held at the end of the spring session, at which students presented their work, which can be seen at this blog: <http://www.bates.edu/museum/category/1000-words-blog/>

### ***Neighbor Night***

Bates students helped to organize, support and host an annual neighborhood get-together at Hillview Family Development. Students helped with many aspects of the event. Originally begun as a way to introduce Somalis to their new community, it continues with the goal of getting neighbors together.

### ***Orientation Re-Imagination***

With support from a small grant from the Bringing Theory to Practice project, the Harvard Center took the lead in convening a diverse group of Bates stakeholders for discussion aimed at developing and implementing a new and sustainable program for orienting students to the on-campus and off-campus communities in ways that underscore and promote the civic mission of the college. The project, called Orientation Re-Imagination, established fresh lines of communication and shared action between the Harvard Center, Dean of Students office, Multifaith Chaplaincy, and the Office of Intercultural Education. The project also prioritized student experiences, interests, and ideas by empowering a core group of students to develop and present a proposal or series of proposals for a civically-minded Orientation program. Many of the ideas that emerged during this initiative will be implemented in fall 2013.

## **Phillips Fellowships**

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

- Asha Mohamud (Africans4Africa: A Pan-Africa Endeavor)
- Rampit Singh (A Study of Hindu and Sikh Pilgrimage)
- Rachel Bauman (Berlin Then and Now: The Holocaust as It Is Remembered)
- Barbara Crespo (Gender Inequalities in Addis Ababa, Ethiopia)

## **Planetarium**

During the academic year, Professor Gene Clough gave 13 shows for community and school groups that involved well over 200 people. He also gave a presentation for local physics teachers on how the projector works. Six shows were also given to students from Central Maine Community College by CMCC Professor Jay Sarton.

## **Taste of L-A**

The Student Activities Office hosted the eighth 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). This year's Taste of L-A raised over \$1800 for The Root Cellar, a youth and family service center in Lewiston.

## **Victoria Wyeth Residency**

The Harvard Center facilitated and coordinated the January residency of Victoria Wyeth '01, who visited classes and made presentations on the work of her grandfather, Andrew Wyeth, at Auburn Middle School, Longley Elementary School, and several others. She also made a presentation to residents of Schooner Estates Retirement Community.

## **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.

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 our annual Awards Celebration, 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 seventh year of our discussion series, "Public Works in Progress." PWIPs offer faculty, staff, students, and community partners an opportunity to present and discuss community partnerships, community-engaged learning, community-engaged 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:

- September 27: Jim Parakilas (Arts Collaborative), *Arts Residencies Serve Town and Gown*
- October 15: Laura Faure (Bates Dance Festival), *red, black & GREEN: a blues, an anthem for change*
- October 29: Clarisa Pérez-Armendáriz (Politics), *Will Immigrants Lend Money to the Governments They Left Behind?*
- November 8: Catherine Buell (Mathematics), *Women in Mathematics: Engaging Androscoggin High School and Middle School Students*

- December 3: Krista Aronson (Psychology), *The Story Book Project: voices of children from Maine to Italy*
- January 28: Anthony Shostak (Museum of Art) and Sam Rothberg '13, *Rollin' to Olin: Renewing a Relationship*
- February 7: Holly Ewing and Jane Costlow (Environmental Studies), *Big Challenges: Community-Based Research with a Large Class*
- February 25: Alexandre Dauge-Roth (French and Francophone Studies), Madeline Levitt '13, and Caroline Watson '13, *Discovering and Sharing the Maine French Heritage Language Program*
- March 25: Jane Costlow (Environmental Studies) and Taryn O'Connell '13, *The Trees on Tree Street: Nature Activities and the Downtown Summer Program, 2011*
- April 1: Bill Matthews and Dale Chapman (Music), *Musical Outreach Undertaken Using Resources from a PDoG Grant from the Harvard Center*

### **Civic Forum Series**

The Civic Forum Series explores civic, political, and policy issues that are significant to the Bates community, Maine, and beyond. This past year we had the pleasure of partnering in this series with a variety of people from the Bates and larger communities. Once again most of our events were taped for rebroadcast on Maine Public Radio as part of their "Speaking in Maine" series. The first forum event was a lecture and residency of Todd Gitlin, professor of journalism and sociology and chairperson of the Ph.D. program in communications at Columbia University. Professor Gitlin spoke on "Will There Be an Occupy 2.0?" and met with community activists as well as classes in the Anthropology, Sociology, Politics, and Rhetoric departments. His visit was sponsored jointly with the Machiah Center in New Gloucester, Maine.

In September, the Center sponsored a morning panel on "The Path from Activism to Leadership: Through the Alumni Lens of Engagement" in partnership with the Bates Alumni Council and the Bates Office of Alumni and Parent Engagement. The panel included Ben Chin '07, Political Director, Maine People's Alliance; Jessica Parsons '93, Project Manager, Circle the City at the Emerald Necklace Conservancy; and Melanie Mala Ghosh '93, Massachusetts Institute of Technology. About 40 people attended and about 15 students stayed for lunch afterwards to talk individually with the alumni. Students met again with alumni weeks later to follow up on issues of activism and organizing initially discussed.

The Harvard Center ran two Civic Forum events as part of the celebration of the 40th anniversary of Senator Edmund Muskie's Clean Water Act. Planned in conjunction with the Bates History Department, Environmental Studies Program, and Muskie Archives, we sponsored a lecture by environmental historian and professor William Cronin of the University of Wisconsin- Madison, who spoke on "The Riddle of Sustainability: A Surprisingly Short History of the Future." In early October, we worked with the same groups to present a panel entitled, "The History and Future of the Clean Water Act in Maine." Panelists included Stephen Hinchman, Attorney, Androscoggin River Alliance; Pete Didisheim, Advocacy Director, Natural Resources Council of Maine; Emily Figdor, Director, Environment Maine; and John Storer, Engineer, Auburn Water and Sewage District. Laura Sewall from the Harvard Center moderated.

The final event in the series was a lecture by Laura Fortman, Executive Director of the Frances Perkins Center and former Commissioner for Maine's Department of Labor, who spoke in October before the presidential election on "Frances Perkins: New Deal Legacy and Lessons for Today."

### ***Public Scholars Symposia***

When it comes to civic engagement in the context of higher education, questions of diversity and faculty incentives are attracting a good deal of attention these days. In the 2012-13 academic year, Public Scholars Symposia at Bates took aim at each issue.

As education and income gaps continue to widen in the U.S., colleges and universities are keen to develop or strengthen programs that help attract and retain students from underrepresented populations. There is evidence that civic engagement and service learning programs do just that, and there is reason to believe that with greater intentionality, such programs could even more effectively support the flourishing of first generation college students and students of color. Toward that end, the Harvard Center collaborated with the Office of Diversity, Equity, and Inclusion at Bates to host a series of community dialogs and workshops aimed at querying the relationship between two key commitments emphasized in the college's mission statement: commitments to "the transformative power of our differences" and to the cultivation of "informed civic action." Professor Susan Sturm of Columbia University's School of Law and director of the Architecture of Full Participation project, which seeks to connect civic engagement and diversity/inclusion efforts on college and university campuses, helped resource

this work at a conference in Michigan (attended by the Harvard Center director and associate director) and through a workshop presented at Bates.

A second series of discussions co-hosted by the Harvard Center in AY 2012-13 focused on the question of how to square the college's commitment to publicly-engaged teaching and scholarship with its faculty review standards and processes. A working group of five faculty members, including the director of the Harvard Center, met throughout the fall semester, hosting a "table talk" discussion at a faculty meeting and, eventually, an evening event for a smaller number of faculty interested in talking through the possible strategies for new approaches at Bates. Several outside speakers participated in our work at one time or another during the year, including Lorlene Hoyt, Director of Programs and Research at the Talloires Network, and Susan Albertine, vice president of the Office of Engagement, Inclusion, and Success at the Association of American Colleges & Universities.

An additional public symposium undertaken with significant Harvard Center support was the Andrews Lecture featuring civil rights and union and political organizer Marshall Ganz, now of the Harvard Kennedy School. Ganz's presentation, "Leading Change: Story, Strategy, Action," drew a large and interested crowd.

## **Grants**

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

#### **Community-Engaged Research Fellowships**

During the Winter term, five outstanding students participated as Community-Engaged Research (CER) Fellows. This twelve-week program is designed to provide enhanced learning and support for students doing community-engaged thesis or other research projects. This year's Fellows conducted research in diverse fields, including Biochemistry, Environmental History, Sociology, and Education. Projects targeted pediatric dental health, refugee girls' empowerment through literacy, prenatal health among Somali refugees/immigrants, river-focused pollution debates in the 1950s, and teenage pregnancy. CER Fellows met weekly with the Harvard Center director and associate director for learning and mentoring. They eventually presented their research together at Mt. David Summit in a well-received program entitled,

“Putting Community-Engaged Research on the Map.” Four of the five Fellows were named Fulbright Teaching Fellows for the subsequent year.

### **STA/RT (Short Term Action/Research Team) Fellowships**

Thanks to a grant from the Christian A. Johnson Endeavor Foundation, we were able to continue a program this academic year, which was piloted during Short Term 2012, called STA/RT, the Short Term Action/Research Team. Eight students received fellowships to function during the College’s five-week term in April and May as a rapid response research and action team. In some cases, they performed research tasks for community partners and in other cases, executed actions that were grounded in research evidence. The team worked on eight projects in total for ten different community partners. The eight members of this year’s team came from academic majors across the College.

All students participated in developing and delivering a program for Head Start children and their families that engaged participants in activities for family learning. Each STA/RT student then was the primary on a particular research/action project. All students helped with each project as needed. The projects and a brief description of the projects are listed next to each lead student.

- Akinyele Akinruntan worked with Healthy Androscoggin to research the needs of the local immigrant and refugee community to help connect them to Healthy Androscoggin’s programming;
- Rin Inchino, a Japanese exchange student, worked on the Head Start Block Party;
- Deana Lorenzo worked with Friends of Pettingill Park, a grass roots effort to engage the community in supporting a new neighborhood park on the site of a closed school;
- Marisa Mohrer partnered with the Not Here Justice in Action Network to raise awareness among first responders about how to recognize and respond to local instances of human trafficking;
- Quincy Snellings worked with Winter Kids to interpret data from a program improvement survey given to public school teachers who used this outdoor teaching program;
- Sarika Subramaniam worked with the Somali Bantu Youth Association to help them develop and implement a plan for writing grants to support their programming for Somali Bantu youth and adults;

- Edward Wells researched the TB protocols of local colleges and developed a consistent protocol that they can use for students working with TB vulnerable populations;
- Raisa Sharmin researched police files that pertained to a batterer's intervention program for SafeVoices.

### **Harward Center Summer Student Fellowships**

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

The Harward 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 2013 include:

- Lizzie Baird '14, *The Nutrition Center of Maine, St. Mary's Health System, Lewiston, ME*
- Merrill Brady '14, *Free Health Clinic at Trinity Jubilee Center, Lewiston, ME*
- Stephanie Caplen '14, *L/A Arts, Lewiston, ME*
- Teika Carlson '15, *Hillview Family Development, Lewiston Housing Authority, Lewiston, ME*
- Theodosia Fehsenfeld '16, *Futurewise, Seattle, WA*
- Mikka Macdonald '16, *International Rescue Committee, Baltimore, MD*
- Sarah Maneval '14, *Volunteer Lawyers Project, Portland, ME*
- Alexandra Morrow '16, *Children's Museum of New Hampshire, Dover, NH*
- Katie Polio '15, *Community Concepts, Lewiston, ME*
- Cody Tracey '15, *Jane Doe, Inc., Boston, MA*

### **Arthur Crafts Service Grants**

Arthur Crafts Service Grants provide funds for students who design an academic community-engaged 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 2012-13 include:

**Fall 2012**



- Emily Baumgarten '16, Brett Emmons '15, Jessica Nichols '15, Aaron Nickelsberg '15, Kate Paladin '15 and Michelle Pham '15, *Community-engaged learning work with Community Concepts, Lewiston, ME*
- Stephanie Cade '13, *Thesis work with Somali Bantu Youth Association of Maine, Lewiston, ME*
- Teika Carlson '15, Emily Egan '13 and Stephanie Jefferson '14, *Community-engaged learning work with YWCA of Central Maine, Lewiston, ME*
- Caroline Sollmann '13, *Community-engaged learning work with Hillview Family Development, Lewiston Housing Authority, Lewiston, ME*

### **Winter 2013**

- Emma Davies '16, Robin Jones '15, Carly Peruccio '16 and Sarah Wainshal '16, *Community-engaged learning work with Community Financial Literacy, Portland, 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 \$150 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 2012-13 include:

- Kelly Coyne '13, *Thesis work with Tree Street Youth, Lewiston, ME*
- Caroline Cramer '14 and Meredith Kelly '14, *Community-engaged learning work with Hillview Family Development, Lewiston Housing Authority, Lewiston, ME*
- Emily Diepenbrock '14, Patrece Joseph '14 and Merissa Warner '14, *Community-engaged learning work with the Downtown Education Collaborative, Lewiston, ME*
- Julia Eyman '15, Marycarmen Flores '15, Elena Jay '15, Amanda Solch '14, Malia Taggart '15 and Sylvia Wong '15, *Community-engaged learning work with Welcoming Maine, Lewiston, ME*
- Shabrina Guerrier '13, *Thesis work with Tree Street Youth, Lewiston, ME*
- Jordan Lupo '13 and Erin O'Connor '13, *Thesis work with Hillview Family Development, Lewiston Housing Authority, Lewiston, ME*
- Alyssa Morgosh '15, *Community-engaged learning work with Central Maine Medical Center, 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 2012-2013 include:

### **Fall 2012**

- Alex Bolden '15, *Tree Street Youth, Lewiston, ME*
- Gabrielle Concepcion '15, *America Counts, Lewiston, ME*
- Alyssa Connors '16, *America Counts, Lewiston, ME*
- Destany Franklin '14, *Hillview Family Development, Lewiston Housing Authority, Lewiston, ME*
- Eileen Lam '15, *America Reads and America Counts, Lewiston, ME*
- Laura Max '13, *America Reads and America Counts, Lewiston, ME*
- Derek Murphy '14, *America Reads and America Counts, Lewiston, ME*
- Camille Smith '14, *America Reads, Lewiston, ME*
- Danielle Traverse '13, *Tree Street Youth, Lewiston, ME*
- Hannah Zeltner '16, *America Counts, Lewiston, ME*

### **Fall 2012 and Spring 2013**

- Nicole Bermudez '16, *America Reads and America Counts, Lewiston, ME*
- Katherine Brea '15, *America Counts, Lewiston, ME*
- Maya Cates-Carney '16, *America Counts, Lewiston, ME*
- Jessica Clergeau '15, *Advocates for Children, Lewiston, ME*
- Alyssa Connors '16, *The Nutrition Center of Maine, St. Mary's Health System, Lewiston, ME*
- Addie Cullenberg '16, *America Reads and America Counts, Lewiston, ME*
- Aine Fitzgerald Coleman '16, *America Reads and America Counts, Lewiston, ME*
- Maura Maloney '13, *Lewiston High School, Lewiston, ME*
- Toby Myers '16, *Thorncrag, Stanton Bird Club, Lewiston, ME*
- Yoly Rodriguez '15, *America Reads, Lewiston, ME*
- Sheryl Todman '14, *America Counts, Lewiston, ME*
- Ken Whitney '13, *America Reads, Lewiston, ME*
- Jazmine Woodruff '16, *Tree Street Youth, Lewiston, ME*

### **Spring 2013**

- Grace Boueri '16, *The Nutrition Center of Maine, St. Mary's Health System, Lewiston, ME*

- Jedd Countey '14, *City of Lewiston Planning Office, Lewiston, ME*
- Shabrina Guerrier '13, *Tree Street Youth, Lewiston, ME*
- Patrece Joseph '14, *Advocates for Children, Lewiston, ME*
- Thomas Koshy '14, *Lewiston School Department, Lewiston, ME*
- Sylvia Leiva '13, *Tree Street Youth, Lewiston, ME*
- Tennysha St. John '13, *Hillview Family Development, Lewiston Housing Authority, Lewiston, ME*

### **Summer 2012**

- Ben Breger '15, *Lake Auburn Watershed Protection Commission, Auburn, ME*
- Lexie Carter '14, *Lewiston School Department, Lewiston, ME*
- Denise Del Villar '16, *Camp Ronald McDonald for Good Times, Los Angeles, CA*
- Brett Emmons '15, *Tree Street Youth, Lewiston, ME*
- Andrea Meyer '14, *Lewiston School Department, Lewiston, ME*
- Madelene Santizo '16, *Uncommon Good, Claremont, CA*
- Nick Steverson '15, *Tree Street Youth, Lewiston, ME*
- Maria Vargas '16, *Kids Unlimited, Medford, OR*
- Fidelia Zelaya '15, *American Institute for Cancer Research, Washington, DC*

### **Volunteer Service Grants**

These grants are awarded by the Student Volunteer Fellows to support students' community service activities. Awards in 2012-13 include:

- Emily Bechtold '13, *Tree Street Youth, Lewiston, ME*
- Hally Bert '14, *Sustainable L-A, Lewiston, ME*
- Thao Dang '16, *Blake Street Towers, Lewiston Housing Authority, Lewiston, ME*
- Emily Diepenbrock '14 and Madeline Levitt '13, *Hillview Family Development, Lewiston Housing Authority, Lewiston, ME*
- Destany Franklin '14 and Robert Highland '13, *Hillview Family Development, Lewiston Housing Authority, Lewiston, ME*
- Alayna Garbarino '14 and Jacon Sandor '14, *Student-Athlete Advisory Committee, Bates College, Lewiston, ME*
- Matthew Gee '16 and Olivia Gregorius '15, *Blake Street Towers, Lewiston Housing Authority, Lewiston, ME*
- Matthew Gee '16 and Tenzin Namdol '15, *YWCA of Central Maine, Lewiston, ME*

- Megan Murphy '13 and Cody Tracey '15, *Bates Night in Town, Bates College, Lewiston, ME*
- Alanna Prince '13 and Caroline Watson '13, *Poland Regional High School, Poland, ME*
- Lee Sandquist '15, *Habitat for Humanity, Lewiston, ME*
- Amanda Solch '14, *The Center for Wisdom's Women, Lewiston, ME*
- Juwon Song '15, *Auburn School Department, Auburn, ME*
- Kimberly Sullivan '13, *Tree Street Youth, Lewiston, ME*

### **Harward Center Student Transportation Assistance Grants**

The Harward Center provides funds to assist students with travel connected to community-engaged learning and volunteer work. The following students received these grants in 2012-13:

- Alison Bennett '13 and Danielle Traverse '13, *Community-engaged learning work with Casco Bay High School, Portland, ME, Merriconeag Waldorf School, Freeport, ME, Meadowbrook Montessori School, Freeport, ME and Auburn Land Lab, Auburn, ME*
- Ashley Bryant '16, *Volunteer work with Dana Farber Cancer Institute, Boston, MA*
- Justin Conway '14, Destany Franklin '14 and Stephanie Jefferson '14, *Volunteer work with Hillview Family Development, Lewiston Housing Authority, Lewiston, ME*
- Phillip Dube '16, *Attendance at Energy for Tomorrow Conference, New York, NY*
- Alexandra Morrow '16, *Attendance at Project Pericles D4D National Conference, New York, NY*
- Mahala Sacra '14, *Volunteer work with EcoLogic, Cambridge, MA*
- Lee Sandquist '15, *Volunteer work with Habitat for Humanity, Lewiston, ME*
- Malia Taggart '15, *Community-engaged learning work with Achievement First Hartford Academy, Hartford, CT, The Amigos School, Cambridge, MA and Merriconeag Waldorf School, Freeport, ME*
- Elenor van Gemeren '13, *Thesis work with Meadowbrook Montessori School, Freeport, ME, Merriconeag Waldorf School, Freeport, ME and The Waynflete School, Portland, ME*
- Elenor van Gemeren '13, *Community-engaged learning work with Pine Grove Child Development Center, Falmouth, ME and Winfield Children's House, Falmouth, ME*

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

Harward Center Grants for Publicly-Engaged Academic Projects are awarded several 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 2012-13, nine projects were awarded grants totaling approximately \$31,508.

The PEAP grant recipients for 2012-13 were:

- Myron Beasley (African American Studies), “Visual Narratives: The City, Ethnography and Cultural Politics.” This grant supported the community-engaged short term course *Visual Narratives: The City, Ethnography and Cultural Politics* through the development of a cumulative photographic exhibition and catalogue, a panel discussion of students reflecting on their work, and rental space for the show that was held in Lewiston, Maine.
- Alexandre Dauge-Roth (French and Francophone Studies), “Learning and Filming with Orphans of the Genocide in Rwanda.” This grant funded a community-based short term course in Rwanda which allowed Bates students and Rwandan students of the orphans’ association “Tubeho” to share their perceptions of Rwanda’s culture, history, and “social imaginary” through a series of collaborative film projects. While the focus of this course in 2009 was an oral history project, this time the collaboration between Bates and Tubeho was articulated through creative video projects and focused on the present views and aspirations of community partners as well as the Bates students’ role as foreign interlocutors. Through creative and documentary film projects, American and Rwandan students exchanged their ideas, views, and perception of Rwanda’s present society.
- Carol Dilley (Dance), “Maximizing the Community Engagement of DANC 253: Dance Repertory Performance.” This grant provides support for DANC 253: Dance Repertory Performance. It will bring The Urban Bush Women, a NY company of international importance that puts building community through Dance at the very core of their mission, to Bates to create dance through a variety of dance practices and to diversify the experience of both students and audiences.
- Phyllis Graber Jensen (Bates Communications Office), “Ritual and Beyond: An Historical View of the Lewiston-Auburn Jewish Community.” This grant funds the observance of 10 religious and cultural practices in order to explore the history of Lewiston-Auburn Jewish residents. Using personal narratives, both written and video-recorded; photographs (including archival documents and contemporary portraits); and three-dimensional objects, the observers will portray the importance of Jewish tradition in the life of a small Maine metropolis. A curated exhibition of 10 narrators and their rituals will showcase traditions whose L-A roots reflect this region’s distinctive history.

- James Hughes (Economics), “The Vietnam Migration and Human Trafficking Household Survey – Pilot Project.” This grant funds a test of the feasibility and reliability of gathering statistically reliable data on migration and human trafficking by using a household survey of family members left behind. If successful, such surveys will allow policymakers to reliably address some of the most basic demographic questions regarding trafficking victims such as income, age, occupational status, ethnicity and others. The survey will also fill an important gap by revealing the economic and social effects of migration and trafficking on remaining family members. This pilot project is needed to test the questionnaire and the enumerator training protocols in anticipation of the full survey.
- Emily Kane (Sociology), “Adverse Childhood Experiences (ACEs) in the Lewiston-Auburn Area: A Partnership Between Advocates for Children and the Bates Sociology Department.” This grant funds a research project partnership between Advocates for Children, Bates alumna Sarah Davis (’10), Emily Kane, and students in her seminar on “Public Sociology” (Soc. 395K). Qualitative interviews will be conducted with low-income participants in the “Maine Families” program administered by Advocates for Children, as well as with the home visitors who work with those families. Interviews will focus on the families’ experiences with the circumstances identified in the literature on Adverse Childhood Experiences (ACEs), a literature that has argued that such experiences strongly predict other adverse experiences in adulthood like heart disease, alcoholism, anxiety, depression, smoking, and lung disease among others. Interview topics will include exploration of ACEs experienced by current program participants when they were children, ACEs experienced by those parents’ children (all participants in the Maine Families program are current or expectant parents), and any strategies these families are using to adapt and respond in the face of these adverse circumstances. The goals of the project are to better understand the mechanisms that propel cycles of ACEs in our area (with particular attention to poverty and other forms of social inequality), how local families cope with ACEs, and how service providers associated with Advocates for Children and beyond can more effectively target their efforts to prevent the cycle of ACEs.
- Justin Moriarty (Theater), “Building Confidence through the Arts.” This grant covers the cost of developing an enrichment theater arts workshop series for youth who are currently being held in detention at the Long Creek Youth Development Center, located in South Portland, ME.

- Therí Pickens (English), “Beyond Intellectual Profit: Using Classroom Knowledge in the Workplace.” This grant funded a one-day symposium with four workshops. The goals were threefold: students were asked to align their intellectual pursuits with their career aspirations; the symposium was an act of publicly-engaged scholarship because it included multiple community and Bates partners in a discussion of scholarship at work; and the presumed hierarchy in town/gown relations was challenged by enlisting staff and community partners as teachers.
- Julie Rosenbach (Facility Services/Environmental Studies), “Developing Student Environmental Leaders through Engaged Civic Action.” This grant supported the inclusion of a team-building retreat facilitated by Outward Bound in an environmental leadership Short Term course. The goal of the environmental leadership course was to help students develop skills and sensibilities to put their passions to practice in transformative ways. It was designed to give students an opportunity to develop confidence in their abilities and build a network of peers that support each other in continuous engagement in civic issues.

### **Harvard Center Grants for Programs, Departments, Offices, or GECs**

In contrast to the individual faculty and staff projects supported by PEAP grants, the Harvard Center’s Grants for Programs, Departments, Offices, or General Education Concentrations (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, offices, and General Education Concentrations. One unique feature of P-DOGs is that they carry an automatic, supplemental “Act II” grant, available to the grantees once their initially funded project is complete.

Two Program, Department, Office, or GEC grants were awarded in 2012-13:

- The Dance Program received “Act II” P-DOG funding to concentrate more narrowly on solidifying its new community partnerships for Tour Teach Perform and to build on the surge in the Franco American Bates (FAB) audiences at the Franco American Heritage Center. Funding will cover the cost of hiring a hip-hop artist-in-residence for Tour Teach Perform and artist expenses for the eighth annual FAB Dance Concert.
- The Music Department received P-DOG funding to support collaboration between the department and the 4<sup>th</sup>-12<sup>th</sup> grade strings-music program of the Lewiston Public Schools.

Funding will cover the cost of a visit by Sebastian Ruth, the violist of the Providence String Quartet and founder of Community MusicWorks in Providence, who will come to Lewiston for two days and consult with faculty and students of these two music programs, as well as Lewiston school administrators, on ways that Bates music students can contribute to the advancement of the strings program in the Lewiston schools.

### **Faculty Discretionary Grants**

Faculty Discretionary Grants are offered to faculty in amounts up to \$1000 to support community-engaged learning activities in existing courses. Discretionary grants may also be used as seed funding for the planning and development of larger community-engaged grants such as the Harvard Center Grants for Publicly-Engaged Academic Projects. Grants can enhance community-engaged learning, community-engaged 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 2012-13 academic year include:

- Anita Charles, Education; ED 245: Literacy in the Preschool and Elementary Years, to cover the costs of book binding, lunch with Poland students in the College's dining hall, a final family event in Poland, and for Bates student transportation to Poland Community School to work with 12 members of a Gifted & Talented class of 4<sup>th</sup> graders on a "community stories" project with elderly members of the Poland community.
- Anita Charles, Education; NEERO Conference, to support the cost of a symposium presentation on community-engaged work by one faculty member, one staff member, one Bates student, and two community partners at the annual NEERO (New England Educational Research Organization) Conference.
- Margaret Creighton, American Cultural Studies; ACS 220: Community Studies, to fund a student field trip to Museum L-A and Blue Nile restaurant in Lewiston, and to cover costs associated with the mounting and exhibition of posters for an oral history project on Bates staff members.
- Therí Pickens, English; "Beyond Intellectual Profit: Using Classroom Knowledge in the Workplace," to fund a one-day symposium with Kirk Nugent, an award-winning speaker and trainer who has sought to challenge simplistic notions about success and self-actualization.



- Melinda Plastas, Women and Gender Studies; PT/WS s27A: Feminisms of the 1970s and 1980s, to fund speaker honorariums, supplies, and food for a final luncheon with community organizers and students. Topics included sexuality and reproduction, immigration and transnational migration, and work and cooperatives.
- Mara Tieken, Education; EDUC 231: Perspectives on Education, to cover the cost of speaker stipends (two local teachers and an after-school provider) and a pizza party for student volunteers.
- Mara Tieken and Anita Charles, Education; EDUC 231: Perspectives on Education, to fund a stipend for a guest speaker on parental perspectives on education.
- Joshua Vink, Theater; “Improvisation: Acting in the Moment – Guest Artist Jay Rhoderick,” to fund a visit by guest artist Jay Rhoderick, a professional improvisational performer, educator, and trainer from New York City to lead three evening workshops at Bates and Lewiston High School.

### **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. This year awards were given to:

- Kristen Cloutier, Harvard Center for Community Partnerships, for her work on the Not Here Conference on Human Trafficking. Funds helped with registration and snack expenses.
- Heather Ward, Financial Offices, for her work with Boy Scout Troop 109. Funds were used to purchase merit badge books for members.
- Keith Pray, Dining Services, for his leadership of a tobacco cessation support group through Healthy Androscoggin. Funds provided coffee and occasional snacks.

### **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 Fadia Felfle '15, Tenzin Namdol '15, Nathalie Navarrete '13, Naima Qambi '15, Sarika Subramaniam '14, and Kim Sullivan '13.

Students participated in two trainings, one on effective grant writing and the other on non-profit organizations. These were open to all student leaders. The following awards were granted:

- Healthy Androscoggin received a grant for its work with Bates students on their *Breastfeeding in Business* program.
- Lewiston Housing Authority received a grant to support biweekly visits of the ArtVan, a mobile art therapy program, to Hillview Family Development as part of their summer children's programming, which is led by a Bates student.
- The Maine Alliance for Drug Treatment Courts received a grant to support their mini-grant program. Bates students will participate in selecting mini-grant recipients.
- Somali Bantu Youth Association of Maine received a grant to purchase a computerized GED practice testing program.
- Tree Street Youth received a grant to support development of performing and visual arts enrichment programming.

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

**The Professor Leland Bechtel Fund** supports the outstanding community work of a Psychology major. This year the award went to Andrea King '13. Annie did her senior thesis at the Renaissance School in Auburn. She worked with local adolescent boys, using social skills games and mindfulness activities designed to improve social and academic competence.

**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 Skye Ellement '15. Skye worked with Safe Voices, the domestic violence prevention organization that serves Androscoggin, Oxford, and Franklin counties. She has volunteered regularly over the past two years, taking Help Line calls, helping at the shelter, and providing assistance with various projects.

### **Grants Received by the Harvard Center**

- Christian A. Johnson Endeavor Foundation (\$232,203.08): for multi-year support of Harvard Center faculty and departmental grants for community partnerships, student

community-engaged research fellowships, and an annual forum of public scholarship by Bates faculty and students.

- Kohn Foundation (\$10,000): to support the Civic Leadership Program, also known as the Bonner Leader Program.
- Bringing Theory to Practice (\$1,000 seminar grant): to convene “Orientation Re-Imagination”—a collaborative effort to rethink entering student orientation in the context of the Bates mission statement, with special focus on the goal of cultivating “informed civic action” and “responsible stewardship of the wider world.”

## **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 seventh 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.
- Kristen Cloutier was a member of the NOT HERE Coalition to End Human Trafficking, which received an International Association of Chiefs of Police Civil Rights Award at its annual conference in San Diego, CA in October.
- Peggy Rotundo received the Maine Children's Alliance 2012 Champion for Children Award.
- Peggy Rotundo received the Maine Developmental Disabilities Council's 2012 Policymaker of the Year Award.
- Peggy Rotundo received the National Association of Social Workers 2012 Maine Legislator of the Year Award.
- Peggy Rotundo received the 2012 Sam Shapiro Award from the Maine Democratic Party.
- Emily Kane received the Maine Campus Compact Donald Harward Faculty Award for Service-Learning Excellence. As a Professor of Sociology, Emily has spent the past 17 years incorporating community-engaged learning into her course work. Ranging from first year seminars to upper level courses, her classes explore the academic, cognitive and civic benefits that community-engaged learning provides students.

- Kim Sullivan '13 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. Kim was recognized for her work with Tree Street Youth, a non-profit that she co-founded with Julia Sleeper '08. Kim's particular focus is on the college preparatory program. She works with middle- and high-school students around aspirations, college applications, visits, and financial aid.
- Kate Paladin '15 and Jess Nichols '15 were selected as finalists in Project Pericles' D4D letter-writing to an elected official competition. They will receive a \$500 grant to further their work on the issue of possible tar sands transport through Maine.

## Affiliations

The Harvard Center and Bates College continue to work with a wide range of national consortia, project networks, and organizations in order 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 two 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 more than 90 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 which 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 are 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 with and learn from colleagues around the world.

## **Presentations, Publications, Consultations and Public Service**

- Peggy Rotundo participated in a panel for First Year students, which was held as part of their orientation in September. The students had all read "The Spirit of Compromise" by Amy Gutmann and Dennis Thompson, and the panel discussed ways that students could explore and shape themselves into productive and positive collaborators/compromisers.
- Ellen Alcorn and Holly Lasagna contributed to an article co-authored by Sociology Professor Emily Kane and Psychology Professor Georgia Nigro entitled "Permeable Boundaries: Connecting Coursework and Community Work in Disciplinary Curricula," to be published in an upcoming book, *Deepening Community Engagement in Higher Education: Forging New Pathways*. The volume, edited by Ariane Hoy and Matthew Johnson of the Bonner Foundation, and published by Palgrave Macmillan, is scheduled for release in September 2013.
- Holly Lasagna co-presented, with David Scobey, on "Liberal Arts Colleges and the Copernican Moment: Transforming Undergraduate Education for the 21<sup>st</sup> Century" at the Fall 2012 Imagining America National Conference in New York, NY.
- Darby Ray presented "The Meaning of Work" at Museum L-A in conjunction with the Smithsonian Traveling Exhibit, "The Way We Worked."
- Darby Ray presented "Religion, Spirituality, and Leadership" to the Leadership Studies Seminar at USM-LAC.
- Darby Ray was a co-presenter of a discussion entitled, "Civic Professionalism – Key Insights and Strategies from the Teagle Foundation's Engaging Undergraduate Education Research Group" at the Project Pericles Program Directors' Conference at Ursinus College in Collegeville, PA.
- Darby Ray was a co-presenter of a session on engaged undergraduate education at the Imagining America national conference in New York, NY.

- Kristen Cloutier was a co-presenter of a discussion entitled, “Program Directors Working Group on Promoting Inter-Institutional Collaboration via Social Media and Technology” at the Project Pericles Program Directors' Conference at Ursinus College in Collegeville, PA.
- Peggy Rotundo spoke to Professor Leslie Hill’s “U.S. Women and Politics” class.
- Peggy Rotundo participated in a “Women in Leadership” panel that was hosted by Cameron Sheldon '13.
- Peggy Rotundo spoke at the Maine Equal Justice Partners Conference.

### **Harward Center Staff Civic Leadership**

Harward Center staff members model civically-engaged lives by committing themselves to diverse forms of civic participation and leadership in the local and statewide communities. In the past year Harward Center staff members served the community in these diverse roles: vice president of Maine Rivers; member of the Maine House of Representatives and House chair of the Maine Legislature’s Appropriations and Financial Affairs Committee; member of the Advisory Board of the Margaret Chase Smith Public Policy Institute; member of the Advisory Committee for the Lewiston District Court’s Family Drug Court; member of the Comprehensive Plan Committee for the City of Lewiston; member of the L/A Betterment Committee of the Young People of the Lewiston Auburn Area (YPLAA); member of the Education and Development Committee for Advocates for Children; member of the Holiday Festival Committee for Advocates for Children; member of the Planning Committee for the NOT HERE Conference on Human Trafficking; board chair of United Somali Women of Maine; board member of the United Way of Androscoggin County; member of the Meeting Basic Needs Council; board member of the Maine Community Foundation; an Androscoggin County Advisor; member of the L/A Future Forum; member of the Great Falls Forum selection committee; member of the Downtown Education Collaborative; member of the fundraising committee for Safe Voices; and member of the marketing committee for Tree Street Youth.

## Appendix

### *Community Agency and Institutional Partners*

- Achievement First Hartford Academy
- Advocates for Children
- American Cancer Society
- American Institute for Cancer Research
- The Amigos School
- Androscoggin County Chamber of Commerce
- Androscoggin Head Start and Child Care
- Androscoggin Land Trust
- ArtVan
- Auburn, City of
- Auburn Land Lab
- Auburn-Lewiston YMCA Childcare
- Auburn Middle School
- Auburn Public Library
- Auburn School Department Central Office
- Auburn Ski Association
- Audubon Naturalist Society
- B Street Health Center, St. Mary's Health System
- Big Brothers/Big Sisters
- Blake Street Towers
- Bowdoin College Organic Farm
- Boys and Girls Club
- Bruce M. Whittier Middle School
- Bureau of Land Management
- Camp Ronald McDonald for Good Times
- Casco Bay High School
- Catholic Charities of Maine
- Center for Wisdom's Women
- Central Maine Medical Center
- Children's Museum of New Hampshire
- Clover Health Care
- Community Concepts, Inc.
- Cottonwood Gulch Foundation
- Damascus Citizens for Sustainability
- Downtown Education Collaborative
- Durham Elementary School
- Edward Little High School
- Equality Maine
- Environmental Protection Agency
- Farwell Elementary School
- Finney Farm
- Franco-American Heritage Center
- Friends of Pettingill Park
- Futurewise
- Geiger Elementary School
- Good Shepherd Food Bank
- Goodwill Industries International, Inc.
- Greenaction for Health and Environmental Justice
- Green Corps
- Green Energy Maine

- Habitat for Humanity
- Healthy Androscoggin
- Hillview Family Development
- Huyck Preserve
- Immigrant Legal Advocacy Project
- International Rescue Committee
- International Union for Conservation of Nature
- Jane Doe, Inc.
- John T. Gorman Foundation
- Kids Unlimited
- L/A Arts
- Lake Auburn Watershed Protection Commission
- Lake Region High School
- Lakes Environmental Association
- LEAD Pakistan
- LEAP
- Leeds Elementary School
- Let's Get Ready
- Lewiston, City of
- Lewiston Adult Education
- Lewiston/Auburn Economic Growth Council
- Lewiston Auburn Islamic Center
- Lewiston District Court
- Lewiston High School
- Lewiston Housing Authority
- Lewiston Middle School
- Lewiston Public Library
- Lewiston School Department Central Office
- Longley Elementary School
- Looking Ahead Clubhouse
- Lots to Gardens
- Maine Audubon
- Maine Center for Disease Control and Prevention
- Maine Democratic Party
- Maine People's Alliance
- Maine Republican Party
- Maine Volunteer Lake Monitoring
- Maine Women's Policy Center
- Margaret Murphy Center for Children
- Martel Elementary School
- McMahan Elementary School
- Meadowbrook Montessori School
- Merriconeag Waldorf School
- Montello Elementary School
- Museum L-A
- Natural Resources Council of Maine
- The Nature Conservancy
- Neighborhood Housing League, Visible Community
- New Beginnings
- New Gloucester Community School
- Nezinscot Farm
- NOT HERE Justice in Action Network
- Nutrition Center of Maine, St. Mary's Health System
- Office Depot
- OUTright, Lewiston/Auburn
- PACENow
- Park Avenue Elementary School



- Pen School Executive Foundation
- Phippsburg Elementary School
- Pine Grove Child Development Center
- Pine Tree Legal Assistance
- Poland Community School
- Poland Regional High School
- Rebuilding Together
- Renaissance School
- Revolution Energy
- River Valley Village
- Safe Voices
- Sandcastle Clinical and Educational Services
- SAVA
- Save the Bay
- Second Harvest Japan
- Sexual Assault Prevention and Response Services
- Sherwood Heights Elementary School
- Silent Sprint Institute
- Small Point Association
- Somali Bantu Youth Association
- Southeast Alaska Conservation Council
- Spoke Folks
- Squam Lakes Natural Science Center
- Stanislaus National Forest Wilderness Crew
- St. Dominic Academy
- St. Martin de Porres Residence
- St. Mary's Health System
- Stanton Bird Club (Thorncrag Bird Sanctuary)
- Susan L. Curtis Foundation
- Sustainable Bates
- Tree Street Youth
- Tri-County Mental Health Services
- Trinity Jubilee Center
- Truckee Donner Land Trust
- Tubeho, Rwanda
- Uncommon Good
- Volunteer Lake Monitoring Program
- Volunteer Lawyers Project
- The Waynflete School
- Western Maine Community Action Health Center
- Westside Neuro Rehabilitation Services
- Winfield Children's House
- WinterKids
- Winthrop Elementary School
- WWOOF
- YWCA of Central Maine

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 Office of

Intercultural Education, the Bates-Morse Mountain Conservation Area and the Office of Environmental Health and Safety.

## 2013 HARVARD CENTER AWARDS

In May, the Harvard Center hosted its Seventh 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:

- **Susan Hayward**, Former President of the Stanton Bird Club and Steward of Thorncrag Bird Sanctuary, recipient of the 2013 James and Sally Carignan Award for Career Achievement;
- **Emily (Libby) Egan '13, Jordan Lupo '13, Erin O'Connor '13 and Edward (Ted) Wells '13**, recipients of the 2013 Harvard Center Student Award for Outstanding Community-Engaged Academic Work;
- **Destany Franklin '14, Ellen Gawarkiewicz '13, Juwon Song '15 and Kimberly Sullivan '13**, recipients of the 2013 Harvard Center Student Award for Outstanding Community Volunteerism and Student Leadership;
- Lecturer in Education and Director of Secondary Teacher Education **Anita Charles**, recipient of the 2013 Harvard Center Faculty Award for Outstanding New Community Partnership Initiative;
- Professor of French and Francophone Studies **Mary Rice-DeFosse**, recipient of the 2013 Harvard Center Faculty Award for Sustained Commitment to Community Partnership;
- Head Men's Soccer Coach **Stewart Flaherty** and Dining Services Production Supervisor **Keith Pray**, recipients of the 2013 Harvard Center Staff Award for Community Volunteerism, Leadership or Engagement;
- **Community Financial Literacy**, recipient of the 2013 Harvard Center Community Partner Award for Outstanding New Initiative;
- Former Director of the Downtown Education Collaborative **Sherry Russell**, recipient of the 2013 Harvard Center Community Partner Award for Sustained Commitment to Partnership;
- **Bates Public Health Initiative**, recipient of the 2013 Harvard Center Award for Outstanding Community Project/Partnership;
- Staff Scientist and Watershed Project Director for The Natural Resources Council of Maine **Nick Bennett**, recipient of the 2013 Bates-Morse Mountain Award for Environmental Stewardship;
- **Dave Courtemanch** of The Nature Conservancy's Environmental Protection Program, recipient of the 2013 Bates-Morse Mountain Award for Environmental Lifetime Achievement.