



Bates | Harward Center for Community Partnerships

Civic Engagement at Bates: Year-End Summary 2011-2012

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Dear Friends,

As we worked this year to advance the College's mission to cultivate informed civic action, we relied on many partners with whom we have reciprocal and sustained partnerships.

Our educational partnerships inside and outside the public schools are long and enduring. Roughly 130 students each semester enroll in an education course that requires a 30-hour placement. Students in these and other courses across the curriculum worked on projects to boost parental involvement, to reduce stereotyping and prejudice in the elementary grades, and to address the trauma that students from refugee and immigrant groups carry into the schools. Our students also helped to staff several after-school tutoring programs in the community, one in a public housing authority, one in a public library, and one in a program started downtown by a Bates graduate. Faculty and staff participated in our educational partnerships as well. With funding from the National Science Foundation, a mathematics professor hosted 40 high school girls for a day of learning about STEM disciplines that we hope will become a yearly event.

Our health and wellness partnerships are robust and active. St. Mary's Health System operates many programs with which we collaborate. Last month, our inaugural Short Term Action Research Team (STA/RT, a team of eight students) analyzed the hospital's emergency department usage for the last year in an effort to generate solutions to the costly problem of utilization of emergency services for nonemergency issues. A biology professor and her students continued work with Somali cultural brokers, pharmacists, and hospital physicians to find ways to increase medication compliance. This year's focus was obstetrics and gynecology.

Finally, our art and cultural partnerships continue to grow. In collaboration with Museum L/A, students in the environmental studies capstone course produced interpretive signage for the riverfront location that will be the museum's new quarters in the coming years. A music professor and his students have begun to collect oral histories related to the music-making and instrument-making past of the local communities for a three-year set of exhibitions on music planned for the museum. In partnership with the Maine NAACP and the University of Southern Maine's Sampson Center for Diversity's African American Collection of Maine, an English

professor and her students opened an exhibition in May of previously unavailable materials on the NAACP in Maine.

I hope you see that institutional commitment to issues of public concern is high at Bates. As the College welcomes a new president and a new director of the Center, we expect that commitment to deepen, diversify, and flourish.

Cordially,



Georgia Nigro
Interim Director

Overview

September 2011-August 2012

Note: Approximately 113 community agencies and institutions partnered with Bates in community-based learning and volunteer projects between September, 2011 and September, 2012. A list of these organizations can be found in Appendix 1.

Community-Based Learning Program

45,956 documented hours of academically-based community work were given by Bates students through courses, theses and independent studies.

13,260 of these hours were given in connection with the public schools.

942 students participated in academic community-based learning from the fall of 2011 through the summer of 2012.

41 courses included a community-based learning component. Of these, 3 were Short Term courses. 24 theses were community-based.

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

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

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

9 were Full Professors;

5 were Associate Professors;

9 were Assistant Professors;

5 were Lecturers;

4 were Instructors; and

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

Community Volunteerism and Student Leadership Development Program

12,804 documented hours of volunteer service were given by Bates students during the academic year. More than 432 students participated in a volunteer activity that required a consistent time commitment and over 329 volunteered in a one-time opportunity.

Community Work-Study

33 students worked 3,142 hours in the community through the federal community work-study program during the academic year. Of these hours, 1,746 were dedicated to the America Reads/America Counts program.

Summer Programming

11 students did 3,309 hours of community work over the summer, locally, nationally, and internationally, supported through Federal community work-study funds, the Vincent Mulford Fund, the Class of 2000 Fund, Community-Based Research Fellowships, and Harward Center funds.

Bates-Morse Mountain Conservation Area and Shortridge Coastal Center

5 Bates College courses (across three departments) used the Bates-Morse Mountain Conservation Area, bringing 113 students to the site.

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

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

6 colleges used the site on 20 occasions, bringing 345 students and alumni to the site.

22 elementary, middle and high schools visited BMMCA, representing 648 students.

13 camps and clubs used the site, bringing 248 visitors.

16,361 visitors came to BMMCA during the 2012 gate-keeping season (174 days).

Student Positions

8 students served as Student Volunteer Fellows.

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

25 students served as Bonner Leaders.

4 students served as Summer Community Work-Study Fellows.

7 students served as Harward Summer Student Fellows.

2 students served as Harward Center Student Assistants.

2 students served as Harward Center Student Photographers.

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

8 students participated in the STA/RT Fellows program.

Grants and Fellowships

In 2011-2012, the Harvard Center for Community Partnerships awarded the following grants and fellowships, totaling \$199,935:

- \$30,695 in Grants for Publicly-Engaged Academic Projects (PEAP Grants) to faculty and staff
- \$19,810 in Grants for Programs, Departments or GECs (General Education Concentrations) (PDoG Grants) to faculty
- \$5,265 in Faculty Discretionary Grants
- \$150 in Staff Volunteer Grants
- \$8,040 in Carignan Fund for Community Programs Grants to community partners
- \$1,868 in Arthur Crafts Service Grants to students
- \$1,160 in Helen A. Papaioanou Service-Learning Grants to students
- \$3,500 in Volunteer Service Grants to students
- \$1,377 in Transportation Assistance Grants to students
- \$33,200 in Summer Fellowships to students
- \$50 in Academic Year Fellowships to students
- \$6,000 in Community-Based Research Fellowships to students
- \$8,000 in Short Term Action Research (STA/RT) Fellowships to students
- \$15,400 in Student Volunteer Fellowships
- \$39,500 in Bonner Leader Fellowships to students
- \$25,920 in Academic Year Community Work-Study Fellowships to students

Academic Initiatives and Community-Based Learning

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

In addition, because some projects are developed and implemented outside of the Center, it is also possible that those projects are not included here because we were unaware of their

existence. We have done our best to include all the collaborative community work done on behalf of the College.

American Cultural Studies

Community Studies, ACS 220, Aimée Bessire

In Professor Bessire's Community Studies course, students completed individual and group community-based learning projects that allowed them to reflect on how the theory and readings they discussed in class impacted and were impacted by their community engagement. The projects were based around the theme of sustainability and included a range of community collaborations, such as: research for Museum L/A's "Power of Music" project; production of a training video for students who work at Tree Street Youth; work with youth on recording cultural histories at the Hillview after-school program; help for Maine Standard Biofuels on a community needs assessment; and work with Sustainable Bates on various campus and community projects.

Twelve students worked six hours per week in the community for 12 weeks (total of 864 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-eight students worked 120 hours in the community (total of 5,760 hours).

Production and Reproduction, ANTH 339, Elizabeth Eames

Students in this course did extensive work with the Nuer Sudanese community in Portland, Maine working on a narrative project to document their stories.

Eighteen students worked approximately 40 hours in the community (total of 720 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 collaborated with African community members to develop training for Androscoggin Bank employees around issues of cultural competency.

Seventeen students worked approximately six hours per week in the community for 12 weeks (1,224 hours total).

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

Biology in the Community, BIO 479 A and B, Karen Palin

Students participated in Professor Palin's two semester community-based research courses to develop and then pursue thesis work in the community. Students spent a year working on research projects including: observing youth parenting programming at Advocates for Children; facilitating conversation groups with women receiving WIC benefits to learn about challenges in accessing the program; researching breastfeeding challenges among immigrant and refugee women; studying gestational diabetes among refugee women; and continuing to develop methods to help refugee and immigrant individuals understand medication compliance through the use of pictograms. Their work included convening conversation groups to determine health issues of concern with women in the community; doing home visit interviews; finalizing a perinatal nutrition education video; continuing to develop instruction pill cards for refugee and immigrant women; and working with community women to identify areas for future health-related workshops.

Five students worked approximately 120 hours each over the course of two semesters (total of 600 hours).

Thesis Research and Independent Study

Professor William Ambrose supervised three community-based 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: *The Growth Rates of the Surf Clam from the Mid-Atlantic Bight for Over 66 Years*; *Annual Timing of Growth Line Deposition and Comparative Growth Analysis of Modern and Archaic Mya Arenaria from the Penobscot Bay Region, Maine*; and *Seasonality of Drinking Place Brook Site, Vinalhaven, Maine, Based on Gargin Analysis of Archaeological Tomcod Otoliths*.

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

Classical and Medieval Studies

The Age of Cathedrals, AV/CM 251, Beata Niedzialkowska

Professor Niedzialkowska worked with a priest at the Basilica of Saints Peter and Paul in Lewiston to help her students understand the architecture of medieval structures in the context of European political and social history before 1500.

Ten students worked approximately eight hours each in the community (total of 80 hours).

Education

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

The field-based components of Education courses included:

Activism and Reform in Urban Education, EDUC S30, Jennifer Sandler

In this course, students sought to understand the national reform agenda facing urban education as well as activism that has arisen in response. The community component of the course, with the exception of a project aimed at identifying possible parent engagement strategies for Lewiston administrators, took place mainly online. In one project, for a New Mexico-based parent organization called Olé, students conducted a phone survey of early childhood providers to document the effects of recent funding cuts. In another, for Social

Equality Educators, a sub-group of Seattle's teacher's union, students wrote a series of articles for that organization's newsletter. Finally, a group of students helped a national organization, Parents Across America, to improve its website.

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

Adolescent Literacy, EDUC 255, Anita Charles

This course asked participants to explore a range of issues related to literacy for middle and high school students. Students in this course helped to facilitate a Spoken Word workshop series at the Lewiston Public Library; led a book group focused on the graphic novel series, *Bone*, for teens at Tree Street Youth; participated in a digital media partnership with students in a gifted and talented class at Whittier Middle School in Poland, Maine; tutored at the Lewiston Public Library after-school program; and worked at Auburn and Lewiston Middle Schools, Lewiston High School, and in 6th-grade classrooms at Martel and McMahan elementary schools.

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

Basic Concepts in Special Education, EDUC 362, Bronwyn Sale

Students in this class worked with children with a variety of special needs, including physical, behavioral, and developmental. Students were placed in regular as well special education classrooms at Farwell and McMahan elementary schools, Lewiston Middle School, Lewiston High School, and a variety of classrooms at the Margaret Murphy School for Children with Autism.

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

Educating for Democracy, EDUC 270, Jennifer Sandler

This course lived up to its name by asking students to act as full participants in all aspects of the class. Together, the students and their professor wrote the syllabus, created the assignments, selected the readings, and determined the grading and other class policies. Student fieldwork included: work with the Lewiston Time Bank, an organization that allows its members to swap skills and services with other members; a variety of projects with Healthy Androscoggin, including a neighbor to neighbor nutrition campaign in which community members were given cooking supplies with instructions to use them, as well as an extra bag of supplies so that participants could in turn teach their neighbors; phone banking for EqualityMaine, an organization working to pass gay marriage in the state of Maine; survey work for the Neighborhood Housing League designed to gain a better understanding of Lewiston residents'

housing experiences; volunteer work with the New American Sustainable Agriculture Project to help immigrant/refugee farmers place their seed orders for spring planting; and the development of a leadership curriculum for youth leaders at Tree Street Youth. The class culminated in a celebration and presentation for all of the community partners involved. *Eighteen students worked for 30 hours each in the community (total of 540 hours).*

Gender Issues in Education, EDUC 240, Angela Atkinson Duina

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 Farwell, Geiger, Martel, Montello and Park Avenue elementary schools, Lewiston Middle School, Lewiston High School, and the LEAP and Tree Street Youth after-school programs.

Twenty-four students worked 30 hours each in the community (total of 720 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, Longley, Martel, McMahon and Montello elementary schools, Lewiston Middle School, and Lewiston High School. Students were required to develop and teach a mini-curriculum unit.

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

Literacy in the Community, EDUC s27, Patti Buck

This short term course introduced students to the pedagogy of English Language Learning. For their fieldwork, students worked as tutor mentors with youth who participate in the Lewiston Public Library's after-school program. In addition to tutoring, students in the course identified types of learning manipulatives that would be helpful to tutors in explaining various concepts; these manipulatives were purchased and donated to the program.

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

Perspectives on Education, EDUC 231, Mara Tieken and Jennifer Sandler

This serves as the foundations course in the Education Department. In addition to surveying the field of education through multiple perspectives—historical, cultural, sociological,

philosophical—students conducted their fieldwork in a wide range of classroom and after-school settings in Lewiston and Auburn.

Ninety-nine students worked for 30 hours each in the community (total of 2970 hours).

Race, Cultural Pluralism, and Equality in American Education, ED/SO 242, Mara Tieken

Students explored issues of race and class as they relate to education through a variety of theoretical lenses. Students worked in a variety of settings, including ELL classrooms in elementary, middle, and high schools; the Tree Street and Lewiston Public Library after-school programs; Lewiston Middle School's Civil Rights Team; and the Somali Bantu Youth Association's weekend tutoring program for adults studying for the US citizenship test.

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

Seminar in Educational Studies, EDUC 450, Ellen Alcorn and 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: a comparative study of religious dress in France and in Lewiston, Maine; a proposal for a chemistry program for prospective Bates students; a series of community service days for a group of students at Franklin, an alternative high school in Auburn; the creation of a volunteer database management system for Tree Street Youth; environmental programming for elementary youth in Lewiston; the development and implementation of Lunch Bunch, an anti-bullying program at McMahon Elementary School; the development of a going-to-college manual for Tree Street Youth; an assessment of and proposal for the Bates America Reads/America Counts program; a display of the geological and gemological history of Maine for the Auburn Land Lab; and a literacy intervention for pre-school students at the Margaret Murphy Center.

Eighteen students worked 30 hours each in the community (total of 540 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 Bronwyn Sale oversaw one independent study: *Methods of Science Teaching*.
- Professor Mara Tieken oversaw two theses: *The College and the Community: Exploring the Impact of Service-Learning on the College Aspirations of Community Partners*; and *A Study of Adolescent Considerations of Citizenship: As Mediated by Gender and the Rural Context*.

Student Teachers in the Education Department included:

Ben Chebot at Lewiston Middle School

Josalynne Cottery at Auburn Middle School

Katherine Deschene at Oak Hill High School

Robert Little at Oak Hill High School

Julie McCabe at Poland Regional High School

Sarah Merullo at Lewiston High School

Jessica Plate at Auburn Middle School

Michelle Schloss at Lewiston High School

Rebecca Schmidtberger at Lewiston High School

Nine students worked 360 hours each (total of 3,240 hours).

English

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

This course focused on how literature presents and represents disability through writing and film. Students supplemented their in-class work with community-based learning projects that included: working with adults on social skills; collaborating on social activities with consumers of a creative living and work organization for adults with disabilities; working with children with autism; and working with an organization that provides services to the visually impaired.

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

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

This course is a continuation of work started in the previous short term. Professor Godfrey's students preserved and archived source materials from the Portland branch of the NAACP. The goals of their work were to preserve these materials, catalogue them, and make them available to others, especially scholars. For a related story on the Bates College web site go to:

<http://www.bates.edu/news/2012/06/05/shortterm-naacp/>.

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

Environmental Studies

Community Engaged Research, ENVR 417A, Thomas Wenzel and Jane Costlow

The Environmental Studies program at Bates engages students from varied disciplines. Each major follows a unique path to graduating with an ES degree. Dana Professor of Chemistry Thomas Wenzel and Professor of Environmental Studies Jane Costlow taught the ES capstone seminar this past fall. Wenzel and Costlow's course provided a societal context for what ES majors learn. Its theme varied with a community emphasis that asked students to consider a spectrum of human-environmental relationships. The focus of this year's research was on the Androscoggin River.

Working with such community partners as the Androscoggin Land Trust, Wenzel and Costlow developed eight projects for their students including a project with L/A Arts, the local cultural agency, to create river-related arts curriculum materials for middle and high school students.

Another group fashioned a business plan for a canoe and kayak rental service in Lewiston.

Delving into the occult legalese of the regulatory realm, two teams researched the representation of recreational interests in the licensing agreements for five Androscoggin hydropower dams.

Twenty-seven students worked approximately 60 hours each in community-based research projects (total of 1,620 hours).

Mapping Across the Curriculum, ENVR 220, Matt Duval and Camille Parrish

Nineteen students used GIS mapping technology to study diverse local and state-wide social, geological, and environmental issues.

Nineteen students worked approximately 40 hours each in community-based research projects (total of 760 hours).

Internships

Environmental Studies Internships, Camille Parrish

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

- Alliance for Community Trees
- Auburn Land Lab
- Charles River Watershed Association
- Clean Ocean Action
- DuPont
- Green Energy Maine
- Housatonic Valley Association
- Island School
- Lots to Gardens
- Maine Conservation Corps
- Maine Volunteer Lake Monitoring
- New England Aquarium
- Our Earth
- Sabbathday Lake Association
- Seneca Creek Energy
- Sierra Club of Vermont
- STEP-UP Program, University Park, MD
- Sustainable Bates
- Tansheq Tanzania Limited
- Women's Development and Environment

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

Thesis Research

Professor Jane Costlow supervised a community-based research thesis, *A Proposal for an Educational Students Farm at Bates College*.

The student spent approximately 60 hours working with the Bates community on researching the proposed farm.

First-Year Seminars

This year there were three 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, Anita Charles

Students explored a variety of educational issues both through narratives and by working at Farwell, Geiger, Longley, and McMahon elementary schools as well as at the Lewiston Public Library's after-school program and Tree Street Youth.

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

Inequality, Community and Social Change, FYS 376, Emily Kane

This seminar addressed the relationship between community engagement and higher education, as well as broader questions about community action and social change. Along with an introduction to how social scientists think about social inequality, the seminar offered students an opportunity to spend two hours per week participating in community-engaged learning projects.

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

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

French and Francophone Studies

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

Oral French, FRE 205, Kirk Read

Students worked on the translation of materials for the Judge Dufresne memorial.
Thirty students worked 20 hours each over two semesters (total of 600 hours).

Introduction to the Francophone World, FRE 208, Alexandre Dauge-Roth

Students assisted in an after-school French language program at Sherwood Heights Elementary School in Auburn.
Thirty students worked approximately 20 hours in the community (total of 600 hours).

Advanced French Language, FRE 235, Laura Ballardur

Professor Ballardur’s students helped with the translation of materials for the Judge Dufresne memorial.
Fifteen students worked approximately 20 hours (total of 300 hours).

Introduction to French Studies: French in Maine, AC/FR 240I, Mary Rice-DeFosse

Students continued to collect oral histories from French speakers in the local community, including newly arrived residents from French-speaking Africa.
Fifteen students worked 20 hours (total of 300 hours).

French Stylistics, FRE 270, Kirk Read

Students in this course helped with the translation of materials for the Judge Dufresne memorial.
Sixteen students worked 20 hours each (total of 320 hours).

Thesis Research

Professor Rice-DeFosse supervised a thesis student minoring in Education and doing her student teaching in French, whose focus was on Franco-American culture and identity (*approximately 80 hours*).

Geology

Thesis Research and Independent Study

Professors Beverly Johnson and Dykstra Eusden supervised the summer internships of five geology majors who completed field-based research at the Bates Morse Mountain Conservation Area in Phippsburg, Maine in preparation for their year-long senior theses projects.

Five students spent approximately 40 hours in the field (total of 200 hours).

Professor Beverly Johnson supervised a senior thesis where a student studied eel grass bed distribution in the Gulf of Maine (*approximately 60 hours*).

History

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.

Seventeen students worked ten hours in the community (total of 170 hours).

Physical Education

Methodology of Coaching, PE s20, Stuart Flaherty

Students explored various methodologies of successful coaching and received an American Coaching Education certification, widely recognized in secondary schools. As a part of their coursework, students developed and led playground activities for students at the Lewiston elementary schools, including Farwell, Longley, Martel, McMahan, and Montello. Students also led recreational activities at Hillview Family Development and Tree Street Youth.

Thirty-three students worked 30 hours each in the community (total of 990 hours).

Politics

Internships in Public Policy Research, PLTC 423, Nicole Witherbee

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

Placements this year included:

- Maine Development Foundation, where the student gathered data on the number of people in Maine with incomplete higher education degrees and the number of employers unable to fill advanced positions because Mainers lack the necessary skill set, and identified strategies for work with employers, community colleges, and the university system to involve employees in courses that would enable them to complete needed degrees.
- The John T. Gorman Foundation, where the student completed a meta-analysis and synthesis of previous research on disconnected youth in Maine and low-income seniors, and provided regular updates on legislation that impacted those populations as well as children 0-8 and single parent households.

- The United Way of Greater Portland, where the student conducted a needs assessment for after-school programs in Cumberland County, and identified funding mechanisms for growing access to these programs.
- Efficiency Maine, where the student evaluated the Electricity Monitor Program, surveyed 300 Maine libraries that participated in the program, and conducted a second survey of off-campus students to identify potential interest within a student population. The work culminated in recommendations for the next iteration of the program.

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

Thesis Research

Professor William Corlett supervised a two-semester honors thesis by a student who looked at how a state-wide grass roots social justice advocacy organization, Maine People's Alliance, developed and integrated their messages in their policy campaigns (*approximately 150 hours*).

Professor Corlett supervised another student thesis that focused on developing cultural competency in ELL teachers in a local public school (*approximately 80 hours*).

Psychology

Developmental Psychology, PSYC 240, Rebecca Fraser-Thill

Professor Fraser-Thill's Developmental Psychology course introduced students to basic developmental concepts and current research in developmental psychology. Students worked with community partners on projects such as: observing children and engaging in programming in community organizations that included: Daisy Garden YMCA Preschool, Hillview Family Development's boys' and girls' aspirations programs, Lewiston Middle School, the Lewiston Public Library's after-school program, Tree Street Youth's after-school program, Somali Bantu Youth's citizenship tutoring, Big Brothers/Big Sisters, Western Maine Community Health Center, Hillview Family Development's after-school tutoring, and Blake Street Towers.

Thirty-three students worked approximately 20 hours each in the community (total of 660 hours).

Health Psychology, PSY 303, Susan Langdon

Students in Professor Langdon's course developed, with community partners and the Bates community, health intervention, educational or enrichment activities focused on healthy

behaviors. Projects included: exercise activities to transition youth from outside play to indoor homework, helping to bring music to patients in a cancer ward, working on the Bates College employee health and wellness program, producing alcohol education materials for Bates students, developing gender neutral information on sexual health, collaborating on information about sexual assault resources on campus, and addressing seasonal affective disorder in Maine. *Thirty-three students worked approximately 30 hours each in the community (total of 990 hours).*

Advanced Developmental Psychology, PSYC 341A, Rebecca Fraser-Thill

Students in this course developed and implemented a pen pal project with children in a fifth grade classroom at a local elementary school.

Twenty students worked approximately eight hours each in the community (total of 160 hours).

Research Methods, PSY/ED 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 to develop a plan for a teen parenting program. Aspects of the project included: researching models and materials for library-based teen parenting programs, surveying local agencies that serve young parents, surveying teen parents about their needs, and looking at how technology can support effective teen parenting programs.

Fifteen students each worked approximately 40 hours in the community (total of 600 hours).

Thesis Research

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

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

- *Implementing a Trauma-Informed System of Care in Maine's Juvenile Justice System*

- *Comparison of 2nd and 4th Digit Ratios and Behavioral Characteristics Consistent with Autism Spectrum Disorders in a Developmentally Diverse Group of Preschool Children*
 - *Experiencing Difference on Campus: Identifying Issues of Salience and Improving Intergroup Relations*
 - *Evaluating the Behavioral and Academic Standing of Somali Youth Before the Implementation of a School-Based Mental Healthcare Project*
 - *Behavioral Tracking of Students with Autism Spectrum Disorders*
 - *Obesity Prevention and Health Marketing Towards the Youth and Parents of Androscoggin County*
 - *Living and Being Healthy: An Analysis of LGBT Aging Issues in Maine*
 - *Through the Eyes of a Somali: A Study of Religious and Ethnic Identities, Acculturation Attitudes and Academic Beliefs of Somali-American Students at Lewiston High School*
 - *College Access and Success for Disadvantaged Youth in Lewiston-Auburn: The Tree Street Youth College Aspirations Program*
 - *Collaboration with Dirigo Place: Designing a Holistic Therapeutic Framework for Adolescents in Residential Treatment Programs*
 - *Off to War: An Exploration of the Anxieties Associated with Traumatized Veterans Experiencing their Child's Departure to War*
 - *Discontinued and Inconsistent Oral Contraceptive Behavior: A Public Health Concern in the Bates Community*
 - *Making 'Hardy Girls Healthy Women' Curriculum Relevant for Young Somali Girls*
 - *Social Skills Training for Children with Behavioral Disorders*
 - *Bringing Services to Maine's LGBT Population*
 - *Evaluating a High School-Aged Girl's Discussion Group at a Local After-school Program*
 - *Looking at the Effect of a School-Based Youth Group of Somali Students and How It Impacts Acculturation*
- (980 hours total).

Religion

Human Suffering, REL 313, Cynthia Baker

Students in Professor Baker's course engaged in community-based learning with various organizations that work to address issues of inequality and injustice with immigrant and refugee communities, education, homeless youth, end of life, public health, and food insecurity.

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

Food and the Sacred, REL s25, Cynthia Baker

This course integrated the study of food in sacred life and activities in the community, including learning the Japanese tea ceremony, visiting a "sacred baker" and visiting local farms.

Fifteen students each worked approximately eight hours in the community (total of 120 hours).

Sociology

Research Methods for Sociology, SOC 205, Emily Kane

This course is a practical introduction to the research methods used by sociologists including survey research, content analysis, participant observation and field research, qualitative interviewing, and comparative historical research. Students engaged in various community-based projects that encompassed these methodologies and focused on a local winter farmers' market. Students observed buying patterns at the market, interviewed sellers, did an online survey about farmers' market use, and did content analysis of the local paper about farmers' markets.

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

Sociology of Gender, SOWS 270, Emily Kane

This course focused on the social construction of gender through a consideration of a series of interrelated social institutions and practices central to gender stratification. Students worked with community partners that addressed issues of domestic violence, homeless women, LGBTQ youth, refugee and immigrant issues, elders, and an after-school program.

Thirty-eight students each worked approximately 20 hours in the community (total of 760 hours).

Public Sociology, SOC 395K, Emily Kane

This seminar introduces students to competing perspectives on public sociology. Students engage in the practice of public sociology through community-based research projects on issues

related to social inequality. Projects included: research about an abuse prevention program for an anti-domestic violence organization; help for an after-school program in assessing its programming, and assessment of a family self-sufficiency program.

Ten students each worked approximately 50 hours in the community (total of 500 hours).

Thesis Research and Independent Study

Professor Heidi Taylor supervised a year-long honors thesis, *A Comparative Analysis of Kindergarten, Third, Fifth, and Eighth Grade Test Outcomes for Black Immigrant Students and Black Nonimmigrant Students* (approximately 100 hours over two semesters).

Another thesis student in Sociology focused on a local family self-sufficiency program to determine if participants have an individualistic or collective explanation of the cause of poverty. This was a year-long honors thesis (approximately 100 hours over two semesters).

Women and Gender Studies

Thesis Research

One student wrote a senior thesis on the development and implementation of a women's studies curriculum for local 7th and 8th 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 third 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, 25 Bonners, first-years through seniors, took part in this four-year program, which includes: 6-8 hours per week of community service (this can take many forms, including academic community-based learning, volunteerism, and community-based research and/or thesis); weekly opportunities for training and reflection; and cornerstone activities such as service exchanges with other campuses and program planning.

Students participated in a wide range of activities:

- **Mildred Aroko** '14 tutored youth at Tree Street Youth and adults at Lewiston's Adult Learning Center.
- **Alyse Bigger** '12 ran a girls group and organized an anti-racism event for Lewiston's YWCA; served as a judicial assistant for a judge at the Lewiston District Courthouse; and conducted research for Safe Voices, a non-profit organization working to end domestic violence.
- **Jordan Conwell** '12 worked as a classroom aide in an ELL kindergarten classroom at Park Avenue Elementary School in Auburn.
- **Catherine Elliott** '12 interned with the Volunteer Lawyers Project, an organization devoted to providing low-income residents with free legal assistance.
- **Rodney Galvao** '14 served as a mentor for older youth at Tree Street Youth, and also helped to develop programming for youth leaders in that organization.
- **Ellen Gawarkiewicz** '13 ran an informal science program, Cornerstones of Science, at the Lewiston Public Library for upper elementary school children.
- **Raina Jacques** '13 worked as a policy assistant for the Maine People's Alliance, focusing particularly on ways to increase voter participation among underrepresented groups.
- **Stephanie Jefferson** '14 helped to facilitate a zumba class for middle-school youth, and assisted with patient intake at the Heart and Vascular Institute at Central Maine Medical Center.
- **Jake Kaplove** '12 directed a student organization, Refugee Volunteers, an in-home literacy and acculturation program that pairs refugee families with Bates students; and

assisted the director of ELL services for the Auburn Public Schools in studying the impact of a school-based program on acculturation and ethnic identity development of Somali youth at the Park Avenue Elementary School.

- **Suraj Karmacharya** ‘14 worked as a classroom aide in an art classroom at Park Avenue Elementary School in Auburn.
- **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 helped to organize activities for senior and younger-disabled residents of Blake Street Towers, and worked as a tutor at the Lewiston Public Library’s after-school program.
- **Nathalie Navarrete** ‘13 provided tutoring to a group of high school students at Tree Street Youth.
- **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 assisted a state senator by doing policy research on a number of issues, including housing, labor, and environmental reform, and assisted with a Girl Scout troop at the Hillview housing complex.
- **Kate Paladin** ‘15 worked as a classroom assistant in a 4th grade classroom at McMahon Elementary School; and also provided tutoring for students attending Tree Street Youth.
- **Naima Qambi** ‘15 provided tutoring and mentoring to youth in after-school programs at the Lewiston Public Library and Tree Street Youth.
- **Rebecca Schmidtberger** ‘12 worked as a student teacher in a 9th grade English classroom at Lewiston High School.
- **Jonathan Schwolsky** ‘15 helped to facilitate structured play and hang-out time at Tree Street Youth.
- **Sarika Subramaniam** ‘14 worked as a tutor/mentor at Tree Street Youth, and helped to design and implement leadership workshops for older youth leaders there.
- **Kimberly Sullivan** ‘13 worked as a site coordinator at Tree Street Youth, with an emphasis on designing and leading a college process support class; she also led a support group for girls there.

- **Cody Tracey** '15 worked as a classroom aide in a 4th grade classroom at Park Avenue Elementary School, and participated as a tutor at the Lewiston Public Library's after-school program.
- **Destinee Warner** '13 volunteered at Tree Street Youth's after-school homework help program.
- **Merissa Warner** '14 helped to develop a chorus for people at the Social Learning Center, an organization that provides day services for people with intellectual and developmental disabilities.
- **Fidelia Zelaya Aleman** '15 helped to organize activities for senior and younger-disabled residents of Blake Street Towers.

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 the year, workshops and trainings included:

- Trainings on how to be an effective mentor tutor, led by VISTA Sarah Vazquez;
- A cultural competency workshop entitled "Cultural Constructions and Social Positions: Learning From Difference," led by Heather Lindkvist, Special Assistant to the President for Diversity Affairs;
- A talk entitled "Gender Dynamics in Healing from Sexual Abuse Trauma," given by Minh Dang, director of the Akonadi Freedom Project;
- A training on immigrant youth and mental health, given by Melissa Marcinuk, LMSW;
- A workshop, dinner and panel presentation on social entrepreneurship;
- An all-day advocacy training, as a part of Project Pericles' D4D program for students;
- A workshop on how to set effective boundaries, led by Bonner Jake Kaplove;
- Sessions on grant-writing and fund-raising led, respectively, by Bates College grant-writer Phil Walsh, and a fundraiser in the community, Len Bartel;
- A panel on how to have a social-justice-oriented career, led by local Bates alumni;
- And a session on how to handle ethical dilemmas that arise, led by Bonner Rebecca Schmidtberger.

Additionally, Bonners met twice a month, once in their class groups, and once for an all-Bonner session. Our year ended with a Bonner Senior Celebration, in which senior Bonners, their community partners and faculty members, 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 tenth year, the Student Volunteer Fellows Program selected eight students who worked together to lead key volunteer programs at Bates. The eight Fellows each took responsibility in different areas, working as a team to expand volunteer programming at Bates and to explore leadership issues. Fellows who ran site-based programs also worked with community work-study and community-based learning students to facilitate student work at their agency. The Fellows met 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 Service Awards). This year they awarded \$2823 to student applicants to support a range of service activities.

The Student Volunteer participated in a joint orientation with the Bonner Leaders. They spent a morning at the Harvard Center getting to know each other and learning about the language of community engagement. The afternoon involved service at Good Shepherd Food Bank and Tree Street Youth. The two groups gathered again at the beginning of winter semester. They made plans for the semester and served at the YWCA and Good Shepherd Food Bank.

- **Katie Ailes** '14 coordinated volunteers, America Counts tutors and community-based 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. Twenty-three Bates student volunteers participated in the program.
- **Erik Barth** '12 developed volunteer opportunities for athletic teams and student organizations. He worked with community partners to recruit for the Dempsey Challenge, the Advocates for Children Holiday Fest, and the Martin Luther King, Jr. Read-In at Martel School. Through his continued involvement with the student organization Bates Builds, the local Habitat for Humanity chapter and Rebuilding

Together, he created many opportunities for students to work to create safe and affordable housing, including two building trips over April break.

- **Lorena Bustamante** '12 was responsible for coordination of the America Reads/America Counts program. Working closely with Harvard Center staff, she helped to recruit, interview, train and place 16 tutors in the local schools and after-school tutoring programs. She also organized an orientation, a reflection session, and literacy training for participants. In addition, Lorena organized volunteers for the Lewiston Project Story Boost program. Eleven students volunteered two hours each week at Montello School, reading to children one-on-one or in small groups.
- **Molly Huffaker** '14 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 and occasional seasonal craft activities. Twenty-two students volunteered regularly.
- **Tra La** '14 coordinated the Longley Elementary School Mentoring Program. The program matches Bates students with children at a local elementary school. Fifteen mentors visited their mentees for an hour a week.
- **Elana Leopold** '12 was responsible for developing volunteer opportunities related to food accessibility. She worked with the Trinity Jubilee Center soup kitchen program, the Nutrition Center of Maine, and Good Shepherd Food Bank, recruiting and scheduling volunteers. The men's soccer team and several individual students served meals regularly at Trinity, while others helped with community gardens, led cooking classes and worked at the Winter Farmers' Market through the Nutrition Center. The men's lacrosse and football teams, as well as individual students, helped sort food at the food bank.
- **Lucy O'Keefe** '12 and **Emily Diepenbrock** '14 coordinated the Hillview after-school program, which provided homework help to residents of Lewiston Housing Authority's Hillview Family Development. They recruited and trained a total of 26 students, both volunteer and community-based 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.

Mentoring

Thirty Bates students volunteered this year to be mentors in the Lewiston/Auburn public schools, contributing 600 hours of service. Mentors visited their mentees weekly at the child's school for at least one hour, over the full academic year.

- At the Longley School, 15 Bates students were mentors to children. This included a commitment of one hour per week in the school.
- Fifteen Bates students mentored through the Big Brothers/Big Sisters program. Five of these mentored at site-based programs in Lewiston elementary schools and Lewiston Middle School. The other ten participated in Cats and Cubs, a biweekly mentoring program that brings children to Bates College for activities. Alison Kamm '12 and Lindsay Loy '14 coordinated this program.

Other Volunteer Activities

Some examples of other volunteer work include:

- Two Habitat for Humanity build trips were a part of AESOP (a pre-orientation program for first-year students) this year. Erik Barth and Caroline Watson co-led a five-day trip to Bangor with 10 students. Matt Valles and Alanna Prince co-led a four-day trip in Lewiston with 14 students.
- The annual Volunteer Fair was held on September 14, 2011. Eleven local agencies recruited at the event.
- More than 150 students volunteered at Tree Street Youth, a drop-in center in the downtown area. These students worked with children and youth to help them complete homework assignments. Some of them also led enrichment activities.
- Approximately 25 students per semester participated in the Bates Buddies program. This student-led group schedules volunteers to go to Longley Elementary School once a week at lunch and join groups of students during recess.
- Three students volunteered regularly for the Court House Assistance Program in Lewiston, run through Pine Tree Legal's Volunteer Lawyers Project. The students received over 20 hours of training to help interview walk-in clients at the District Court. They learned to provide initial interviews, to coordinate with the attorneys on duty and to assist clients with filling out family law *pro se* materials. Each then volunteered three hours a week.
- The Harward 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.
- Four students 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.

- Six 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.
- Four members of the Women's Resource Center 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. Two hundred Bates athletes led activities for approximately 300 local children in grades 1-5.
- Seventeen students volunteered at St. Mary's Regional Medical Center.
- Seven students volunteered at Central Maine Medical Center's Emergency Department.
- A student wrote a grant to Soles4Souls, a nonprofit that distributes donations of footwear, which resulted Lewiston Housing Authority's Hillview Family Development receiving 150 pairs of shoes.
- Students in the Bates Immigrant Rights Advocates organization participated in the Time Bank's Refugee Volunteers program. They visited regularly with refugee families in Lewiston, providing tutoring and technical assistance.
- Thirteen students each volunteered a minimum of 15 hours a week over Short Term. They worked in various community agencies including Lewiston High School, Tree Street Youth, the Nutrition Center of Maine, St. Mary's Regional Medical Center, Margaret Murphy Center for Children, Thorncrag Bird Sanctuary, and Pine Tree Legal.
- A student worked closely with the YWCA to facilitate a Stand Against Racism day. Participants gathered to hear speakers, walked in the Y neighborhood to raise awareness of racism in our community, and gathered again for lunch and dance lessons.
- Two students designed and completed a mural at the Auburn 911 Center.
- Twenty-seven students and staff volunteered for the day to rebuild steps and repair windows at Hope House, a local non-profit that supports teen mothers, for the annual Rebuilding Together Day in May.

Bates-Morse Mountain Conservation Area and Shortridge Coastal Center

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

The Bates-Morse Mountain Conservation Area (BMMCA) is a unique, 600-acre coastal site near the end of the Phippsburg peninsula. The area is home to extensive salt marshes, diverse plant communities, 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 values.

Bates-Morse Mountain Conservation Area provides educational opportunities for research in ecology, geology, marine studies and wildlife biology. In 2011, the area served Bates College courses in geochemistry, oceanography, field methods, and photography:

- BIO 113, Oceanography, Will Ambrose (35 students)
- BIO s29, Nature Photography, Bob Thomas (15 students)
- ENVR 203, Scientific Approaches to Environmental Issues, Camille Parrish (46 students)
- ES/GS 226, Hydrogeology, Bev Johnson (11 students)
- BIES-S32-A, Advanced Field Ecology, Megan Gahl (6 students)

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

- Peter Goodwin, *Kinematic Shear Zones on Hermit Island, Phippsburg, Maine*
- Haley Sive, *Stratigraphy and Structure at Small Point, Maine; Two D₃ Inverted Map-scale Folds*

Heather Doolittle, *Determining P-T Paths and Relative Timing of Metamorphism Based on Mineral Textures and Pseudosection Analyses in Small Point, Maine*

- Jenn Lindelof, *Bedrock and Groundwater Interaction: Tracing the Potential for Cation Contaminants in Groundwater, Small Point, Maine*
- Colin Barry, *A Hydrogeologic Study of a Ditch-plugged Salt Marsh in Phippsburg, Maine*

With the Shortridge Coastal Center less than a mile from BMMCA, faculty and students are able to stay for periods of time conducting research. The Shortridge Summer Residency, initiated in 2009 for the purpose of facilitating student projects and on-going research at BMMCA, provided the opportunity for four of the senior students to live essentially “on-site” while conducting their research over the summer.

The success of the Shortridge Summer Residency represents a part of what Shortridge has become to the Bates College community. In addition, scheduled events during the academic year brought 325 individual visitors from a variety of college groups. Retreats and overnight stays served courses, student groups, academic departments and administrative offices.

Other Educational Uses and Outdoor Experiences at BMMCA

The fundamental mission of the Bates-Morse Mountain Conservation Area Corporation is to facilitate both environmental protection and educational opportunity. To that end, Bates College encourages use of the conservation area by a variety of educational institutions throughout the year. Between March 27th and Thanksgiving (the gate-keeping season), 22 regional elementary, middle and high schools brought 648 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, collected garbage, learned environmental lessons, made art, played games and had picnics. The variety of schools that brought students to BMMCA included public and private high schools, including small alternative institutions, a Waldorf school and a school emphasizing coastal science for girls.

The site was also used by colleges other than Bates. Bowdoin College visited the site on at least seven different occasions for new student orientation with prospective students, for environmental studies projects, and for the Outing Club. The University of Maine and Smith Colleges brought geology students to BMMCA, Maine College of Art brought students for

observation and drawing, and students from Center College, in Danville, Kansas, conducted research on beach plums.

Public education events and projects organized and facilitated by the BMMCA office included:

- Professor Bev Johnson spoke to the Small Point community about her research on the Sprague River marsh
- A new migratory bird sign was developed and posted at BMMCA
- BMMCA Director, Laura Sewall, presented at the annual conference of the Ecological Society of America, and contributed to the Enviro-lunch series on climate change and to an edited volume on the importance of Natural History education
- A video documenting a BMMCA project provided information regarding invasive plants in Phippsburg and was aired on public access television

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

Twenty-four Bates parents and staff volunteered to pick up garbage and remove lobster traps from Seawall Beach in April, 2012. As in the previous two years, approval to remove traps was granted by the Department of Marine Resources and by each of the trap owners. More than a hundred traps were collected and were either recycled for use or as an alternative energy source.

A grant from the US Fish and Wildlife Services enabled Bates College, through its management of BMMCA, to direct the eradication of invasive plants species in the BMMCA region. The effort was much appreciated by landowners and members of the Phippsburg community. A video documenting the project was made by Everett Perkins, a Phippsburg Selectman, and shown repeatedly on local access TV.

A number of conservation organizations and state agencies regularly visited BMMCA for purposes of research, monitoring and management. In 2011, these included 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, 16,182 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 2011, the gate-keeping season was 174 days.) This represents an average of 94 visitors a day.

Convenings and Celebrations

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

Each May, we hold an Awards Celebration at the College's Muskie Archives, honoring students, staff, faculty, community partners, and partnership projects that exemplify the values and achievements of campus-community collaboration. This year's honorees are listed (as always) on the back cover of the *Year-End Summary*.

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

Public Works in Progress Series

The Harward Center completed the sixth 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-based learning, community-based research and other public projects. Open to the public and the Bates campus community, PWIPs continue to draw a wonderfully mixed audience of community partners, faculty, staff, and students, averaging roughly 20 participants per session.

This year's Public Works in Progress series featured:

- October 5: Claudia Aburto Guzman (Spanish), *Representations of Trails of Compassion: Volunteer Work at the U.S.-México Border*
- October 6: Linda Silka Ph.D. (Margaret Chase Smith Policy Center and the University of Maine at Orono), *Building Environmental Partnerships That Bring Universities and Communities Together*
- November 10: Elizabeth McCabe Park (Maine Campus Compact) and Lindsey Gwynne '13, *Mentoring for College Access and Success: Research and Resources*
- November 28: Michael Reidy (Theater), *Summer Theater Design Studio: Cymbeline Underground and Twelfth Night*
- February 13: Jane Costlow and Tom Wenzel (Environmental Studies), *Community-Engaged Research in Environmental Studies: Projects on the Androscoggin River*
- March 8: Mollie Godfrey (English), *Students Make History: Preserving the Archives of the Portland NAACP*
- March 19: David Cummiskey (Philosophy), *Intercultural Ethics*
- March 26: Emily Kane (Sociology), *Community-Based Research and Public Sociology: A Comparison of Two Campuses*
- April 2: Jennifer Woodruff (Music), *African-American Girls, Hip Hop, and Community Morals*

Civic Forum Series

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

- October 17: *A River Lost and Found: The Androscoggin River in Time and Place.* Bowdoin Professors Matthew Kingle and Michael Kolster presented their collaborative project which explores the hidden past and neglected present of the Androscoggin River through the combination of photography, oral history, archival research and creative non-fiction writing. The project asks how an injured river might reveal an ethic of place that embraces the complexities of human and natural history together and explores how the legacy of an industrialized past might be resolved with a new vision of a healthy and restored river. Prior to the presentation, Professors Kingle and Kolster met with

students in the Environmental Studies Program's senior seminar, which focused on the Androscoggin River.

- October 24: *Social Entrepreneurship*. The panel consisted of four of the U.S.'s most creative social entrepreneurs, including Peter Murray, co-founder of the Center for Progressive Leadership; Bethany Robertson, co-founder of the I Do Foundation; Jonathan Rosenthal, co-founder of Just Works Consulting; and Elizabeth Stefanski, Chief Market Maker for Business Innovation Factory. Prior to the panel, Jonathan Rosenthal held a workshop on social entrepreneurship for students, and the panelists met with students over dinner to advise them on projects the students were considering.
- November 7: *The Killer in Me: Reading the Oslo Manifesto's Sources*. Jeff Sharlet, Mellon Assistant Professor of English at Dartmouth College and national best-selling author, looked at the growing virulence of anti-Islamic activism and rhetoric through an analysis of the Oslo Manifesto issued by Anders Behring Breivik. Support from the lecture came from the Chaplain's Office and the Politics, Rhetoric, Religion and English Departments as well as the American Cultural Studies Program.
- November 10: *Sanctity, Emotion, and Policy Seminar*. A group of Bates faculty, staff and local community members gathered for a discussion of social psychological research on emotions and moral judgment and its implications on public policy issues, such as poverty, marriage equality, immigration rights and food security. Professor David Pizarro, of the Cornell University Psychology Department, had been invited to speak on his research, but was unable to get to campus because of the weather. Bates Psychology Professor Michael Sargent spoke in his place and facilitated the discussion.

Public Scholars Symposium

Funded by a grant from the Christian A. Johnson Endeavor Foundation, the Public Scholars Symposium hosted Cornell University professor Scott Peters for two days of discussions with faculty and staff. Author of the recent volume *Democracy and Higher Education: Traditions and Stories of Civic Engagement*, Scott led a discussion of public scholarship in higher education with a large group of faculty and staff on one day. On the second day, a smaller group continued the discussion at Shortridge Coastal Center, where the group delved more deeply into questions about the faculty reward structure for public scholarship.

Grants

Grants Awarded by the Harvard Center

Harvard Center Grants For Publicly-Engaged Academic Projects

Harvard Center Grants for Publicly-Engaged Academic Projects are awarded three times each year. PEAPs offer any member of the Bates faculty and staff significant support for publicly-engaged teaching, research, artistic, policy, and other projects. In 2011-12, eight projects were awarded grants totaling approximately \$30,695.

The PEAP grant recipients for 2011-12 were:

- Krista Aronson (Psychology), “The Story Book Project: Focus on Children of Color.” This grant funded administrative fees, translation services, materials, student assistant salaries and participant remuneration as part of the Story Book Project being conducted through Tree Street Youth, a local organization serving predominately children of color.
- Catherine Buell (Mathematics), “A Sonia Kovalevsky Mathematics Day at Bates College: A Day for Young Women in Mathematics.” This grant funded a Sonia Kovalevsky Mathematics Day (SK Day) at Bates College for Lewiston-Auburn and other Androscoggin County high school women, their parents, and teachers. The goal was to excite, inspire, and motivate high school women through activities, lessons, panels, and problem sessions as they transition into college and college mathematics.
- David Cummiskey (Philosophy), “Intercultural Ethics, Public Policy, and Democracy.” This grant provided support for conference travel related to Cummiskey’s research on intercultural ethics, including his presentation of “An Intercultural Conception of Informed Consent” at the bi-annual conference of the International Association of Bioethics (IAB) in June 2012.
- Alexandre Dauge-Roth (French and Francophone Studies), “French After-school Program through the Maine French Heritage Language Program 2012-14.” This collaborative project between the Department of French and Francophone Studies and the Maine French Heritage Language Program aims to offer Bates students majoring in French the opportunity to teach as language TAs in two French after-school programs in Lewiston and Auburn.

- Laura Faure (Bates Dance Festival), “Arts Across the College & Community: Marc Bamuthi Joseph, *red, black & GREEN: a blues*.” The Bates Dance Festival, in collaboration with Bates faculty and offices, hosted a series of residencies by spoken word artist and dancer Marc Bamuthi Joseph and the Living Word Project that culminated with the presentation of his new work, *red/black & GREEN: a blues* (rbGb) during Short Term 2012. The project included multiple intimate engagements across the curriculum to foster connections and inform, inspire and instigate new modes of discourse at Bates. The Festival also reached out into the community with a spoken word workshop for teens led by Bamuthi and complimentary tickets for participating youth to attend the main stage performances.
- Mollie Godfrey (English), “Making African American History: Preserving the Archives of the Portland NAACP.” This grant was used to purchase materials and refreshments and to fund guest speakers for INDS s36: Making African American History: Preserving the Archives of the Portland NAACP. Students in the course spent one week learning about the NAACP and the history of African Americans in Maine and being trained in methods of archival processing. They spent the remainder of the course processing and describing the collection, and putting together an exhibit drawn from that collection. Their final assignment was a short report on what or how they think that collection adds to the historical record.
- Micah Pawling (History), “Learning with the Wabanakis in Three Reservation Communities.” This grant covered the expenses of bringing students enrolled in *Wabanaki History in Maine* during Short Term 2012 on a four-day field trip to three Wabanaki reservation communities in eastern Maine. Students listened to three Wabanaki scholars talk on the reservation about important issues and learned that Native peoples are a distinct part of the state’s cultural mosaic. Moreover, students witnessed first-hand that these communities continue to struggle over sovereignty issues and for cultural survival today. Last, the collaboration furthered the efforts of Bates, Bowdoin, and Colby to strengthen their relations with the Wabanakis.
- Clarisa Pérez-Armendáriz (Politics), “Diaspora Bonds, Development Pipe Dream or Panacea?” Funds from this grant covered travel costs, student research assistant salaries and participant remuneration for elite interviews with Dominican government officials and leaders of the country’s financial sector, as well as focus groups with Dominican émigrés, exploring the marketing and use of Diaspora bonds, a savings instrument issued by the countries that Diaspora members call “home.”

- Anthony Shostak (Bates College Museum of Art), “Rollin’ to Olin.” This grant supports Rollin’ to Olin, an hour-long immersion and engagement program in the arts for area K-8 schoolchildren who are not ordinarily exposed to cultural activities outside of the classroom. The objective of this program is to enable the youth of the community to become visually literate by emphasizing the processes of seeing, thinking, and writing, and to foster long-term social capital by connecting youth with their community’s cultural organizations.

Harvard Center Grants for Programs, Departments, or GECs

In contrast to the individual faculty and staff projects supported by PEAP grants, the Harvard Center’s Grants for Programs, Departments, 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, 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 initial funded project is complete.

Four Program, Department, or GEC grants were awarded in 2011-12:

- The Environmental Studies Program received “Act II” P-DoG funding to continue programmatic and curricular connections between Environmental Studies, the arts, and the Lewiston-Auburn community through the integration of outdoor/green space exploration and nature activities with the arts, crafts and cultural components of a downtown Lewiston youth program; library or web-based research that would contribute to faculty teaching about community, arts, and the environment; and a stipend for a local artist to provide guidance and help staff brainstorm in preparation for the program.
- The Environmental Studies Program received “Act II” P-DoG funding to continue support of the Environmental Studies senior seminar, Community-Engaged Research in Environmental Studies. The grant helped to underwrite the hiring of a teaching assistant and covered honoraria and transportation costs for speakers, student transportation costs to project sites, and the cost of project materials.
- The Music Department received P-DoG funding to allow faculty, curricular music ensembles, and student soloists to perform for area audiences transported onto campus and for the department to take performances, demonstrations, and lectures out into the broader Lewiston/Auburn community.

- The Arts Collaborative received P-DoG funding to host a series of artist residencies during the 2012/13 academic year. Four exceptional artists are proposed: Dawoud Bey (Museum of Art), Brian Turner (Language Arts), Tiffany Ryhnard (Dance), and Aquila Theatre (Theater) for one to three week visits to engage with and activate students and faculty across the curriculum as well as the larger Lewiston-Auburn community.

Faculty Discretionary Grants

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

Faculty Discretionary Grants awarded for the 2011-12 academic year include:

- Krista Aronson, “Informing the Development of a Teen Parenting Program at the Auburn Public Library,” to cover the costs of participant remuneration for a survey distributed to local teen parents to obtain feedback about potential programming options and scheduling.
- Cynthia Baker, ES/RE s25: Food and the Sacred, to support the cost of food, materials and speaker honoraria for the course.
- Aimée Bessire, ACS 220: Community Studies, to fund lunch and transportation costs for student fieldtrips and food for a community partner event on campus.
- Anita Charles, ED 255A: Adolescent Literacy, to fund the purchase of books to be read by book groups at Tree Street Youth and fund student travel expenses and support materials for a digital media project at Whittier Middle School in Poland, Maine.
- Elizabeth Eames, “Nuer Narratives Project,” to fund transportation, translation services, and commensality for members of Portland’s Nuer community as part of the South Sudan Nuer Community Development Organization’s “Naath Language Learning Project.”
- Rebecca Fraser-Thill, PSYC 341: Advanced Topics in Developmental Psychology, to cover the cost of lunch in Commons for Longley Elementary School students, teachers and chaperones as part of the course’s pen pal program to increase college aspirations.

- Karen Palin, BIO 479: Biology in the Community, to fund travel-related expenses for the National Maternal Nutrition Intensive Course at the University of Minnesota School of Public Health.
- Karen Palin, BIO 479: Biology in the Community, to cover the cost of registration for the NOT HERE Conference on Human Trafficking for five students and one faculty member.
- Jennifer Sandler, EDUC 270: Educating for Democracy, to fund a celebratory dinner for community partners with whom students had been working, to discuss issues of activism and democracy.
- Mara Tieken, ED/SO 242: Race, Cultural Pluralism, and Equality in American Education, to fund a small reception at Museum L-A to celebrate the completion of an oral history project.

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 an award was given to:

- Shanna Bruno, College Advancement, to help support the annual Rebuilding Together Day. Twenty-seven Bates students and staff volunteered to rebuild steps and repair windows at a local non-profit.

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 Erik Barth '12, Lorena Bustamante '12, Suraj Karmacharya '14, Clara Maeder '14, Pamela Mejia '12, Andrea Meyer '14, Tenzin Namdol '15, Nathalie Navarrete '13, Mary Osborne '13, Naima Qambi '15, Sarika Subramaniam '14 and Fidelia Zelaya Aleman '15. Students participated in two trainings: effective grant writing presented by Phil Walsh, Director of the Office for External Grants at Bates College, and effective fund-raising presented by Len Bartel, Program Officer at Maine Health Access Foundation. These were open to all student leaders. The following awards were granted:

- Androscoggin Habitat for Humanity received a grant for its continued work with Bates students to eliminate substandard housing in Androscoggin County.
- Hour Exchange Portland received a grant to help support the work of the L/A Time Bank with the Bates student organization, Refugee Volunteers.
- The Center for Wisdom's Women received a grant to support monthly visits of the ArtVan, a mobile art therapy program, which hosts Bates volunteers.
- The YWCA received a grant to support the Lewiston Squash Camp that Patrick Williams '11 established. The program serves middle-school boys who learn to play squash and also work on reading and writing skills, relationship-building and enrichment activities.
- Tree Street Youth received a grant to support the summer intern program. Six Bates students will be helping to run the summer program, which serves many children and youth in the downtown area by providing academic and enrichment activities.
- Trinity Jubilee Center received a grant to purchase a new refrigerator. Trinity serves daily meals to many people who are hungry. Bates volunteers transport donated food and help to serve meals. Food donors include Bates College and Hannaford Supermarket and this grant will provide much needed food storage.

Arthur Crafts Service Grants

Arthur Crafts Service Grants provide funds for students who design an academic community-based learning project. Arthur Crafts funds are intended to cover such expenses as supplies, fees or research expenses. Awards are competitive and are available to students in all disciplines and classes. Crafts recipients for 2011-12 include:

Fall 2011

- Sophia Dalterio '13, *Community-based learning work with Riverton Park Housing Project, Portland, ME*

Winter 2012

- Mariah Barstow '12, Margaret Horvath '12, Deborah Mack '12, Olivia Tawa '12 and Alix Vandeventer '12, *Thesis work with WIC, Advocates for Children and Women's Health Associates, Lewiston, ME*
- Rebecca Dugan '12 and Karen Ullman '12, *Thesis work with Good Food for Lewiston-Auburn, Lewiston, ME*
- Grace Glasson '14, Hank Geng '13 and Kerry Gross '12, *Community-based learning work with Outright Lewiston/Auburn, Lewiston, ME*

- Robert Highland '13, *Community-based learning work with the Somali Bantu Youth Association Literacy Program, Lewiston, ME*
- Julie McCabe '12, *Community-based learning work at Bruce M. Whittier Middle School and Poland Regional High School, Poland, 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 2011-12 include:

- Elisabeth Baird '14 and Emily Diepenbrock '14, *Community-based learning work with Africa Schoolhouse, Ntulya, Tanzania*
- Erika Blauth '12, *Thesis work with Lewiston High School, Lewiston, ME*
- Nicolle Bugajski '12, Miriam Peña '12 and Jessica Waters '12, *Community-based learning work with Hillview Family Development, Lewiston Housing Authority, Lewiston, ME*
- Georgia Doucette '12, *Community-based learning work at the NOT HERE Conference on Human Trafficking, Lewiston, ME*
- Rebecca Dugan '12, *Thesis work with Good Food for Lewiston-Auburn, Lewiston, ME*
- Rodney Galvao '14, Mollie Kervick '13 and Anna McCabe '13, *Community-based learning work with Tree Street Youth, Lewiston, ME*
- Reann Gibson '12, *Community-based learning work with Tree Street Youth, Lewiston, ME*
- Priscilla Motley '12, *Thesis work at Hillview Family Development, Lewiston Housing Authority, 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 2011-2012 include:

Fall 2011

- Matt Duka '14, *Tree Street Youth, Lewiston, ME*
- Kerry Gross '12, *Pine Tree Legal Assistance, Lewiston, ME*

- Elise Levesque '13, *Lewiston Education Fund, Lewiston, ME*
- Gabriela Melchor '12, *Tree Street Youth, Lewiston, ME*

Fall 2011 and Spring 2012

- Angel Arango '15, *America Counts, Lewiston, ME*
- Erik Bou '14, *America Counts, Lewiston, ME*
- Gabrielle Concepcion '15, *America Counts, Lewiston, ME*
- Jedd Countey '14, *Maine People's Resource Center, Lewiston, ME*
- Rebecca Dugan '12, *The Nutrition Center of Maine, St. Mary's Health System, Lewiston, ME*
- Araceli Duran '14, *America Counts, Lewiston, ME*
- Sonja Favalaro '14, *America Reads, Lewiston, ME*
- Destany Franklin '14, *Hillview Family Development, Lewiston Housing Authority, and Trinity Jubilee Center, Lewiston, ME*
- Reann Gibson '12, *America Reads, Lewiston, ME*
- Alec Greenberg '12, *America Reads, Lewiston, ME*
- Patrece Joseph '14, *Advocates for Children, Lewiston, ME*
- Doug Kempner '12, *Maine People's Resource Center, Lewiston, ME*
- Kelsey Lafreniere '12, *America Reads, Lewiston, ME*
- Corin Liantaud '12, *America Reads, Lewiston, ME*
- Maura Maloney '13, *Lewiston High School, Lewiston, ME*
- Cristal Martin '13, *America Counts, Lewiston, ME*
- Leigh Michael '12, *America Reads, Lewiston, ME*
- Asha Mohamud '15, *America Reads, Lewiston, ME*
- Michelle Palma '14, *America Counts, Lewiston, ME*
- Elizabeth Sangree '15, *The Nutrition Center of Maine, St. Mary's Health System, Lewiston, ME*
- Ken Whitney '13, *America Reads, Lewiston, ME*

Spring 2012

- Jamilya Davis '15, *America Counts, Lewiston, ME*
- Nora Donahue '12, *The Nutrition Center of Maine, St. Mary's Health System, Lewiston, ME*
- Cameron Hamilton '12, *Thorncrag, Stanton Bird Club, Lewiston, ME*
- Deborah Mack '12, *Blake Street Towers, Lewiston Housing Authority, Lewiston, ME*
- Danielle Morris '13, *New American Sustainable Agriculture Project, Portland, ME*
- Sheryl Todman '14, *America Counts, Lewiston, ME*
- Nina Wineburgh '14, *Trinity Jubilee Center, Lewiston, ME*

- Porsha Winters '12, *Pine Tree Legal Assistance, Lewiston, ME*

Summer 2012

- Katie Ailes '14, *Lewiston Public Library, Lewiston, ME*
- Alex Bolden '15, *Tree Street Youth, Lewiston, ME*
- Erik Bou '14, *Tree Street Youth, Lewiston, ME*
- Naima Qambi '15, *Lewiston Housing Authority, Lewiston, ME*

Volunteer Service Grants

These grants are awarded by the Student Volunteer Fellows to support students' community service activities. Awards in 2011-12 include:

- Elisabeth Baird '14 and Molly Huffaker '14, *Blake Street Towers, Lewiston Housing Authority, Lewiston, ME*
- Erik Barth '12 and Brendan Culliton '12, *Habitat for Humanity, Bates College, Lewiston, ME*
- Hally Bert '14, *Sustainable L-A, Lewiston, ME*
- Alysé Bigger '12 and Jennifer Glass '13, *Let's Get Ready, Lewiston High School, Lewiston, ME*
- Jasmine Black '12, *Tree Street Youth, Lewiston, ME*
- Catherine Elliott '12, *Freewill Folk Society, Bates College, Lewiston, ME*
- Destany Franklin '14, *Hillview Family Development, Lewiston Housing Authority, Lewiston, ME*
- Destany Franklin '14, *Soles4Souls, Hillview Family Development, Lewiston Housing Authority, Lewiston, ME*
- Allison Kamm '12 and Lindsey Loy '14, *Cats and Cubs Program, Big Brothers Big Sisters, Lewiston, ME*
- Jee Hye Kim '12 and Kimberly Liaw '12, *Lewiston/Auburn 9-1-1 Center, Auburn, ME*
- Cristal Martin '13 and Jessica Washington '13, *Stand Against Racism, YWCA of Central Maine, Lewiston, ME*
- Pamela Mejia '12 and Vanessa Truglio '12, *Auburn School Department, Auburn, ME*
- Taryn O'Connell '13, *Student Athlete Advisory Committee, Bates College, Lewiston, ME*
- Lucy O'Keefe '12, *Hillview Family Development, Lewiston Housing Authority, Lewiston, ME*
- Alanna Prince '13 and Olivia Romeo '13, *Poland Regional High School, Poland, ME*

Harward Center Student Transportation Assistance Grants

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

- Elisabeth Baird '14, Emily Diepenbrock '14 and Mahala Sacra '14, *Community-based learning work with Africa Schoolhouse, Ntulya, Tanzania*
- Mohammed Basij-Rasikh '12, Muhammad Dahir '12, Natacha Danon '15, Olivia Krishnaswami '15, Ghulam Awais Ran '15 and Gina Sima '12, *Attendance at the 2012 Clinton Global Initiative Conference, Washington, D.C.*
- Ana Bisailon '12, Sophia Dalterio '13, Alexandra Desjardin '14 and Isaac Thompson '13, *Community-based learning work with South Sudan Nuer Community Development Organization, Portland, ME*
- Leah Cole '12, *Attendance at U.S.-Mexico Border Delegation, El Paso, TX*
- Jacob Kaplove '12, *Volunteer work with Pueblo a Pueblo, Santiago Atitlán, Guatemala*
- Julie McCabe '12, *Student teaching at Poland Regional High School, Poland, ME (2)*
- Cameron Sheldon '13, *Attendance at 2012 Womensphere Emerging Leaders Global Summit, New York, NY*
- Porsha Winters '12, *Volunteer work with Let's Get Ready, Lewiston High School, Lewiston, ME*

Harward Center Academic-Year Student Fellowships

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

- Lundat Kassa '13, *Somali Bantu Youth Association of Maine, Lewiston, ME*

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 2012 include:

- Jacob Barbato '15, *Saratoga Town Court, Schuylerville, NY*
- Jedd Countey '14, *Maine People's Alliance, Lewiston, ME*
- Lundat Kassa '14, *Ethiopian Community Center, Washington, DC*
- Madeline Landry '14, *St. Mary's Nutrition Center, Lewiston, ME*
- Margaret Ogilvie '14, *District Court, Lewiston, ME*
- Kim Sullivan '13, *Tree Street Youth, Lewiston, ME*
- Margaret Toohey '13, *Volunteer Lawyers Project, Portland, ME*

Community-Based Research Fellowships

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

This year, we awarded community-based research fellowships during the academic year only. The eight students awarded fellowships this year worked in several different communities on a variety of projects.

- Nazsa Baker (AARP) worked on a survey designed to be the first step toward transforming the landscape on GLBT aging in Maine.
- Nicolle Bugajski (Family Self-Sufficiency/Lewiston Housing Authority) interviewed public housing residents about their attitudes toward government assistance.
- Catherine Elliott (Maine People's Alliance) investigated how a community organizing group used narratives to create momentum for political change.
- Reanne Gibson (Tree Street Youth) collected information about best practices for running an empowerment group for immigrant girls while running such a group at the center.
- Jake Kaplove (Project SHIFA) worked with a public elementary school to assess the effectiveness of a trauma-informed program designed to reduce stress for immigrant youth from war-torn countries.

- Deborah Mack (Women’s Health Associates of St. Mary’s Hospital) used pictograms to improve compliance with prescription medications in prenatal care within the immigrant community.
- Julie McCabe (Bruce M. Whittier Middle School) helped to infuse a women’s studies perspective into the history curriculum.
- Elizabeth McKean (Park St. Elementary School) worked with a local ELL teacher to better understand what local teachers need to increase their cultural competencies.

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

Thanks to a grant from the Christian A. Johnson Endeavor Foundation, we were able to launch a pilot program this academic year 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, they executed actions that were grounded in research evidence. An example of the former was input and analysis of data about neighborhood needs for community partner Community Concepts and of the latter was a block party about play and learning, complete with backpacks and booklets to take home to parents and guardians, for local Head Start classrooms. In all, the team worked on eight projects for ten different community partners. The eight members of this year’s team came from academic majors across the College. They were as follows:

- Kerry Gross ‘12
- Emily Kaldjian ‘13
- Jake Kaplove ‘12
- Jeff Lathrop ‘13
- Pamela Mejia ‘12
- Hannah Nienaber ‘13
- Taryn O’Connell ‘13
- Raisa Sharmin ‘13

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 Reann Gibson ‘12. Reann partnered with Tree

Street Youth, a new youth center, to help inform the development of a girl's group in September 2012. She was the primary group facilitator, coordinating and attending each week's meetings. Initially working with the girls to identify their interests, Reann's project evolved to articulate and codify information that will allow for the group to be sustained beyond her tenure. This information, which includes strategies for maintaining strong and consistent participation, managing conversation around sensitive issues, addressing issues of personal safety when they arise, and developing effective yet flexible curricula, has been incorporated into a manual for Tree Street Youth to aid future facilitators.

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 Megan Panzer '12. Megan worked with Safe Voices, the domestic violence prevention organization that serves Androscoggin, Oxford and Franklin counties. She met with their staff to determine their needs. She then was trained in grant prospecting and researched grants that could help them achieve their goals.

Grants Received by the Harvard Center

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

Other Harvard Center Programs and Activities

Adopt-A-School

Bates continues its Adopt-A-School partnership with Lewiston Middle School. The partnership supports a variety of academic community-based learning and service projects. In 2011-2012, highlights included:

- Bates Dining Services Office co-sponsored a celebratory promotion breakfast during the last week of school for all 8th grade students.
- College students from education classes used their own course content to prepare and deliver curriculum-relevant lessons for middle school students.
- Bates students, as volunteers and through community-based learning placements, worked with the Lewiston Middle School Civil Rights team in various ways, including helping to plan their annual fundraising event.
- Anthony Shostak from the Olin Art Museum worked with language arts teachers on using the museum’s collection to support instruction. He delivered student workshops from the museum’s Thousand Words Program that uses art as a tool to enhance writing skills. Additionally, relevant items from the museum’s collection were made available online so students could access them continuously.
- Lewiston Middle School provided a supportive school environment where dozens of Bates students combined practical experience with their academic learning in education, child development, social justice, and other areas.

D4D Training

Bates students participated in two opportunities made possible by Bates’ membership in Project Pericles, a New York-based non-profit organization that promotes the importance of teaching the principles and tools of participatory democracy in higher education. While Project Pericles engages various stakeholders in higher education—faculty, administrators, students—its student-focused program is called Debating for Democracy (D4D), the hallmarks of which are a one-day training called D4D On the Road that teaches student activists the tools to access political power to create social change, and a two-day national conference that brings students from the 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. On December 3rd, a mix of 50 students, faculty members, and local community organizers participated in D4D on the Road. Led by The Center for Progressive Leadership (a national nonpartisan political training institute based in Washington, D.C. that has trained over 5,000 diverse leaders at every level of political involvement), participants explored the tactics for pursuing change, including advocacy, electoral campaigns, lobbying, organizing, and policy development.

Two Bates students, Haley Keegan and Amy Wyeth, also attended this year's D4D national conference, which took place in New York City at Eugene Lang College, The New School for Liberal Arts on March 22-23. There, they joined 60 college students from across the country, all of whom attended workshops, keynote addresses, and panel discussions on social action, social media, the federal budget, income inequality, and the role of non-profits. At the heart of the conference was an initiative that asked students, prior to attending the conference, to write a letter to an elected official about an issue of concern. Five student teams were chosen to present their letters at a D4D Legislative Hearing, presided over by a panel of legislative officials. Carol Browner, former Director of the White House Office of Energy and Climate Change Policy in the Obama administration and former Administrator of the EPA in the Clinton Administration, delivered the keynote address at the dinner.

DEC Early Childhood and Development Group

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.

This year, faculty members from each of the four institutions of higher education that belong to DEC, as well as other professionals interested in early childhood and development, met regularly to identify issues of concern in the community and to develop strategies to address them. Professor Emily Kane (Sociology), Professor Anita Charles (Education), Professor Georgia Nigro (Psychology), and Ellen Alcorn from the Harvard Center participated regularly. Each month, the group invited different service providers from the community to talk about the issues they faced. This year, Bates faculty member Krista Aronson and her research methods students participated in a needs assessment project at the Auburn Public Library, where the librarian had reported a large number of young parents in need of resources. The following semester, STA/RT students got involved with the planning of a larger project on young parents with a wide circle of interested service providers in the community. That project will continue in the fall with students in several classes from Bates participating.

Federal Programs

America Reads/America Counts

America Reads and America Counts are federal programs that allow college students who qualify for work-study funds to earn money while tutoring children in local elementary and middle schools. Under the guidelines of the America Reads program, Bates students work with children in grades K-3 and with family-based programs designed to increase literacy. America Counts provides support for children from grades K-9 in mathematics. Students were recruited, trained and placed by Student Volunteer Fellow Lorena Bustamente, working closely with Harvard Center staff. Bates students were further trained and supervised by staff in their host schools. This year 16 different students worked in one or more of the following aspects of the programs:

- **School day classroom support:** Upon teacher and/or school request, Bates students supported math, literacy, and English Language Learners. They worked with individuals and small groups under the supervision of classroom teachers.
- **Targeted literacy programs:** Two elementary schools have developed programs specifically designed to focus on targeted learning standards. Bates students are trained in pre- and post-assessment and instructional strategies. The Geiger Elementary Program focuses on reading fluency. The Longley School Program addresses reading comprehension and construction of verbal and written open-ended responses.
- **After-school tutoring:** Bates students worked with schools to provide assistance in reading and mathematics. In 2011-2012, schools included were Lewiston Middle School and Auburn Middle School; tutors also worked at the Lewiston Public Library and Tree Street Youth After-School Programs.

Americorps Education Awards

Katie Ailes '14, Erik Barth '12, Alyse Bigger '12, Emily Diepenbrock '14, Molly Huffaker '14, Jake Kaplove '12, Lucy O'Keefe '12, Michelle Palma '14, Simone Schriger '14 and Kim Sullivan '12 are participating in the 2011-2012 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 thirteenth 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, 60 members of the Bates community and the community at large served as judges. Science fair coordinators Andrew Kageleiry and Colby Moldini organized a day at Bates for the five students with the best science fair projects, the titles of which were: "What Does Your Name Say About You?"; "Dominoes"; "Fun Fin Flight"; "Fingerprinting Similarities"; and "Bowling Density Experiment." In addition to receiving Bates t-shirts and eating lunch in the Commons, the winning students toured a bacteriology laboratory, synthesized luminol in a chemistry lab, and took a tour of the campus and the art museum. Additionally, Bates faculty member Josh Henry met with the winners of the science fair.

Pathway to Civility: National Conference of College Leaders

In May, the Harvard Center sent two students, Cameron Sheldon and Kristen Doerer to Pathway to Civility: National Conference of College Leaders at Allegheny College in Meadville, Pennsylvania. The conference was designed to enhance respectful political dialogue on college and university campuses, and to help student leaders understand the importance of civil political engagement. Cameron and Kristen participated in a host of activities designed to broaden perspectives regarding political activism and compromise, heard from recognized political figures, high-profile journalists, and leading scholars, and had the opportunity to socialize with peers from across the nation and from across the "partisan divide."

Perform Your Mind

As the centerpiece of an independent study with Rob Farnsworth in the Department of English, senior English major James Watkins offered a semester-long workshop for high school students at the Lewiston Public Library. Assisting him was junior English major Mollie Kervick, who created a poetry module for the Lewiston-based Camp Smiles last summer. Lending support to the endeavor was Sarah Vazquez, the Harvard Center's VISTA this year. In workshop each week, high school students wrote and performed their work. The high school students had the opportunity to participate in a workshop with National Poetry Slam winner Marc Bamuthi Joseph when he came to Bates in late April to perform his piece "red, black, and GREEN: a blues."

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 Lorena Bustamente focused her efforts at Montello Elementary School, where 14 Bates students offered 28 hours per week to read to 28 kindergarten, first, and second grade children.

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 sixth 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.
- Erik Barth '12 and Jake Kaplove '12 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. Erik was recognized for his leadership around safe and affordable housing through his work with Habitat for Humanity and Rebuilding Together. Jake's award was for his work with Refugee Volunteers, a Bates student organization that partners with refugee families in the community to provide reciprocal learning.
- Harward Center VISTA Sarah Vazquez received a Real Hero award from the United Valley chapter of the American Red Cross in recognition of her outstanding service to the youth who attend the Lewiston Public Library's Academic Success Program.

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 and Consultations

- Holly Lasagna presented on "Sustainable Food Systems" at the Fall 2011 Imagining America National Conference in Minneapolis, MN.
- Georgia Nigro led a discussion about working with the community at the November 2011 Project Pericles Directors Meeting in Little Rock, AR.

- Laura Sewall presented a talk at the annual meeting of the Ecological Society of America entitled, "Natural History, Perception and Ecopsychology."
- Laura Sewall contributed a chapter, entitled, "Perceiving a World of Relations," to The Way of Natural History (2011), edited by Thomas Lowe Fleischner.
- Kristen Cloutier co-authored an article: Turesky, E. F., Cloutier, K. S., & Turesky, M. F. (2011, October). Feminine paths to leadership in Italy: Perceptions of female Italian leaders in a masculine society. *Integral Leadership Review*.

Campus and Community-Wide Initiatives

Admission Events

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

School/Program/Organizational Visits

- Franklin School Visit on November 17
Holly Lasagna conducted one information session on community partnerships
- Gray/New Gloucester Middle School Visit on January 24
Marty Deschaines conducted two information sessions on volunteerism and community partnerships
- Windham High School Visit on March 15
Georgia Nigro discussed community partnerships and senior theses
- Schuler Scholar Program Visit on March 27
Holly Lasagna conducted one information session on community partnerships
- College Match Organizational Visit on April 4
Holly Lasagna conducted one information session on community partnerships

Special Events

- Bates/Bowdoin/Colby Counselor Tour (BBC Tour) on September 13
Holly Lasagna participated in a faculty/staff panel
- Open House on September 19
Holly Lasagna, Georgia Nigro, Carla Harris (community partner) and Emily Diepenbrock '14 participated in a community engagement panel
- Open House on October 10
Ellen Alcorn, Marty Deschaines and Alyse Bigger '12 participated in a community engagement panel
- Prologue to Bates on November 14
Ellen Alcorn participated in a faculty/staff panel
- Discover Bates Open House for Juniors on January 16
Holly Lasagna participated in a faculty/staff/student panel

- Accepted Student Reception on April 6
Ellen Alcorn, Marty Deschaines, Carla Harris (community partner) and Lucy O'Keefe '12 participated in a community engagement panel
- Accepted Student Reception on April 23
Ellen Alcorn, Robin Fleck (community partner), Jacob Kaplove '12, Jordan Conwell '12 and Holly Lasagna participated in a community engagement panel
- Explore Bates Open House in August
Peggy Rotundo participated in two faculty/staff panels

College Night in Town

Senior Mikey Pasek planned College Night in Town. He worked with numerous downtown restaurants and merchants to offer discounts to Bates students. He also arranged for artists to perform in various venues. A bus shuttled students back and forth from campus.

Eco Service Day and Clean Sweep

EcoService Day

This year, Bates held its second annual EcoService Day on Saturday, April 28. More than 80 volunteers turned out, working on and off campus to clean up litter, paint bike racks, create recycled notebooks, clear trails, plant gardens and take photos of the Androscoggin River to submit to the EPA's Documerica/State of the Environment project.

Clean Sweep

At the end of the year, Bates held its annual Clean Sweep effort, organized to enable students to recycle their unwanted items, and the Bates community to interact with the L-A area. Clean Sweep bins are placed in campus residences, and after students leave for the summer, volunteers from local organizations tag the collected items and hold a giant garage sale. The proceeds from the sale are distributed among participating local non-profit organizations. This year, Bates once again filled its ice arena with everything from furniture and fridges to clothes and kitchenware and generated \$21,222 for community organizations.

Exploring Human Boundaries Reading Group

St. Mary's Health System and the Bates College Human Resources Department along with the Harvard Center for Community Partnerships collaborated to offer a Literature and Medicine monthly reading group called Exploring Human Boundaries and sponsored by the Maine Humanities Council. Faculty and staff from the two neighboring institutions met monthly over dinner for books that ranged from *The Plague* by Albert Camus to *The Diving Bell and the Butterfly* by Jean-Dominique Bauby.

Greenhouse

The Bates greenhouse was used by the Lots to Garden Program from March to June.

Lewiston Housing Authority Art Exhibit

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

Martin Luther King, Jr. Day

The Center, in conjunction with the Bates College MLK Committee, sponsored a "Read-In" at Martel Elementary School in Lewiston. Twenty-one students and staff read to fourth, fifth and sixth graders at Martel School. This year the Lewiston Public Library identified dozens of books with a civil rights theme for volunteers to read. Additionally, they provided applications for library cards.

Mount David Summit

The 2012 Mount David Summit, an annual college-wide celebration of undergraduate research, featured many examples of important community-based work. This year Professor Georgia Nigro and the six Community-Based Research Fellows with whom she worked during Winter Term facilitated a presentation and discussion entitled "Community-Based Research as Public Scholarship: A Presentation and Discussion Session," which served as an informal conversation with Bates faculty, students, staff and community partners on the challenges and rewards of community-based learning.

Museum Of Art

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

Phillips Fellowships

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

- Kate Fetrow (Overcoming Machismo Culture: Understanding the Struggle for Women's Rights in Ecuador)
- Nicole Huang (Disability Services in Cochabamba)
- Conor Smith (Conservation Education around Kibale National Park, Uganda)

Planetarium

During the academic year, Professor Gene Clough gave planetarium shows at the Ladd Planetarium on the Bates campus to school groups and to Boy Scout troops. He also designed a special multimedia show, *Stars over Savannah: Juliette Gordon Low's Sky*, in celebration of the 100th anniversary of the founding of the Girl Scouts. The presentation, which included stories, pictures, music, and the sky as it looked at the time of some major events in J.G.L.'s life, was seen by many Girl Scout troops.

Taste of L-A

The Student Activities Office hosted the seventh 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 \$1600 for Atlantic Global Aid, a Maine-based nonprofit organization established in 2010 to bring medicine, supplies and medical personnel to Africa.

Appendix

Community Agency and Institutional Partners

- Advocates for Children
- Alliance for Community Trees
- 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
- B Street Health Center, St. Mary's Health System
- Big Brothers/Big Sisters
- Blake Street Towers
- Boys and Girls Club
- Bruce M. Whittier Middle School
- Catholic Charities of Maine
- Center for Wisdom's Women
- Central Maine Medical Center
- Charles River Watershed Association
- Clean Ocean Action
- Clover Health Care
- Community Concepts, Inc.
- Downtown Education Collaborative
- DuPont
- Edward Little High School
- Efficiency Maine
- Environment Maine
- Environmental Protection Agency
- Equality Maine
- Ethiopian Community Center
- Farwell Elementary School
- Franco-American Heritage Center
- Geiger Elementary School
- Good Shepherd Food Bank
- Green Energy Maine
- Habitat for Humanity
- Healthy Androscoggin
- Hillview Family Development
- Housatonic Valley Association
- Immigrant Legal Advocacy Project
- Island School
- John T. Gorman Foundation
- Lewiston, City of
- Lewiston Adult Education
- Lewiston/Auburn Economic Growth Council
- Lewiston/Auburn Time Dollar Bank
- Lewiston District Court
- Lewiston Education Fund
- Lewiston High School
- Lewiston Housing Authority
- Lewiston Middle School
- Lewiston Public Library
- Lewiston Regional Technical Center
- Lewiston School Department Central Office
- Longley Elementary School
- Lots to Gardens

- Maine Conservation Corps
- Maine Development Foundation
- Maine People's Alliance
- Maine People's Resource Center
- Maine Volunteer Lake Monitoring
- Maine Women's Policy Center
- Margaret Murphy Center for Children
- Martel Elementary School
- McMahan Elementary School
- Meadowview Housing Development
- Montello Elementary School
- Museum L-A
- Natural Resources Council of Maine
- The Nature Conservancy
- Neighborhood Housing League
- New Beginnings
- New England Aquarium
- Nezinscot Farm
- Nutrition Center of Maine, St. Mary's Health System
- Oak Hill High School
- Olé
- Our Earth
- OUTright, Lewiston/Auburn
- Parents Across America
- Park Avenue Elementary School
- Phippsburg Land Trust
- Pine Tree Legal Assistance
- Poland Regional High School
- Rebuilding Together
- Renaissance School
- Sabbathday Lake Association
- Safe Voices
- Sandcastle Clinical and Educational Services
- Saratoga Town Court
- Seneca Creek Energy
- Sexual Assault Crisis Center
- Sherwood Heights Elementary School
- Sierra Club of Vermont
- Small Point Association
- Social Equality Educators
- Somali Bantu Youth Association
- Spoke Folks
- STEP-UP Program, University Park, MD
- St. Mary's Health System
- Stanton Bird Club (Thorncrag Bird Sanctuary)
- Sustainable Bates
- Tansheq Tanzania Limited
- THRIVE (a program of Tri-County)
- Tree Street Youth
- Tri-County Mental Health Services
- Trinity Jubilee Center
- United Way of Greater Portland
- Visible Community
- Volunteer Lawyers Project
- Western Maine Community Action Health Center
- Women's Development and Environment
- 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 Bates-Morse Mountain Conservation Area and the Office of Environmental Health and Safety.

2012 HARVARD CENTER AWARDS

In May, the Harvard Center hosted its Sixth 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:

- **Estelle Rubinstein**, Former Executive Director of Androskoggin Head Start and Child Care, recipient of the 2012 James and Sally Carignan Award for Career Achievement;
- **Jordan Conwell '12**, **Catherine Elliott '12** and **Deborah Mack '12**, recipients of the 2012 Harvard Center Student Award for Outstanding Community-Based Academic Work;
- **Alyse Bigger '12**, **Allison Kamm '12** and **Lucy O'Keefe '12**, recipients of the 2012 Harvard Center Student Award for Outstanding Community Volunteerism and Student Leadership;
- Visiting Assistant Professor of English **Mollie Godfrey**, recipient of the 2012 Harvard Center Faculty Award for Outstanding New Community Partnership Initiative;
- Associate Professor of Psychology **Krista Aronson**, recipient of the 2012 Harvard Center Faculty Award for Sustained Commitment to Community Partnership;
- **Robin Fleck** (Auburn School Department – Project SHIFA) and **Tree Street Youth**, recipients of the 2012 Harvard Center Community Partner Award for Outstanding New Initiative;
- **Museum L-A**, recipient of the 2012 Harvard Center Community Partner Award for Sustained Commitment to Partnership;
- The students, faculty and community partners of **EDUC 270: Educating for Democracy**, recipients of the 2012 Harvard Center Award for Outstanding Community Project/Partnership;
- Bates-Morse Mountain Gatekeeper **Don Bruce**, recipient of the 2012 Bates-Morse Mountain Award for Environmental Stewardship;
- Casco Baykeeper **Joe Payne**, recipient of the 2012 Bates-Morse Mountain Award for Environmental Lifetime Achievement.