

Civic Engagement at Bates

2015-2016



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Community-Engaged Courses, Research Projects, Independent Studies, & Internships

MESSAGE from the Director, Darby K. Ray

At a time when our nation is beset by political polarization and its fragile unity threatened by systemic racism, economic inequality, and environmental neglect, the liberal arts can seem a ridiculous pursuit and the residential college an escapist fantasy. And yet, how better—and where better—to try to forge more life-giving ways of seeing and being than right here at Bates College in Lewiston, Maine?



Since its founding, Bates has been committed to education as a means to individual and social transformation. Although our pursuit of the “emancipating potential of the liberal arts” (Bates mission statement) is just that – a pursuit rather than a settled achievement – it is precisely in and through the striving that we build lives of meaning, interconnection, and contribution.

The Harvard Center for Community Partnerships was established to strengthen the College’s long-standing commitment to civic engagement as a hallmark of a Bates education. Harvard Center staff and programs reach across and beyond the Bates campus to build the capacity of students, faculty, staff, alumni, and community partners for collaborative work in pursuit of thriving communities and planetary well-being.

The Harvard Center may be specially tasked with the cultivation of civic awareness, inquiry, and action, but as this report documents, during the 2015-16 academic year we were by no means working alone. Bates faculty and staff from across the college invited students to connect theory to practice through a wide range of community-engaged experiences, courses, and research projects. These experiences increased students’ investment in their learning and deepened their mastery of course content. Well over 100 community partners, some of them Bates alumni, were co-educators of Bates students, providing volunteer, work-study, internship, and research opportunities that not only addressed pressing societal needs but also helped students develop important intellectual, ethical, and personal skills. Not surprisingly, Bates students themselves took the lead in pursuing a wide range of projects, from recruiting and training their peers for sustained volunteer work, to conducting research with community partners, to creating new programs and partnerships that connected their skills and passions to the needs of the wider world.

This report begins by highlighting the publicly-engaged academic work undertaken during the 2015-16 school year—the dozens of community-engaged learning courses taught, research projects undertaken, and faculty development programs offered. It also presents a wide range of co-curricular and extra-curricular initiatives that also characterized the year at Bates. My Harvard Center colleagues and I thank you for your consideration of this life-giving work.

ACADEMIC Initiatives

Bates has long been committed to the engaged liberal arts, which includes intimate learning environments, tough intellectual challenges and the support to surmount them, and ample opportunities to put theory into practice. The college's Harvard Center offers a wide array of resources for faculty and students to connect classroom, laboratory, and studio learning to real-world contexts and partners and to bring the pressing issues of our day into on-campus learning environments.

Community-Engaged Learning Courses

The cultivation of civic awareness and informed civic action is at the heart of a Bates education. Many faculty embrace community-engaged learning as an innovative pedagogy that enhances student engagement with course content while developing important academic and life skills such as critical thinking, problem-solving, collaboration across differences, and ethical reasoning, while contributing to the flourishing of communities near and far. The fifty-two (unduplicated count) community-engaged courses listed below were offered during the 2015-16 school year and produced over 44,000 hours of community-engaged work. Many of these courses met a threshold of community-engaged practice that allowed them to be tagged in the course catalog as Community-Engaged Learning (CEL) courses. All contributed to the cultivation of civic awareness and informed civic action. A brief summary of each course's community-engaged work is available in the Appendix.

American Cultural Studies

- Community Studies, ACS 220, Professor Beasley

Anthropology

- Encountering Community: Ethnographic Fieldwork and Service-Learning, ANTH S10, Professor Danforth
- Interpretation and Culture, ANTH 333, Professor Rubin
- Gender and Culture, ANWS 313, Professor Eames

Art and Visual Culture

- Museum Internships, AVC 361, Professor Corrie

Biology

- Conservation Biology, BI/ES 246, Professor Levitis

Classical and Medieval Studies

- Medieval Reenactment, CMEN s14, Professor Federico

Dance

- Tour, Teach, Perform, DN/ED s29, Professor Berg

Economics

- Give Me Shelter: Making Housing Affordable, ECRE s23, Professors Tracy and Lewis

Education

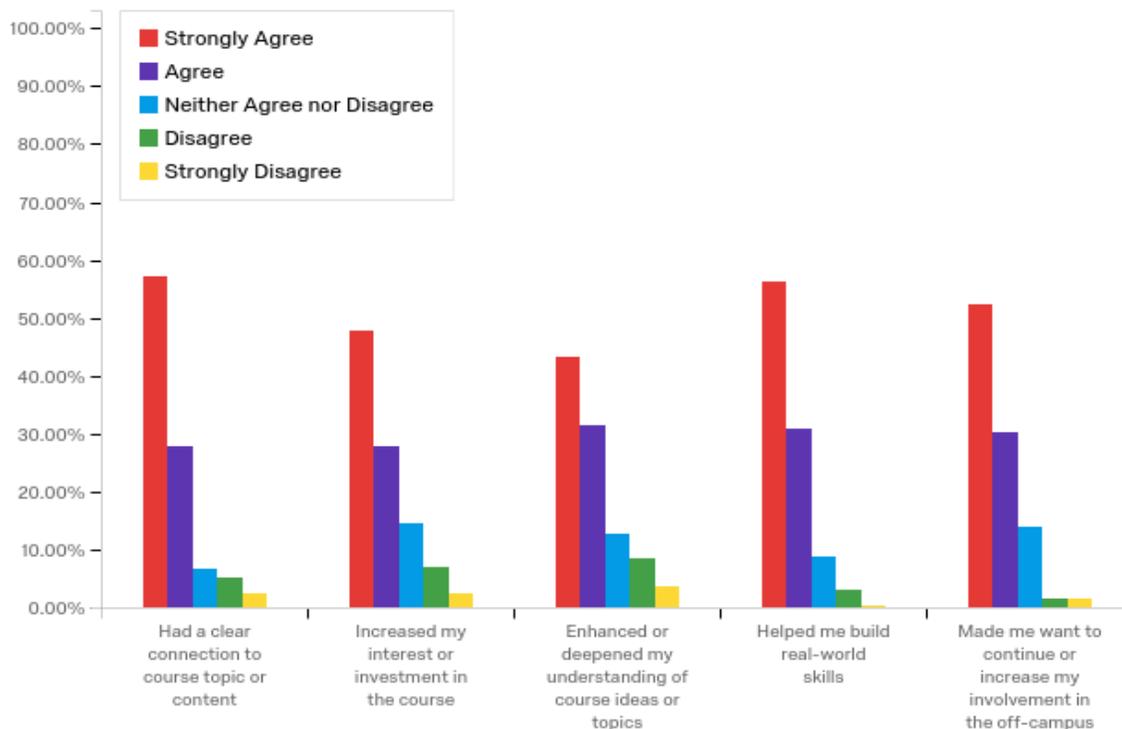
- African Perspectives on Justice, Human Rights, and Renewal, INDS 100, Professors Dauge-Roth and Buck
- Perspectives on Education, EDUC 231, Professors Charles, Smith, and Ticken
- Tour, Teach, Perform, DN/ED s29, Professor Berg
- Teaching in the Sciences, EDUC 235, Professor Wallace
- Race, Cultural Pluralism, and Equality in American Education, EDSO 242, Professor Ticken
- Community-Based Research Methods, EDPY 262, Professor Nigro
- Internship in Education, EDUC 290, Professor Buck
- Learning and Teaching, EDUC 343, Bronwyn Sale
- Basic Concepts in Special Education, EDUC 362, Professor Charles
- Education in Globalized World, EDWS 384, Professor Buck
- Seminar in Educational Studies, EDUC 450, Professor Buck
- Community Organizing for Social Justice, EDSO S24, Professor Ticken
- Literacy in the Community, EDUC s27, Professor Buck

English

- Climate Change and the Stories We Tell, ENES S31, Professor Rush Mueller

CEL Student Survey Fall 2015 (189 respondents)

My community-engaged learning project/assignment/experience/fieldwork:



Environmental Studies

- Community-Engaged Research in Environmental Studies, ENVR 417, Professors Costlow and Wenzel
- Animal and Society, ENVR 334, Professor Costlow
- Climate Change and the Stories We Tell, ENES S31, Professor Rush Mueller
- Conservation Biology, BIES 246, Professor Levitis
- Internship in Environmental Studies, ENVR s46, Professor Parrish
- Innovations in Mapping, ESHI s24, Professor McDonough

First-Year Seminars

- The Sporting Life, FYS 395, Professor Langdon
- Tobacco in History and Culture, FYS 419, Professor Plastas
- Exploring Education through Narratives, FYS 300, Professor Sale
- Why College?, FYS 448, Professor Reich

French and Francophone Studies

- Orphans of Genocide in Rwanda, FRE s38, Professor Dauge-Roth

Geology

- Polar Environment, GEPH 111, Professor Saha
- Global Change, GEO 109, Professor Johnson

History

- The Civil Rights Movement, HIST 390W, Professor Jensen
- History and Human Rights, HIST 390X, Professor Shaw
- Innovations in Mapping, ESHI s24, Professor McDonough
- Wabanaki History in Maine, HIST s28, Professors Hall and Bear Mitchell

Math

- Calculus I, MATH 105, Professor Boateng
- Calculus II, MATH 106, Professor Ott
- Real Analysis, MATH 301, Professor Ott

Music

- Music Theory II, MUS 232, Professor Bourne
- Mind and Music in Multimedia, MUPY s11, Professor Bourne

Philosophy

- Teaching Philosophy, PHIL s32, Professor Stark

Politics

- Gender and the State, PTWS 347, Professor Hill

Physics

- Polar Environment, GEPH 111, Professor Saha

Psychology

- Developmental Psychology, PSYC 240, Professor Nigro
- Mind and Music in Multimedia, MUPY S11, Professor Bourne

- Health Psychology, PSYC 303, Professor Langdon
- Women, Culture, and Health, PYWS 343, Professor Langdon
- Community-Based Research Methods, PSYED 262, Professor Nigro
- Community-Based Research in Psychology, PSYC 457, Professor Aronson

Religious Studies

- Islam in America, REL 272, Professor Ghadikolaei
- Human Suffering, REL 313, Professor Baker

Community-Engaged Learning student survey responses:

"I liked that our main project for the class was actually based on a real life project. It wasn't like we were studying or doing research just for ourselves; rather, we knew that all our hard work was going toward answering a real question."

"This community-engaged learning experience allowed me to step outside of my comfort zone and do things that I never thought I would do."

"I felt that my work really made a difference to the organization and that I am now a part of its future and growth."

"In partnering with young Rwandans, we had direct contact and interaction with the country's future, and we made firm friendships with those amazing youth."

- Give Me Shelter: Making Housing Affordable, ECRE s23, Professors Tracy and Lewis

Sociology

- Crime and Society, SOC 211, Professor Rocque
- Sociology of Gender, SOCWS 270, Professor Kane
- Public Sociology, SOC 395, Professor Kane
- Community Organizing for Social Justice, EDSO s24, Professor Tieken
- Race, Cultural Pluralism, and Equality in American Education, EDSO 242, Professor Tieken

Women and Gender Studies

- Sociology of Gender, SOC WS 270, Professor Kane
- Women, Culture, and Health, PYWS 343, Professor Langdon

- Gender and the State, PTWS 347, Professor Hill
- Education in Globalized World, EDWS 384, Professor Buck
- Gender and Culture, ANWS 313, Professor Eames

Publicly-Engaged Research, Independent Studies, & Internships

During the 2015-2016 school year, thirty-nine students completed community-engaged senior theses under the direction of Bates faculty members. These projects occurred in disciplines from across the college. Dozens more students completed independent study projects or academic internships that had significant community engaged aims and content. Summaries of thesis projects are available in the Appendix.

Community-Engaged Research Fellows Program

The Community-Engaged Research (CER) Fellows program supports students' undertaking of significant research projects with the off-campus community. During a semester-long seminar, students learn about the history, methods, and ethics of community-engaged research across different disciplines while moving their own projects forward in an interdisciplinary learning community. This year, ten outstanding Fellows conducted research in diverse fields, including Dance, Education, Environmental Studies, Mathematics, Philosophy, Psychology, Rhetoric, Sociology, and Theater. Below are the 2015-16 CER Fellows and their project titles and community partners:

- Camden Bock, "K-Means Clustering of Mixed Data for Computer Adaptive Learning Systems" - Community Partner: Lewiston High School
- Mary Anne Bodnar, "Systems Development for Dance and Theater Community Outreach" - Community Partner: Numerous youth-serving organizations
- Katrina Buchta, "Understanding College Access for African Immigrant, Refugee, and Asylee Youth in Lewiston, Maine" - Community Partners: Tree Street Youth and Lewiston High School
- Constance Brimelow, "Second Generation Immigrant Youth in Lewiston, Maine: A Documentary Glimpse" - Community Partner: Tree Street Youth
- Britta Clark, "Environmental Curriculum Development at Whiting Farm in Auburn, Maine" - Community Partner: Whiting Farm
- Matt Gee, "Exploring College Students' Motivations for and Barriers to Civic Engagement" - Community Partner: Harvard Center
- Laurel Meyer, "Conceptualizing Community: Older People's Experiences in Independent Living Facilities" - Community Partners: Montello Heights & Blake Street Towers
- Megumi Milla, "Barriers to College Enrollment for Latino Students: A case study of the English High School" - Community Partner: English High School, Boston
- Alex Morrow, "Documenting Youth Stories in Lewiston, Maine" - Community Partner: 21st Century After-School Program
- Joe Tulip, "Math Learning Impacts of a Lego Mindstorm Robotics Curriculum" - Community Partner: Farwell Elementary School

The 2016 STA/RT Cohort: Ahmed Sheikh, Blake Downey, Matt Gee, Korbin Houston, Cristina Vega, Anna Williams, Frances Snellings, Maddy Bruno, Thomas Sacchetti, Madelene Santizo, Grace Huang



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

The Harvard Center's Short Term Action/Research Team (STA/RT) provides students and community partners the opportunity to combine students' research skills with community-developed research needs during a focused five-week program. After a competitive application process, this year's team of ten students worked approximately twenty hours per week during Short Term on diverse community-engaged research projects and research-based action projects. Projects were identified by Harvard Center staff in consultation with community partners. This year's projects included:

- The analysis and dissemination of survey information collected by the Maine Health Needs Assessment & Planning Process (SHNAPP), a collaborative of several health care agencies formed to better understand the health needs of individual communities in Maine.
- The development of a conversation tool to help educators understand the barriers to parent engagement.
- A study of the impact of public preschool attendance on rates of misbehavior in the Lewiston Public Schools.
- A Bates alumni survey measuring the impact of community-engaged work during college on post-graduate work and life.
- A study of Lewiston residents' current recycling practices, as well as the development of proposals to improve recycling rates.

- The creation of cultural competency materials, including an annotated bibliography, to be housed on the Harward Center website for use by the Bates and Lewiston communities.
- The creation and dissemination of a survey on behalf of “We the People,” an initiative of the Rural Community Action Ministry aimed at increasing the number of people from poor and marginalized communities in Maine interested in running for public office.
- A two-part project that involved the collection of data to help health officials better understand the means by which new Mainers (immigrant and refugees) access health information, as well as the gathering of information aimed at helping health care providers create more welcoming décor for patients in healthcare facilities.
- The cataloguing of approximately 170 silk screens once used in the Lewiston mills to create bedspreads and other textiles, as well as recommendations about how best to store the silk screens.
- The development of a proposal for an alternative suspension program appropriate for immigrant and refugee youth.

General Education Concentration

In its first year of implementation, nine students graduated with the General Education Concentration, *Knowledge, Action and the Public Good*. The concentration is designed to recognize and cultivate two elements of the college’s mission: informed civic action and responsible stewardship of the wider world. The concentration focuses on coursework and other learning experiences related to civic and community engagement at the local, state, regional, national and global levels, as well as exploration of the reciprocal co-creation of knowledge and its role in promoting the public good. The faculty coordinator for the new GEC is professor Emily Kane.

New Course Featuring Lewiston/Auburn

In Fall 2015, Harward Center staff member Ellen Alcorn offered a First Year Seminar in which Lewiston/Auburn served as a living text. In the course, “Identity: Self and Community,” students explored the concept of identity and its implications for how we live as individuals and as members of communities. The central question of the course was, “How do we live in community in ways that support well-being for self, other, and the community as a whole?” One of the course assignments was a semester-long scavenger hunt in which students completed a range of activities, such as volunteering for various organizations, frequenting downtown shops, getting a library card from the Lewiston Public Library, and visiting significant landmarks. This and other class experiences, wrote one student in a culminating reflective essay, “changed my perspective to appreciate Lewiston in an entirely new light. I [now] view it as a place of integration, an opportunity for civic engagement, and a city with a multi-faceted history of many cultures. This change in

The central question of the course was, “How do we live in community in ways that support well-being for self, other, and the community as a whole?”

perspective...was the beginning of a drastic shift – the result of many small alterations in how I see the world around me.”

Faculty Development

To grow faculty members' understanding of and appetite for publicly-engaged work, a range of services and programs is offered throughout the year. During the 2015-16 school year, Harward Center staff worked with numerous faculty on an individual basis. In addition, the following faculty development programs were offered:

- New Faculty Orientation – a three-part approach, including a session introducing new faculty to the Bates civic mission and to the range of opportunities, resources, and support provided to faculty for publicly-engaged teaching and research; an introduction to Lewiston/Auburn – its history and present-day community; a facilitated walk from campus through the downtown to a local restaurant for dinner.
- Public Works in Progress – a series of lunchtime programs (approx. one per month) featuring presentations by faculty, staff, and students about their publicly-engaged work
- A beginning of the year gathering at the director's home to welcome new faculty members and their loved ones, connect them to Harward Center staff and programs, and introduce them to community-engaged learning/research leaders on the faculty
- A Faculty Learning Community comprising faculty members who taught community-engaged learning courses during the Winter semester. The group met monthly over lunch to share experiences and ideas and to consider a range of questions and issues related to CEL practice at Bates and elsewhere.

Faculty Grants

Grants of up to \$1,000 were offered to faculty to support activities in Community-Engaged Learning courses. During the 2015-16 academic year, these activities were funded:

- Professor Krista Aronson, Psychology; ED/PY 262: Community-Based Research Methods, for consultation with a children's book creator and diversity educator on The Picture Book Project
- Professor Cynthia Baker, Religious Studies; to support the Incarceration Symposium
- Professor Cynthia Baker, Religious Studies; FYS 445: The Nature of Spirituality, to cover the cost of transportation and supplies for a full-day field trip to the Bates-Morse Mountain Conservation Area to explore the natural environment, scientific research, culture, and natural history of the area
- Professor Myron Beasley, American Cultural Studies; ACS 220: Community Studies, to fund a dinner and panel discussion with legislators and farmers on food production and local economic sustainability
- Janet Bourne, Music; MUS 232: Music Theory II, to support work with the Portland Conservatory of Music's Youth Music Club
- Anita Charles, Education; EDUC 362: Concepts of Special Education, to support an honoraria for a guest speaker on innovative behavioral methods in teaching and to cover the costs of an end-of-term party for faculty and staff at Farwell Elementary School

- Professor Alexandre Dauge-Roth, French and Francophone Studies; FRE s38: Learning with Orphans of the Genocide in Rwanda, to offset the costs of a short term course in Rwanda
- Professor Joe Hall, History; HIST s28: Wabanaki History in Maine, to support transportation costs associated with visits to Wabanaki communities
- Professor Leslie Hill, Politics; PT/WS 347: Gender and the State, to support costs associated with student attendance at the Maine Women's Summit on Economic Security hosted by the Maine Women's Policy Center
- Professor Lynne Lewis, Economics and Professor Thomas Tracy, Religious Studies; EC/RE s27: Give Me Shelter; Making Housing Affordable; Making Affordable Housing, to support an honoraria for guest speakers who addressed local housing issues and for transportation costs to 7 Rivers Habitat to perform volunteer work
- Professor Katherine McDonough, History; ES/HI s24: Innovations in Mapping from Paper to Pixels, to support honoraria for guest speakers who addressed land surveying and design maps and to fund transportation costs to meet with mapping professionals around the State
- Professor Melinda Plastas, Women and Gender Studies; PT/WS 220: Gender, War, and Peace, to support an honoraria for an interpreter and a guest speaker who addressed gender-based violence in conflict areas and to cover the costs of refreshments
- Professor Rajarshi Saha, Geology; GE/PH 111: Polar Environment, Climate, and Ecosystems, to support the costs of poster printing for a learning expo on polar environments
- Professor Rajarshi Saha, Geology; GE/PH 111: Polar Environment, Climate, and Ecosystems, to support the costs of material supplies and snacks for a learning expo on polar environments

Faculty Feedback

“Students reported gaining a deeper understanding of children's literature, particularly the motivations and goals for authors of diverse children's literature.”

“Students interviewed residents both in the Lewiston/Auburn area and on the coast, turning those first-hand accounts of climate change into a suite of creative nonfiction pieces that illustrate resiliency and loss in Maine. Those pieces are now available to the public on the web site we created.”

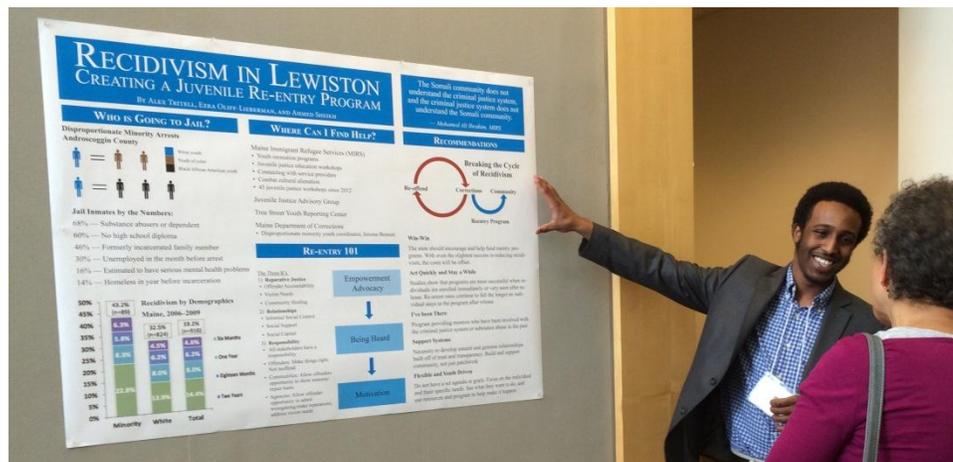
“The grant-supported activities helped students gain a deeper, richer awareness of special education and special needs, and the teachers gained a sense of validation for the work they do every day. “

- Professor Caroline Shaw, History; HIST 390x: Human Rights in History, to support the cost of refreshments for a film discussion and a mini-conference on humanitarian and rights activism
- Professor Mara Ticken, Education; EDUC 231: Perspectives on Education, and ED/SO 242: Race, Cultural Pluralism and Equality in American Education, to support an honoraria for guest speakers who addressed differing perspectives on education
- Professor Mara Ticken, Education; EDUC 231: Perspectives on Education, to support an honoraria for guest speakers who addressed differing perspectives on education
- Professor Mara Ticken, Education; ED/SO s24: Organizing for Social Justice, to support honoraria for guest speakers who addressed youth organizing and to cover the cost of transportation to Pittsfield Listens! in Pittsfield, NH for a student exchange with the Pittsfield Youth Voice

Symposium: ‘Chaos or Community’- Conversations on Criminal Justice Reform in Maine

The Harvard Center was pleased to welcome the general public, partner organizations, and the Bates community for a one-day symposium, “Community Conversations on Criminal Justice Reform,” held Saturday, April 9, 2016. This event continued the dialogue that was initiated by the Bates Martin Luther King, Jr. Day program, “Mass Incarceration and Black Citizenship,” and carried forward through the semester by the Bates Religious Studies Public Speaker series. The symposium was also conceived as a response to issues of pressing concern on a local and state level. With more than two million people behind bars and the highest rate of incarceration of any nation, the United States has earned an unenviable distinction as the world’s leading jailer. Maine has one of the

lowest incarceration rates in the country, but that rate has increased 300% since 1980, with 350 of every 100,000 Mainers locked up as of 2013. An ongoing heroin epidemic threatens to drive these figures upward, and the shortcomings



of the current system continue to create new challenges for law enforcement officials, inmates, and the families and communities they return to upon their release. In recent years, increasing attention to the human and financial costs of mass incarceration has intensified calls for reform from across the political spectrum, and greater public awareness has created an opening for collective action. The “Community Conversations on Criminal Justice Reform” one-day

symposium offered a venue for sharing ideas and establishing partnerships that can help Maine become a leader in efforts to develop better approaches to corrections and citizen reentry.

Speakers at the symposium included four formerly incarcerated individuals, scholars, federal and state prosecutors, and local law enforcement officers from Lewiston, Auburn, and Androscoggin County. The symposium also featured a poster session showcasing the community-engaged projects of Bates students in Cynthia Baker's Religious Studies course, "Human Suffering," who collaborated with partner organizations that are working to end mass incarceration and improve the lives of prisoners and those who are re-entering society (see Appendix for further details about the course). The event not only served as a platform for fostering new partnerships among local and statewide organizations, but also generated a number of research project ideas and questions that will serve as the basis for community-engaged learning courses and thesis projects during the 2016-2017 academic year.

CO-CURRICULAR Initiatives

The cultivation of informed and engaged citizens for a thriving democracy has long been a fundamental aim of higher education in the United States. At Bates, numerous co-curricular programs are designed to foster students' civic awareness, inquiry, deliberation, and action. These programs run alongside curricular initiatives; they are outside of the formal academic program and yet have student learning and development as their primary goal. The co-curricular programs below each include significant learning and leadership development dimensions. They are led by talented Harvard Center staff and include generous community partners, all of whom serve as mentors and guides for student participants. Peer reflection, collaboration, and leadership are also signature pieces of each program.

Bonner Leader Program

The Bonner Leader Program at Bates is part of the Princeton, NJ-based Bonner Foundation's national network of sixty-five campuses dedicated to student leadership, community service, and academic engagement. Program elements include: 4-6 hours per week of community service, which can take many forms, including academic community-engaged learning, volunteerism, and community-engaged research and/or thesis; weekly opportunities for training and reflection; and cornerstone activities such as program planning and service exchanges with other campuses. This year, twenty-nine Bonner Leaders, from first-year students through seniors, contributed 3,665 hours of work to community organizations working on a range of issue areas. During the 2015-16 school year, five Bonner Leaders completed Study Abroad programs and submitted regular posts about their experiences to a Bates Bonner Abroad blog.



The Bonner Leaders participated in a wide range of activities during 2015-2016:

- *Kenisha Allen-Daley '16* developed summer curricula and provided data entry and organizational support for Maine Immigrant and Refugee Services (MIRS).

- *Melody Altschuler '17* oversaw a mentoring program for the Social Learning Center, matching Bates volunteers with adults with developmental disabilities for friendship and socialization.
- *Monet Blakey '17* provided classroom assistance to the Aspirations Coordinator at Lewiston Middle School and served as a mentor for Big Brothers Big Sisters.
- *DeAundre Bumpass '17* worked intensively with high school ELL (English Language Learner) students to help them develop study skills. In addition to serving as a Bonner, DeAundre worked as an assistant at a family-owned pharmacy in downtown Lewiston.
- *Rachel Chappell '18* provided assistance to students in an elementary special education classroom. *Emma Davies '16* updated and administered data collection tools to help assess the impact of after-school programming at the Lewiston Public Library.
- *Jason DeFelice '17* developed a mentoring program for Outright L/A, a local organization serving LGBTQ youth.
- *Zsofia Duarte '18* helped to prepare Sunday brunches for elderly and younger-disabled residents at a low-income housing complex.
- *Jacqueline Forney '18* oversaw the Bates Civic Action Team, a group of students working as math and literacy tutors at local schools and after-school programs.
- *Sofia Gnabasik '17* gathered, compiled, and presented information needed to support various policy initiatives on behalf of the Maine People's Alliance.
- *Kathryn Gonzalez '19* served as an assistant in a local kindergarten classroom.
- *Allen Kendunga '18* provided mentoring and tutoring for children attending Tree Street Youth.
- *Samuel Lagerstrom '18* tutored elementary children living at the Hillview public housing complex and provided mentoring to Lewiston Middle School students attending the College Access Mentor Program (CAMP).
- *Meghan Lynch '17* developed a Get Out the Vote campaign on the Bates campus for a local mayoral candidate.

"I am extremely grateful to be part of the Bonner Leader Program. It has allowed me to connect my passion for civic engagement with my academics, forming connections that will be meaningful to me in my future career. Without it, I wouldn't have been able to start a program at the Social Learning Center or to serve on the board of the Autism Society of Maine. I have learned so much as a Bonner Leader, and I know I will carry the skills with me after graduating from Bates."

~Melody Altschuler '17

- *Talia Martino* '18 supervised the after-school homework help program at the Lewiston Public Library.
- *Dylan Metsch-Ampel* '19 worked as an assistant basketball coach at the Boys and Girls Club.
- *Alexandra Morrow* '16 created a video highlighting the experiences of individuals who belong to an addiction/mental health recovery group.
- *Randy Peralta* '17 volunteered in ELL classrooms at an Auburn elementary school.
- *Ella Ross* '19 assisted a middle school science and math ELL teacher.
- *Thomas Sacchetti* '16 led a robotics program at a local elementary school.
- *Madelene Santizo* '16 served as the Bonner senior intern, helping to design and lead several workshops.

"My Bonner Experience has been an amazing part of my journey, with thoughtful enrichment discussions and an incredible set of peers whom I wholeheartedly consider my family!" ~DeAundre Bumpass '17

"Bonner has helped open my eyes to ethics, especially in community-based work. As a Sociology major, I think about community-based studies a lot, but over the years I've realized that just because something takes place in a local community doesn't make it community-based engagement and certainly does not make it beneficial. Bonner has helped me think about how I conduct myself within local communities to make my presence there the most helpful it can be." ~Rachel Chappell '18

- *Max Silverman* '16 worked as a student teacher in a high school English classroom.
- *Anna Sucsy* '17 provided one-on-one assistance to children in an elementary school self-contained classroom.
- *Deepsing Syangtan* '18 taught Bollywood dance classes at Tree Street Youth.
- *Cristopher Thompson* '19 advised a service club at the Boys and Girls Club in Auburn.
- *Jack Willis* '19 provided mentoring to Lewiston Middle School students attending the College Access Mentor Program (CAMP).
- *Simone Wilson* '19 helped oversee a program, Teen Trendsetters, in which high school students served as reading tutors for kindergarten children.
- *John Woodward* '16 worked as a day surgery assistant for St. Mary's Hospital, where he supported the nursing staff in whatever they required, including sorting supplies, spending time with patients, and other general assistance.

Bates Civic Action Team (BCAT)

Partly in response to the fact that so many incoming first-year students expressed an interest in participating in civic leadership programming, the Bates Civic Action Team (BCAT) was

established in 2014. Similar to the Bonner Leader program, BCAT is a co-curricular initiative in which a small cohort of students engages in sustained community work and participates in regular civic reflection and leadership development activities under the guidance of caring mentors. However, BCAT is a one-year experience (with the option to reapply for a second year) instead of a four-year one, and it is only for first-year and sophomore students. During the 2015-16 academic year, sixteen BCATs spent 1,918 documented hours working at Farwell and Longley Elementary Schools, as well as the Lewiston Public Library and Tree Street Youth after-school programs, as America Reads/America Counts tutors. Students worked an average of six hours per week at their community sites, and they met on a monthly basis for skills-building and reflection.

Student Volunteer Fellows Program

In its fourteenth year, the Student Volunteer Fellows Program engages Bates students in significant leadership development as they work to recruit, train, and oversee their fellow students in targeted community partnership work. During the 2015-16 school year, six Fellows worked together to lead key volunteer programs at Bates. The Fellows each took responsibility in different areas, working as a team to expand volunteer programming at Bates and to explore leadership issues. Fellows ran site-based programs, working with volunteers, community work-study students, and community-engaged learning students to meet community needs by facilitating student work at the agency. The Fellows met regularly to update each other on their work and exchange ideas. They also met each month with Bonner Leaders and participated in fall and winter retreats. In addition, the Fellows worked to increase the visibility on campus of volunteer opportunities through a volunteer fair and an email listserv. The 2015-16 Student Volunteer Fellows, and their community partners:

- Camden Bock '16 worked with Big Brothers Big Sisters to recruit and coordinate Bates mentors. He was responsible for the Cats and Cubs program, a weekly mentoring program for children that takes place on campus. In addition, he worked with four other students who supervised after-school mentoring programs at local schools. Thirty-five mentors visited their mentees for an average of an hour a week.
- Brooke Drabkin '18 coordinated programming and recruited volunteers for the Montello Elementary School Book Buddies Program. Each student worked one-on-one with a young child, reading and retelling a story in order to develop literacy skills. An average of twenty-two students volunteered each semester for 2 -4 hours. In addition, Brooke helped administer an assessment tool.
- Matt Gee '16 coordinated programming for senior citizens and residents with disabilities at Lewiston Housing Authority's Blake Street Towers, and he expanded his efforts by providing regular programs at LHA's Meadowview facility.



Matt's work included planning events and recruiting volunteers to help socialize with residents around Sunday brunches, game days, and occasional seasonal craft activities. Sixty students helped with the programs over the course of the year.

- Louise Marks '18 served at ArtVan, a mobile arts therapy program with regular activities at several local non-profits. Louise recruited volunteers to help with art projects at the weekly Lewiston Public Library program. Volunteers were given the opportunity to work together with ArtVan staff to plan a project. In addition, Louise led art programming once a week at Hillview Family Development and recruited several volunteers to assist with that.
- Lydia Rosenfield '16 coordinated volunteers for the After-School Program at Lewiston Housing Authority's Hillview Family Development. Volunteers helped Hillview youth with their academic work and also provided enrichment activities.
- Nina Sevilla '16 focused on getting volunteers to work with organizations that support food security. She helped direct students to the Nutrition Center to help with community gardens and nutrition classes. She also organized volunteers to help sort food at the Good Shepherd Food Bank. In addition, she took a group of seven students to a Hunger Dialogues conference at the University of Maine in Orono.



Short Term Community Service Program

Nine seniors participated in the Harward Center Short Term Community Service Program. Each student volunteered 15-20 hours per week in various community agencies including Lewiston schools, Tree Street Youth, St. Mary's Regional Medical Center, the Nutrition Center, the Maine Wildlife Park, and the Greater Androscoggin Humane Society. Four of the seniors directed their efforts toward on-campus projects that benefit our community—WRBC radio station and the Robinson Players' Stages for All Ages production, *Shrek*, the Musical. Students also attended an orientation/training and wrote brief weekly reflections on their experience.

Harward Center Summer Fellowships

The Harward Center Summer Student Fellowships, which are Funded by the Vincent Mulford Fund, The Class of 2000 Fund, and Harward Center funds, provide financial support for academic community-engaged learning projects that address a wide range of social issues. To apply for one of these competitive grants, a student works with a non-profit organization to design an eight-week project, outline job responsibilities, and identify the social issues the work

will address. Recipients of these grants for the summer of 2016, along with their community partners, were:

- Kate Berger '17, Maine Immigrant and Refugee Services, Lewiston, ME
- Madison Ekey '17, Community Health Partnerships, Livingston, MT
- Sadie James '17, School Square, Portland, ME
- Matthew Phillips '17, College for Me—Androscoggin, Lewiston, ME
- Alicia Rabideau '17, Center for Wisdom's Women, Lewiston, ME
- Anna Roy '18, Migrant Justice, Burlington, VT
- Jose Ruiz '18, Youth Development Organization, Lawrence, MA
- Fatima Saidi '17, International Institute, St. Louis, MO
- Ahmed Sheikh '17, Raise-Op Housing Cooperative, Lewiston, ME
- Samuel Wheeler '17, One Tree Center, Portland, ME

Student Reflections on Harvard Summer Fellowships:

"Thanks to the relationships I developed at the Center, I now feel I have far more insight into how specific policies and social services truly impact the people they target." –Ali Rabideau

"There is no work better suited to develop self-awareness than work that is hands on."
–James Pardo

"My summer work gave me the opportunity to explore a new field where I had a lot of freedom in what I could accomplish. At times, this was difficult because I had so many visions and thoughts for what I wanted to accomplish. In the end, I may not have accomplished everything I wanted to do when I proposed this work in March, but I am still really satisfied with the progress I made." – Sadie James

"After I graduate from Bates, I would definitely be open to considering a career in the nonprofit sector, which would not necessarily have been a consideration for me before." –Matt Phillips

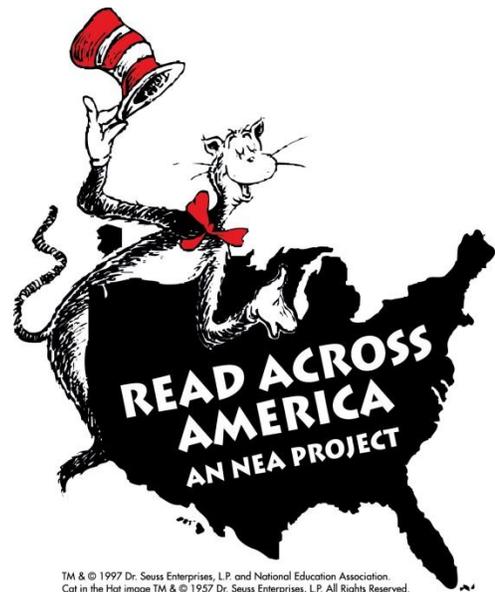
EXTRA-CURRICULAR Initiatives

In addition to the community-engaged work Bates students undertake within the formal academic program or as part of a co-curricular program that includes intentional learning goals and activities, most also participate in community work through various extracurricular pathways. In these instances, civic learning still occurs, and often to great effect, but it is typically not the result of formal or systematic learning activities. When it comes to extra-curricular civic engagement, individual students sometimes connect on their own to a community agency or project; in other cases, they connect informally as a friend or interest group. Oftentimes, students participate in extra-curricular civic engagement activities organized by the college. College-sponsored extra-curricular activities for the 2015-2016 academic year that were reported to or supported by the Harward Center are presented below.

Adopt-A-School

Bates invested with fresh energy in its Adopt-A-School partnership with Lewiston Middle School. The partnership, which supports a variety of academic community-engaged learning projects, featured these activities during 2015-16:

- Fifty-one Education students contributed 1,530 hours in classrooms and after-school programming.
- Bates students taught after-school enrichment classes on cryptography, dance, and college access.
- Bates students and staff led mock interview sessions for 7th and 8th graders.
- Bates students, staff, and faculty hosted 375 graduating 8th graders on three consecutive days for aspirations-related activities including a campus-wide scavenger hunt, “person on the street” interviews with random college students, and lunch in Commons.
- Bates students and staff worked with teachers to create a weeklong series of events to celebrate Read Across America, including a book fair, tours of Bates library, and an evening of cookies, reading, and literacy games at the Harward Center.
- Forty-two Bates students who are members of the Residence Life Staff participated in a series of opportunities for middle school students at both the middle school and Bates campuses, highlighting themes of nutrition, fitness, literacy, recreation, professional development, and college aspirations.



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America Reads and America Counts

America Reads and America Counts are federal programs that allow college students who qualify for federal work-study funds to earn money while tutoring

www.nea.org/readacross



children in local elementary and middle schools to increase literacy. America Counts provides support in mathematics and science. This year, sixteen students from the Bates Civic Action Team and an additional sixteen work-study students participated in one or more of the following aspects of the America Reads/America Counts programs:

- School day classroom support: Bates students supported math, literacy, and English Language Learners. They worked with individuals and small groups under the supervision of classroom teachers at Farwell and Longley Elementary Schools, as well as Lewiston Middle School.
- After-school tutoring: Bates students provided assistance in reading and mathematics. In 2015-2016, students worked at the Lewiston Public Library, the PAL Center, Tree Street Youth, and Hillview after-school programs.

College Access Programming

This work was a major focus of the college's AmeriCorps VISTA member (the Post Baccalaureate Civic Leadership Fellow). Through volunteer recruitment and management, mentorship, training, assessment, supply of resources for best practices, and cross-program collaboration, the VISTA helped support the following programs:

- Hillview Community Center: Boys & Girls Aspirations, Arts, Cooking, Homework Help Programs (36 volunteers, 1,200 hours)
- Tree Street Youth BRANCHES College Planning and Career Exploration Program (12 volunteers, 700 hours)
- College Access Mentor Program (C.A.M.P.) at Edward Little High School (7 volunteers, 200 hours)
- C.A.M.P. at Auburn Middle School (7 volunteers, 200 hours)
- C.A.M.P. at 21st Century Lewiston Middle School (9 volunteers, 225 hours)
- Lewiston Public Library Academic Success Program (51 volunteers, 1,138 hours)

At the Lewiston Public Library, the VISTA coordinated a series of bi-weekly aspirations workshops to local middle and high school students. Over the course of the winter semester, six workshops served a total of seventy-two students (from Lewiston Middle and High Schools). Last year, the program served thirty-four students, showing a significant increase in numbers and a rise in interest and structure of the program.

Many of the anticipated audience members were immigrants or children of immigrants, highlighting an importance to discuss the first generation experience and negotiating identity in middle school, high school, college and beyond in the context of planning their career trajectory. In hopes to make the workshops accessible and applicable to the audience, the VISTA collaborated with a local member of the community. Shobow Sabah, a Lewiston High School alum and Assumption College graduate, helped provide insight on some of the challenges students face or areas of concern and confusion. This partnership marks an intention to allow members of the local diasporic community to take the lead in addressing youth in formal settings to help plan their futures. The workshops included:

- What Do You Mean?: Introduction to Aspirations (led by VISTA Bethel Kifle and Shobow Sabah)
- On My Mind: High School Prep (Doug Dumont, Lewiston High School)
- Let’s Get in #Formation: Study Skills and Building a Team (Julisa De Los Santos, Bates College)
- I Know I Can: College Prep (Maggie Davis, College for ME)
- Me, Myself & I: Cultural Preservation (Students from Bates College and the University of Southern Maine, L/A)
- Hello From The Other Side: Post-High School Options Panel (Joe Phillipon, Lewiston Police Department)

In addition to college access program support, the VISTA collaborated with local schools to facilitate “Aspirations Days” throughout the year. The purpose of an “Aspirations Day” is to provide an opportunity for youth to engage with college campuses at an early point in their adolescence so they can envision their older selves in college and begins to plan their life’s trajectory.

- On October 5, 7, and October 8, 2015, Bates hosted approximately 300 8th graders from Auburn Middle School. Their schedule included a visit to the Olin Arts Museum, arts and crafts activities in the Benjamin Mays Center and Muskie Archives, a campus tour, and an Aspirations conversation, facilitated by the VISTA and twenty-five Bates student volunteers (who presented on their own journeys from middle school to college).
- A member of the Short Term Action/Research Team, supported by the VISTA and other members of STA/RT, planned and implemented a series of aspirations days for 350 graduating 8th graders on May 6, 13, and 20. The Lewiston middle-schoolers enjoyed a campus-wide scavenger hunt, conducted impromptu interviews with college students, played games and had discussions about their hoped-for futures, and feasted on lunch in

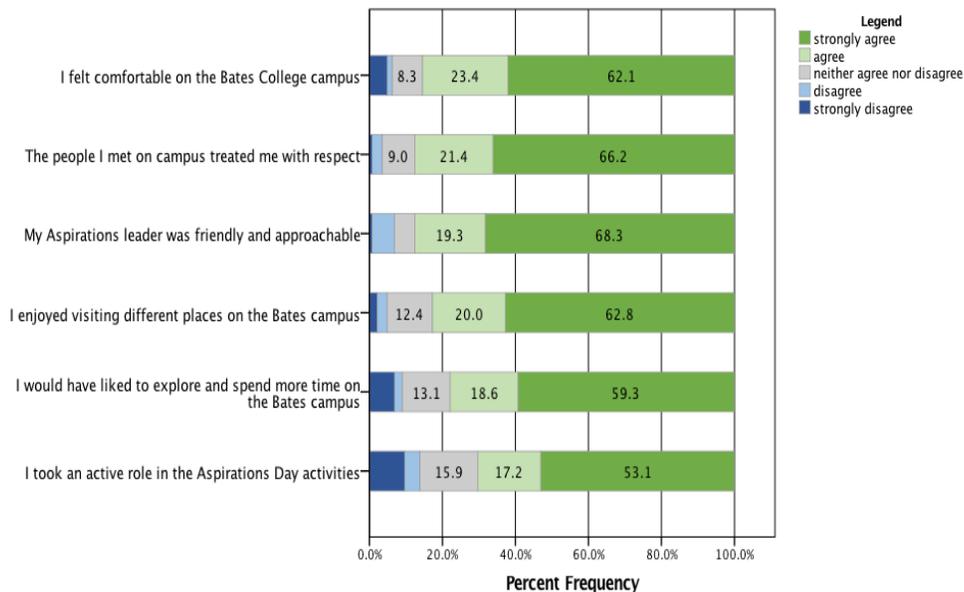


Figure 1. Responses to Likert scale items about the Aspirations Day experience (n = 145).

Commons (always the most popular part of the visit). 44 Bates volunteers supported aspects of the programming. Survey results of participating teachers and students were overwhelmingly positive.

Community Liaison Program

The Community Liaison initiative is a partnership between the Campus Life Office and the Harward Center. As instituted by the Student Government in 2014, each Bates student club and athletic team includes an officer position of Community Liaison, tasked with exploring opportunities for engagement with the local community. In 2015-16, there were over forty community liaison collaborations involving 496 Bates volunteers, 1,242 off-campus community members, and 1,240 volunteer hours. Examples include:

- Filmboard: \$1 Movies for residents of the Lewiston Housing Authority's Hillview Housing Complex
- Africana Club/Caribbean Student Association: Lewiston High School Literacy Days
- Bates Christian Fellowship: Lewiston Public Schools Clean-Up
- Men's Lacrosse Team: MLK Day Read-in with Martel Elementary School
- Women's Lacrosse Team: Lacrosse Clinic for Lewiston Middle School Team
- Field Hockey & Soccer Teams: Cookie baking for Lewiston Public School Teacher Appreciation Day
- Francophone Club: Cooking crepes with Boys & Girls Club participants
- Knit Wits: Weekly enrichment knitting class at Hillview
- Tech Club: STEM Fair with Lewiston Middle School
- Photography Club: Portraits for residents of Blake Street Towers
- Public Health Initiative: Lead Awareness Community Event in Kennedy Park

EcoService Day and Clean Sweep

Bates held its sixth annual EcoService Day on Saturday, May 21, 2016. More than sixty volunteers turned out, working on and off campus to clean up litter, clear and maintain trails, and plant gardens. Sites included the Thorncrag Nature Sanctuary, Red Valley Village, and the Androscoggin Land Trust.

On Saturday, June 18, 2016, Bates held its 16th annual Clean Sweep effort, organized to enable students to recycle unwanted items at year's end, provide local community members with a great bargain-hunting experience, and offer one or more local non-profits an opportunity to raise funds. This year, John Murphy Homes, a center for the care of developmentally disabled individuals, won an open bidding process to host the Clean Sweep event, collaborating with six area non-profit organizations to sell everything from furniture and fridges to clothes and kitchenware. The sale raised more than \$16,000, with proceeds going to John Murphy Homes, Loaves and Fishes, Lots to Gardens, Leavitt High School Special Olympics, First Assembly of God, Lewiston, Auburn Goodwill, JMH Main St Mechanics Falls Group, and the Share Center.

Martin Luther King, Jr. Day

In addition to a full day of on-campus learning, debate, and performance around the theme of mass incarceration, the Harvard Center sponsored a “Read-In” at Martel Elementary School in Lewiston. Sixteen students and staff read to fourth, fifth, and sixth graders at the school and used funding from the Bates MLK Committee to donate thirty-four civil-rights-themed books to Martel classrooms. The event culminated in a presentation to 6th graders by Dean James Reese and his father (via cell phone) about MLK’s “I Have a Dream Speech,” which Dean Reese’s father attended.

Mentoring

Thirty-five Bates students volunteered this year to be mentors with the Big Brothers Big Sisters program, contributing at least 900 hours of service. Throughout the school year, Bates mentors visited their mentees weekly at the child’s school for at least an hour. Sixteen students mentored at Longley Elementary School, four at Oak Hill Middle School, two at Lewiston Middle School, and one at Tree Street Youth. The other twelve participated in Cats and Cubs, a weekly mentoring program that brings children who are on the Big Brothers Big Sisters waiting list to Bates College for activities. Three additional Bates students helped lead programs. Camden Bock ’16 worked with Big Brothers Big Sisters staff to recruit volunteers and coordinate programming.

Montello Book Buddies

This program, created by researchers at the University of Southern Maine in the mid-1990s, is designed to increase 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 Brooke Drabkin focused her efforts at Montello Elementary School, where more than twenty Bates students each semester offered 2-4 hours per week of one-on-one reading to kindergarten, first-, and second-grade children. During the fall semester, psychology major Emily Stone conducted thesis research to determine the program’s effectiveness. All students showed improvement in both reading skills and self-confidence over the course of the semester.

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Neighbor Night

Seven Bates students, led by Lydia Rosenfield ’16 and Maddy Shmalo ’19, helped to organize, support, and host an annual neighborhood get-together at Lewiston Housing Authority’s Hillview Family Development. Students helped with many aspects of the event. Originally

begun as a way to introduce Somalis to their new community, it continues with the goal of building community.

New Student Orientation

AESOP

A storied part of Orientation at Bates is AESOP (Annual Entering Student Outdoor Program), a student-run outdoor orientation program that takes place during the first week of a student's Bates experience. It is a four day, three night excursion featuring learning, skills development, and community building. In 2015-16, there were five community-engaged AESOP trips: two Habitat for Humanity trips that focused on building homes; two farm trips in which students lived and worked on local farms; and two Lewiston/Auburn trips, which featured community-engaged work in diverse settings, including Lewiston Middle School, Thorncrag Bird Sanctuary, a local farm, the Lots to Gardens program, and Blake Street Towers.

Downtown Walkabouts

Once again this year, part of new student Orientation at Bates included a Downtown Walkabout, designed to introduce each new member of the college community to their new home away from home: Lewiston/Auburn, Maine. Led by twenty-four students whose college experience includes significant community-engaged work, the walks took place in small groups and were an opportunity for new Batesies

to experience some of the unique history and strengths of the off-campus community, as well as to hear stories from fellow students about how their lives have been transformed by getting involved off campus, whether

as engaged citizens, researchers, students in community-engaged learning courses, volunteers, mentors, interns, summer fellows, non-profit board members, artists, journalists, or community leaders. Close to 500 students participated in the Walkabouts.

"I love that Bates is located in a real place. I can't wait to see how my on-campus learning will connect to the local off-campus community."

Residence Life Programming

Residential Life (ResLife) student staff members serve as an extension of the Student Affairs office and help build communities in their respective residences through mentorship, programming, and exemplified leadership. While all ResLife student staff members are encouraged to include community engagement in their semester programming, each Junior Advisor (JA) is required to offer one community-engaged program over the course of the academic year. The inclusion of community-engaged programs as a part of JA programming responsibilities provides JAs with the opportunity to set a standard for first-year students. At the conclusion of this year, all thirty-nine JAs planned and completed a community engagement program. Partners included Blake Street Towers, Boys and Girls Club, Common Ground Festival, The Corner, Cupcakery, Farwell Elementary School, Hillview, Nezinscot Farm,

Trinity Jubilee Center, St. Mary's Nutrition Center, Thorncrag Bird Sanctuary, New Beginnings, and Tree Street. Through JA programming, Bates students completed a total of 150 hours of community work.

Stand Against Racism

Sophia Thayer '18 worked closely with the YWCA to help facilitate the fifth annual Stand Against Racism Day on April 30, 2016. The day included a keynote address from Shay Stewart, blogger with "Black Girl in Maine." Her talk was followed by a panel discussion between Shay and seven young women from Lewiston High School's 21st Century program and a short question and answer session with audience members. This was followed by workshops and the annual march around the neighborhood.



Other Volunteer Activities

Bates students, as individuals and in groups, volunteered throughout the year in diverse ways and places, both domestically and internationally. Some of that activity is recorded elsewhere in this report, and some of it was not captured at all. In addition, Bates students volunteered with:

The annual Volunteer Fair was held on September 16, 2016. Eighteen local agencies and eight students leading volunteer programs recruited at the event.

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 twenty hours of training to help interview walk-in clients at the District Court. They learned to provide initial interviews, coordinate with the attorneys on duty, and assist clients with filling out family law pro se materials. Each then volunteered three hours per week.

The Harvard Center sponsored a holiday gift drive and collected items from wish lists for youth at St. Mary's Medical Center and the Lewiston High School McKinney-Vento homeless liaison program.

The Robinson Players presented *Shrek, the Musical*, in May. This annual Stages for All Ages performance brings children from local elementary schools on campus to watch the show and ask questions of the cast at the end of the production.

A group of students met bi-weekly on Bates' campus with a group of girls in grades 9 and 10 from *Poland Regional High School*. Their visits to campus included aspirations programming and dinners in Commons.

A student piloted a *dance program* for preschool, elementary, and middle school youth at the YWCA. She built a curriculum that included modern, ballet, and hip-hop.

Students volunteered at St. Mary's Regional Medical Center and Central Maine Medical Center.

Six students and a staff member volunteered weekly teaching cross-country skiing through the *Bill Koch/YMCA program at Lost Valley*.

Forty-five students and staff volunteered for the day to help renovate several local homes for the annual *Rebuilding Together Day* in May. Volunteers helped with painting, light carpentry, and yard work.

The *men's basketball team* hosted youth from Hillview Family Development for a clinic and dinner on campus.

Fundraising efforts included a food drive by the field hockey team that resulted in donations of over 200 pounds of food and over \$450 to the Good Shepherd Food Bank; the Ladd Library's Food for Fines Program, with 164 pounds of food delivered to the food bank; collections during Staff Enrichment Week that benefited Tree Street Youth and Honor Flight.

Fifteen students volunteered monthly with the *Alzheimer's Association Volunteer Scribes* program, helping clients with Alzheimer's disease and their partners to write down some stories from their personal histories.

Six students volunteered weekly through the *Bates Buddies Board Game Club* at McMahon Elementary School.

Bates Public Health Initiative students worked with community organizations including Green and Healthy Homes Initiative, St. Mary's Regional Health Center, and Central Maine Medical Center on several projects, including a Lead Poisoning Awareness Event and Heart Week.

Members of the *Bobcat Consulting Club*, a student organization, worked throughout the year with The Center for Wisdom's Women and Tree Street Youth, providing technical support for website development and business planning and consulting on fundraising, product placement, and brand development.

Dozens of Bates students, faculty, and staff participated in the *2015 Dempsey Challenge* to raise funds and share enthusiasm for the work of the Dempsey Center for Cancer Hope & Healing, located in Lewiston. Bates community members participated as bikers, runners, fundraisers, and event volunteers. *The Swim Team* also ran a dunk tank at the event. Once again, Bates

students were victors in the annual Colby-Bates-Bowdoin competition to see who can raise the most money for the Center. Some of the Bates student group got to bask in the celebrity glow of actor and Lewiston native Patrick Dempsey.



Tree Street Youth

Eighty-three Bates students led numerous programmatic initiatives at Tree Street through both curricular and co-curricular efforts. Fifty-six of these students served as sustained academic tutors, while another twenty-seven students engaged in a range of other work, serving as arts instructors, coaches, small-group discussion leaders, ethnographers, videographers, event coordinators, grant prospectors, and researchers. More than a dozen academic courses included community-engaged learning projects at/with Tree Street during the 2015-16 school year. Of special note was the college aspirations program, in which Bates students helped develop and implement a relationship-based curriculum that led to the completion of 135 college applications and a 95% projected college acceptance rate, with 88% being accepted to four-year institutions.

CIVIC Capacity-Building Initiatives

Election Engagement

The Harward Center cultivates student participation in election 2016 through several means, including active support for initiatives led by others on campus. The following three programs undertaken during 2015-16 support this goal:

Student Choices, Student Voices (SCSV)

Sponsored by the Project Pericles consortium of which Bates is a member, this program encourages colleges and universities to develop innovative projects on campus and in the community to engage voters in the election process and government. SCSV works directly with designated students on campus (through virtual means), connecting them to students with similar issue area interests at other campuses, and providing them with ideas and encouragement for engaging their peers in the political process. To date, four Bates students are participating in this program.

Campus Election Engagement Project

Sponsored by Maine Campus Compact, this program provides support needed to engage students in local, state, and federal elections. In 2015-16, the Harward Center hosted the college's participation in this project, which included voter registration drives on campus, residence hall programming, and TurboVote as a voter registration option.

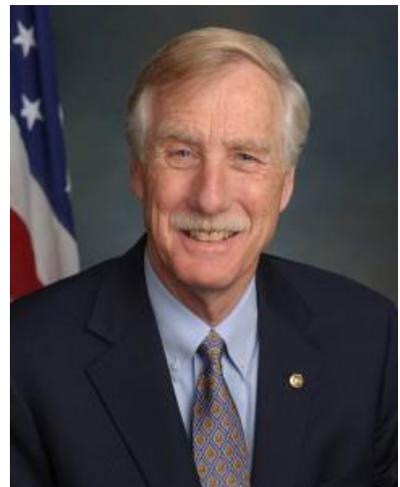
#College Debate 2016

Hosted by Dominican University of California, Bates is a voter education partner for this initiative, which uses technology and social media plus a nationwide network of diverse student delegates to energize students to be active in our democracy. (Diversity includes diverse ideas and political worldviews.) Partner institutions like Bates nominated students to apply to serve as 2016 College Convention Delegates. The Bates delegate attended a training in June and then a Convention in September, both at Dominican University.

Civic Forum Series

The Harward Center's Civic Forum series explores civic, political, and policy issues of significance to the Bates community, Maine, and beyond. During 2015-16, an impressive group of speakers engaged students, faculty, staff, and off-campus community members in learning and reflection on some of today's most pressing issues.

Maine's **U.S. Senator, Angus King**, kicked the series off in October with an entertaining and timely talk on the reasons for Congress's current dysfunction. In a presentation entitled, "How Washington Works (or Doesn't)," which reached back to



ancient Greek philosophy and into the halls of today's Capitol, Senator King argued that while fierce disagreement, hard-won negotiation, and a healthy skepticism toward governmental overreach have been hallmarks of the American political system since its inception, the unrelenting polarization and contempt toward government that characterize much political discourse and behavior today are a dramatic departure from, and a threat to, democracy itself.

Cuban popular educator and author, **Ariel Dacal Diaz**, also visited Bates in October, sharing his perspective on the importance of preserving the Cuban revolution during this period of normalization with the United States. In addition to his formal presentation, "Preserving the Cuban Revolution During 'Normalization,'" Diaz engaged students in a lively discussion during an informal dinner sponsored by the Office of Intercultural Education at Bates. Other co-sponsors included the Education, Anthropology and Politics Departments; the Latin American Studies Program; the Caribbean Student Association; the Education Club; and Latinos Unidos.

In November, **Phil Warburg**, environmental lawyer, author and former Conservation Law Foundation president, spoke on the topic, "Harness the Sun: America's Quest for a Solar-Powered Future." The event was planned with Laura Sewall of the Harvard Center and a small dinner, sponsored by the English Department, was held before the talk. Other co-sponsors included the Environmental Studies Program and the Geology Department.

In a partnership with the Center for Wisdom's Women in Lewiston, the Harvard Center hosted **Becca Stevens**, acclaimed speaker, writer, and founder of the social enterprise, Thistle Farms. In a Civic Forum entitled, "Burning Desire: Our Longing for Justice and Hope for Healing," Becca shared the story of her journey to secure safety, healing, and opportunity for women who

have survived addiction, trafficking, and incarceration. She and two Thistle Farms graduates spoke powerfully about the "housing first" model of bringing hope and healing to women. They also met with students interested in social enterprise as a response to social injustice. Bates co-sponsors of Becca's visit included: The Division of the Humanities; the Departments of Sociology, Psychology, and Religious Studies; the Office of Intercultural



Education; and the Bates Multifaith Chaplaincy. The following community/student groups co-sponsored the event: Lewiston-Auburn YWCA; the Feminist Collective; the Bates Christian Fellowship; the Bates Democrats; the Bates Public Health Initiative; and ReMasc.

In March, **Dr. Lindiwe Sibanda** of Zimbabwe spoke on "The First 1,000 Days: Agriculture and Nutrition in Global Perspective." Dr. Sibanda is the CEO of FANRPAN (Food, Agriculture and Natural Resources Policy Analysis Network), which works to bring food and nutrition security to Africa. Her talk was co-sponsored by the Justice for Women Lecture Series of the

University of Maine School of Law; the Good Food Council of Lewiston-Auburn; St Mary's Nutrition Center; the Bates Environmental Studies and Women and Gender Studies Programs; the Anthropology Department; the Africana Club; and the Feminist Collective.

Public Works in Progress Series

The Harvard Center completed the ninth year of our lunchtime presentations series, “Public Works in Progress,” which offers faculty, staff, students, and community partners an opportunity to present and discuss community partnerships, community-engaged learning, community-engaged research, and other public projects. Open to the public and the Bates campus community, PWIPs continue to draw a wonderfully mixed audience of community partners, faculty, staff, and students, averaging roughly 40 participants per session. This year’s Public Works in Progress series featured:

- September 17: Jose Herrera '17, Suzannah Smith '16, and Allie Freed '16 (Summer Fellowship Recipients), Spotlight on Students’ Summer Work Part One
- September 25:
Christina Felonis '17,
Gabe Imber '17,
Claire Brown '17, and
Ayesha Sharma '18
(Summer Fellowship Recipients),
Spotlight on
Students’ Summer
Work Part Two
- October 8: Brianna Wilson '18, Rachel Marks '17, Jason DeFelice '17, and Margaux Joselow '16, (Summer Fellowship Recipients), Spotlight on Students’ Summer Work Part Three
- October 19: Adam Auerbach '16, Cailene Gunn '16, Dana Cohen-Kaplan '16, and Nicole Cueli '16, (Summer Fellowship Recipients), Spotlight on Students’ Summer Work Part Four

“There’s something about crouching beside someone, digging your hands into the same soft earth, cultivating the vegetables that will serve as the meal you will share together, that creates the strongest bonds of community, of family, and of shared hope for a brighter future.”

— Ali Rabideau '17, *“Place, Community, Transformation: Kingston, Jamaica”*



- October 30: Rachel Boggia, Carol Dilley, Hannah Miller (Dance), and Laura Faure (Bates Dance Festival), Landing at Bates: The inter/national impact of dance exchange
- November 2: Anna Sucusy '17, Emma Bilodeau '16, Katrina Buchta '16 and Jonah Greenawalt '16 (Summer Fellowship Recipients), Spotlight on Students' Summer Work Part Five
- January 27: Charles (Val) Carnegie (Anthropology) and students from INDS s34, Place, Community, Transformation: Kingston, Jamaica
- February 8: Environmental Studies Students, Power, Trash, and Bates Mill 5: Environmental Studies Students' Community-Engaged Research
- March 10: Krista Aronson (Psychology), The Picture Book Project: What we tell our sons and daughters

Women in Leadership

In September, the Harvard Center hosted a panel presentation and discussion entitled, "Women in Leadership." The panel featured three Harvard Center staff members currently serving in elected office: Kristen Cloutier, Lewiston City Councilor and Council representative to the Lewiston School Committee; Holly Lasagna, Vice Chair of the Lewiston-Auburn Joint Charter Commission; and Peggy Rotundo, Maine State House Representative, Former Maine State Senator, and Former Chair of the Lewiston School Committee. The post-panel discussion focused on their paths to public office and the lessons they have learned along the way.

Co-Sponsorships

The Harvard Center is pleased to join with colleagues from on and off campus in providing opportunities for the infusion of fresh voices and ideas into the civic reflection and action practices at Bates and in the wider community. During the 2015-16 school year, the Harvard Center was pleased to support the following campus and/or community programs:

- Great Falls Forums – Monthly programs of broad public interest
- Eddie Moore - Diversity educator
- Audrey Peterman – Earthwise Productions
- Convictions Speaker Series – Focus on mass incarceration and criminal justice reform
- Frame by Frame - Film screening and visit with filmmaker Alexandria Bombach
- Being Mortal – Film and discussion
- Sue Roche – Immigrant Legal Advocacy Project
- Know Tomorrow Climate Action event
- Phyllis Bennis – New Internationalism Project
- FAB Dance Concert – Community dance event
- Andrew Aghapour - Pedagogy of the Possessed: Improv Comedy in the Classroom
- NEERS conference - New England Estuarine Research Society
- Emerge Film Festival

BATES-MORSE MOUNTAIN Conservation Area & Shortridge Coastal Center

Bates College's civic mission is not limited to the human realm. In fact, along with the cultivation of "informed civic action," the college's mission statement emphasizes a "commitment to responsible stewardship of the wider world." A primary avenue for cultivating and exercising that commitment is the Bates-Morse Mountain Conservation Area and Shortridge Coastal Center. We call it our "coastal campus," and it is the site of vital learning, research, and public service.

Bates manages nearly 600 acres of undeveloped Maine coastline for conservation, education and research purposes. Lying between two tidal rivers near the end of the Phippsburg peninsula, the Bates-Morse Mountain Conservation Area includes salt marshes, barrier dunes, mature Spruce-Fir forest, and a globally-rare Pitch Pine forest. These differing habitats offer opportunities for the study of natural systems unimpeded by development or other human impacts.



NSF Grant & the Northeastern Coastal Stations Alliance

Both extreme warming within the Gulf of Maine and rapid environmental change in coastal zones worldwide situate BMMCA to offer compelling research opportunities. Bates geology professor Bev Johnson's Sprague Marsh research on blue carbon, marsh restoration and methane emissions, for example, is relevant to climate change understanding, community adaptation, and the importance of coastal conservation. These applications of science for the public good are consistent with the values reflected in the BMMCA mission. Professor Johnson also mentors 1-2 thesis students each year, training future geologists and further serving the educational mission of BMMCA.

The Northeastern Coastal Stations Alliance (NeCSA) was formed with leadership from Bates to enhance and leverage these opportunities. The alliance consists of scientists and directors from field stations and marine labs (FSMLs) conducting research and training in the Gulf of Maine. Institutional members include Bates and Bowdoin Colleges, the College of the Atlantic, the universities of New Hampshire and Maine (Shoals Marine Lab and the Darling Marine Center), The Gulf of Maine Research Institute, and Schoodic Institute. The alliance's coordinated efforts offer the analytic power of place-based data and longitudinal observations integrated across a large spatial scale, providing regional assessments of near-shore coastal change. NeCSA values

field-based educational opportunities and recognizes its unique access to communities deeply invested in understanding coastal change.

Progress to Date: National Science Foundation funding received to support planning activities; three 2-day meetings, each with 15–25 participants; NeCSA’s 10 year Strategic Plan completed; funding secured to implement pilot monitoring project; and first season’s data collected and uploaded.

NeCSA Strategic Plan Goals

- Goal 1 - Coordinated monitoring and research to document and discover patterns of environmental change in the Gulf of Maine.
- Goal 2 - Innovative and successful approaches to coastal studies, community engagement, climate change communications, and stewardship.
- Goal 3 - Shared funding, fiscal sustainability, and network longevity

Bates Academic Courses

Bates College encourages course work at BMMCA. During the 2015-16 academic year, courses with field components at BMMCA included:

- Sedimentary Processes and Environments, Prof. Bev Johnson
- Conservation Biology, Prof. Daniel Levitis
- Journalism in an Age of Media Explosion, Prof. Peter Moore
- Climate Change and the Stories We Tell, Prof. Elizabeth Rush-Mueller
- The Nature of Spirituality, Prof. Cynthia Baker
- The New Nature Writing, Prof. Elizabeth Rush-Mueller

Total students enrolled: 116

Bates Student Theses

Bates has a 38-year record of student-faculty research projects at various study areas within and near the Bates-Morse Mountain Conservation Area (BMMCA). These projects typically take place in the form of senior theses or independent studies, and they span a range of topics including coastal evolution, sea level rise, carbon cycling, bedrock mapping, hydrogeology, and coastal erosion. In 2015-16, these student theses were conducted at or near BMMCA:

- Cailene Gunn, “Methane emissions along a salinity gradient of a restored salt marsh in Casco Bay, Maine” (Prof. Bev Johnson, advisor)
- Dana Cohen-Kaplan, “Methane Emissions from a Hydrologically Altered Region of the Sprague Marsh, Phippsburg, Maine” (Prof. Bev Johnson, advisor)
- Nicole Cueli, “Recent changes to the dynamic sandy beach system at the mouth of the Kennebec River, mid-coast Maine” (Prof. Mike Retelle, advisor)

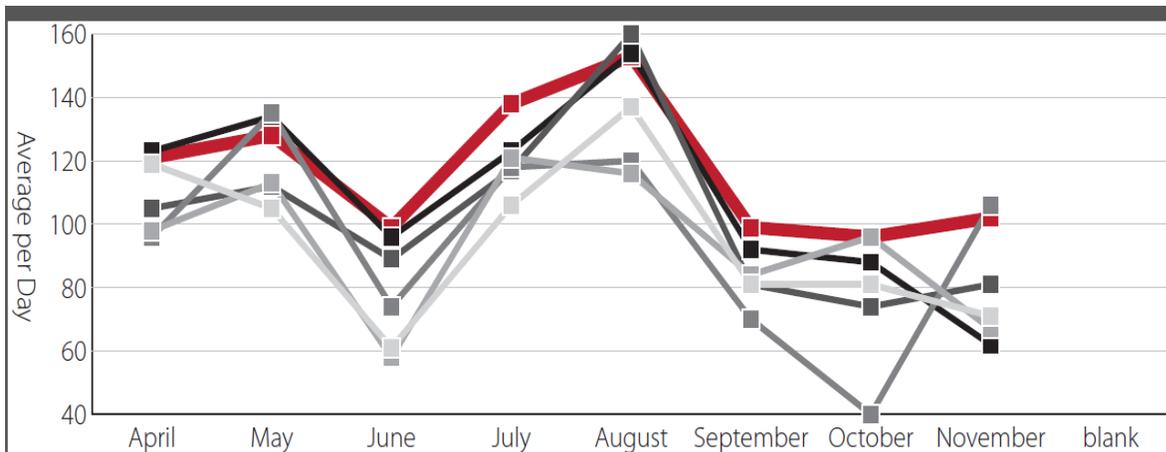
Maine’s Endangered Birds

Intensive field work, predator management, law enforcement, and active beach outreach programs continue to aid in the recovery of Maine’s Piping Plover and Least Tern populations. Six plover pairs made seven nesting attempts on Seawall Beach in 2015, while five pairs nested on Popham beach. For Piping Plovers this represents a 24% increase in nesting pairs over the previous year and indicates that the current management program is benefitting species of concern, including the federally endangered Roseate Tern during staging and migration, migrating federally threatened Red Knots, and other migrating shorebirds. The substantial increase in the Plover population is greater than anticipated, giving Maine the second largest number of nesting plovers since monitoring began in 1981.



Public Use

In addition to providing educational and research opportunities, BMMCA serves the public for recreational purposes. During 2015-16 21,390 visitors were recorded during the gate-keeping season, representing an average of 118 visitors each day. Daily public use data from the past six years is below, with 2015-16 in red.



OTHER Programs, Initiatives, & Activities

Admission Events

To help articulate the college's strong commitment to civic learning and action, Harvard Center staff and students participated in and presented at numerous programs hosted during 2015-16 by the Office of Admission, including:

- College Match Visit presentation
- Prologue to Bates dinner, panel, and Downtown Walkabout events
- MLK Day open houses
- Admitted Students Day panels, open houses, and receptions
- Explore Bates open house

AmeriCorps Education Awards

Six students participated in the AmeriCorps Education Award Program during the summer of 2016. By completing 300 hours of service over the year, they earned 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 Take 2 and Goodwill Northern New England.

Athletics

Bates Athletics participates in important ways in the college's civic mission, including department-wide programs and team-specific activities.

General Athletic Department Programs

- **Special Olympics:** Convened unified practices (campus volunteers and intellectually disabled players participating on teams together) with the Navigators Basketball team throughout the year; hosted and provided volunteers for two Special Olympics swim meets; hosted and helped staff a regional Androscoggin County Special Olympics Track meet
- **Field Day:** Hosted the annual program in May with local youth grades K-4 who spent the afternoon with Bates varsity athletes, playing fun games and activities; roughly 150 local youth participated and about 200 Bates student-athletes representing nearly all 31 teams

Individual Sports Programs

- **Women's Lacrosse:** helped staff Dempsey Challenge; spring clinic for the Lewiston recreation girls' lacrosse middle school team
- **Softball:** participated in mentoring programs at local schools, volunteered at the Good Shepherd Food Bank, helped with a holiday event at St. Dominic's, organized a fall and a winter clinic for local youth and high school students

- Men's & Women's Swimming & Diving: ran two special Olympic meets; conducted community Swim Lesson Program and Swim Camps; provided local Swim and Dive Clinics
- Men's & Women's Squash: offered a Portland Y Clinic and volunteered at the Senior Squash Exhibition at Stony Ridge in Auburn, a Holiday Gift Drive, and the Dempsey Challenge
- Men's Soccer: volunteered at Tree Street Youth and hosted community/high schools at home games



Celebrating on Garcelon Field at the end of a lacrosse clinic run by the Bates women's team for the Lewiston Rec. Dept. girls' team

- Men's Basketball: ran clinics and camps for the community
- Men's & Women's Tennis: continued relationship with Cody from Team Impact (focuses on youth with serious illness and connects them with college teams)
- Football: volunteered at Good Shepherd Food Bank; participated locally in MLK Read-In; volunteered for Rebuilding Together L/A day of service, participated in MD Day
- Men's Lacrosse: involved through Coach Lasagna in ReMasc, FemCo, Active Minds and Active Allies; team mentored/worked at Hillview, Farwell School, Tree Street Youth, and with the Navigators; purchased and donated over 50 holiday gift cards for LHS homeless youth; worked with Green Ladle program, MLK Read-in, and Good Shepherd Food Bank; ran clinics; had players involved in forums and Dinner Table program
- Baseball: continued work with L/A youth baseball communities; camps and clinics
- Women's Soccer: Green Dot training and collaborations; fall clinic with Lewiston Middle School girls' soccer team; team also participated in a Teacher Appreciation Day; active in Field Day; Maine HS Night game in-season
- Field Hockey: Hockey for Hunger initiative; raised food and monetary donation for the Good Shepherd Food Bank, along with volunteering hours at the GSFb; continued involvement with Team IMPACT (improving the quality of life for children facing life-

threatening and chronic illness through the power of team) with Nora Franks; directed Coastal Field Hockey, a non-profit club in Maine providing opportunities for personal growth and development through sport with an emphasis on accessibility; participated in the NESAC Play4theCure game and connected with a local Girl Scout Troop for the event, running an activity with them aimed at encouraging girls to seek out leadership roles and to explore what leadership is

- Volleyball: participated in Rebuilding Together L/A day of service

Back to Bates Weekend

As part of the annual Homecoming & Family Weekend set of offerings, Harward Center staff led a Downtown Walkabout for interested parents and alumni. About forty people enjoyed the moderately-paced walk through the downtown, during which they enjoyed local architecture and history and learned about some of the exciting ways today's Bates students are engaging in the off-campus community.

Community-Engaged Arts

Museum of Art

The Bates College Museum of Art is an important visual arts resource for local K-12 students and teachers. During the 2015-16 school year, the museum hosted more than 1,000 students. Teachers and students at Auburn Middle School and Lewiston Middle School utilized the museum's Thousand Words Project to learn English language skills by exploring visual art. By cooperative programming with LA-Arts, the museum also offered TWP to students at Edward Little High School and Farwell and McMahon Elementary schools. The museum's educational staff presented the Thousand Words Project in a participatory workshop for teachers across New England and as far away as China at the Leveraging Learning international conference organized by Auburn Public Schools and the Maine Learning Technology Initiative. Under the guidance of the curator of education, museum education intern Hannah Gottlieb organized and led a parent-child printmaking workshop featuring works from the collection. Gottlieb was also responsible for developing and delivering two "Rollin' To Olin" programs to all fourth-graders in Lewiston, who, as part of the program, visited the Museum to see art, watch a performance, and write about their experiences.

Additionally, the museum educators, along with the Harward Center VISTA member, organized visits to campus by all Auburn 8th graders for art lessons, visits to Bates classes and concerts, presentations by Bates students, a campus tour, and lunch in Commons as a way to give students first-hand experience of college. The museum also collaborated with the Bates Planetarium to offer special viewings of the museum's astrophotography collection for local K-12 students. To encourage lifelong learning, the museum organizes affordable, weekly life drawing sessions as a service to artists and art enthusiasts in the surrounding communities. Finally, the museum hosted the Maine Arts Education Association annual conference in April, engaging artist and Lewiston native, Charlie Hewitt, to provide the keynote address.

Bates Dance Festival

During the summer of 2015 the renowned Bates Dance Festival once again hosted the Youth Arts Program (YAP), a community outreach program that brings youth from the off-campus community together with world-class artists to experience the arts firsthand. YAP engages young people ages 6-17 in an intensive and enjoyable three weeks of dance, music, theater, and visual art classes taught by a staff of gifted arts educators. Generous scholarships allow low income youth from the local community to attend the program at reduced or no cost.



Robinson Players

The student-led Robinson Players took the lead in several community-engaged efforts, including the annual Short Term show, *Shrek, the Musical*, which was performed for about 2,000 local children.

Davis Projects for Peace Grants

The Harvard Center was delighted to award two \$10,000 grants to Bates students to carry out projects that help ameliorate root causes of conflict. Bates' affiliation with Davis Projects for Peace provided this opportunity. The Harvard Center coordinated a competitive proposal and selection process on campus and then submitted the top two Bates proposals to the Davis program for further consideration. Three students shared two \$10,000 awards for work that took place during the summer of 2016.



“This project taught me how responsive people will be to a good idea. Everyone wants peace, and sometimes all it takes is a small push.” - Miles Schelling

For her project, Bantu Mabaso '18 worked with farmers to develop new approaches for dealing with severe drought in her native Swaziland, where climate change is producing extremely challenging conditions for farmers and households. In a shared project, seniors Miles Schelling and Megan Lubetkin developed an afterschool program in music, art, and environmental studies for children in a remote Himalayan village. All three students collaborated with local leaders to help build facilities, create teaching materials, and provide equipment and supplies to get their projects off the ground. They also focused attention on how to make their projects sustainable beyond the summer by working with communities on the ground to develop their initial proposals and then to implement them in ways that built the capacity for local residents to carry the work forward.

Greenhouse

Lots to Gardens used the Wood Street greenhouse in the spring to germinate their seedlings. Kindergartners from Geiger Elementary School visited.

Mount David Summit

The 2016 Mount David Summit, an annual college-wide celebration of undergraduate research, featured many examples of important community-engaged work. This year Darby Ray and Sam Boss from the Harvard Center and the ten Community-Engaged Research Fellows with whom they worked during Winter Term facilitated a presentation and discussion entitled, "Knowledge and the Public Good: Stories of Community-Engaged Research Across the Disciplines," which served as an informative presentation and conversation with Bates faculty, students, staff, parents, and community partners on the process, challenges, and rewards of community-engaged learning.

Office of Intercultural Education

Bobcat First! Apple Picking Trip

During Fall 2015, students in the first generation to college program, Bobcat First!, went apple picking at Wallingford Fruit House in Auburn with a group of local youth who participate in the Maine Community Integration program, an ethnic-based organization serving local Somali



“Building resilient communities and bringing people together is something I’m really passionate about,” says Davis Projects for Peace winner Bantu Mabaso '18. “It’s important to me that communities be able to determine their own development trajectories without the top-down development model. This is a good example of a bottom-up model, of things coming from the people.”

youth. Students first met in the OIE to get to know each other. After ice breakers and bonding activities, they went to the orchard for apple picking, lunch, and cider donuts.

OIE Halloween Haunted House and Carnival

Continuing a long-time tradition, the Office of Intercultural Education hosted its annual Halloween event, which featured a haunted house and fun-filled carnival. Designed for faculty and staff families and in partnership with non-profit organization Tree Street Youth, the program offered a safe and engaging way for youth to enjoy this ghoulish holiday. The Chase Hall lounge was transformed into a haunted house, while Memorial Commons was home to a carnival with Halloween-themed games and snacks. Event volunteers included members of the Africana Club and other Mosaic clubs, along with OIE staff. About fifty local youth enjoyed the event.

Phillips Fellowships

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

Katherine McNally, "Changing Oceans, Changing Lives: Shetland's Whitefish Fishermen and their Tenacious Hold on Tradition." Katherine recorded oral histories of residents of Grand Manan Island, a fishing community that is in a state of cultural and economic flux. Upon completion of her project, she provided recordings of her conversations to the local museum for inclusion in its exhibitions and archives.

Project Pericles Conference

Civic engagement faculty and staff from twenty-eight colleges gathered at Bates in November for the 2015 Project Pericles Program Directors' Conference. Project Pericles is a national consortium that encourages and facilitates commitments by colleges and universities to include education for social responsibility and participatory citizenship as an essential element of their educational programs. The two-day conference featured presentations and discussions of diverse topics, including social entrepreneurship/innovation, faculty development, student learning outcomes, and the integration of civic engagement priorities and practices across the institution. A highlight of the conference was a student-led walk through downtown Lewiston, followed by a locally-sourced lunch at St. Mary's Nutrition Center and a panel discussion by a group of young Bates alumni (Ben Chin, Nate Libby, Erin Reed,



Craig Saddlemire, and Julia Sleeper) who have put down local roots and become important community leaders. During the past two years, support from Project Pericles has helped Bates develop new curricular and co-curricular pathways for civic engagement and social responsibility, including the new General Education Concentration (Knowledge, Action and the Public Good) and the Community Liaison program.

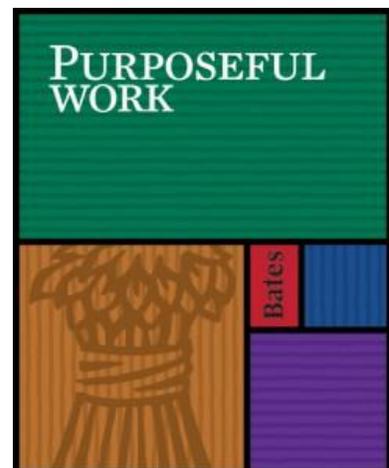
Purposeful Work

The Purposeful Work initiative is designed to help students find meaning, launch careers, and maximize their time at Bates and beyond. Through hands-on opportunities and active discussions in classes, interactions with practitioners, and summer internships, students gain insight into their values, strengths, and interests. They come to better understand the world's needs and how they fit into those needs. While the Purposeful Work initiative supports students' exploration of a wide diversity of interests and career goals, a subset of Purposeful Work programming in the past year has supported students' civic engagement and exploration.

Infusion Courses

Within the Bates curriculum, Purposeful Work infusion courses help students bridge the gap between course content and worlds of work. Faculty design and select reading assignments, reflective writing activities, and classroom discussions that help students identify how the content they are learning and skills they are gaining may inform their work across campus and their future career interests. While Purposeful Work infusion courses and Community-Engaged Learning courses are not one and the same, some courses include both elements. The overlapping courses during the past year are as follows:

- Production and Reproduction - Elizabeth Eames
- Perspectives on Education - Mara Tieken
- Internship in Education - Patti Buck
- Basic Concepts in Special Education - Anita Charles
- Seminar in Educational Studies - Patti Buck
- The Sporting Life - Su Langdon
- African Perspectives on Justice, Human Rights, and Renewal, Alex Dauge-Roth and Leslie Hill
- Perspectives on Education - Stacy Smith
- Internship in Education, Patti Buck
- Learning and Teaching: Theories and Practice, Bronwyn Sale
- Seminar in Educational Studies, Patti Buck
- Human Suffering, Cynthia Baker
- Encountering Community, Danny Danforth



Practitioner-Taught Course

Offered during Short Term, Practitioner-Taught Courses (PTCs) expose students to practical and applied areas of study that are not typically available within the liberal arts curriculum. Practitioners-in-Residence teach applied knowledge and skills in their field of expertise. Topics of study vary from year to year and often involve elements of community engagement. In spring of 2016, Fisher Qua '06 led "Consulting for Strategy Development," in which the class served as a consulting team advising the Bates Residential Life Office on a new peer health program for the Bates community. Students learned and implemented Liberating Structures consulting and facilitation techniques to gather community opinion and facilitate community conversations about health needs on campus. The Bates student community was the focus for this particular project, and the tasks and skills are transferrable to community engagement work students can do in any community. (14 students spent at least 4 hours per week on fieldwork for a total of 224 hours.)

Purposeful Work Internships

The Purposeful Work Internship Program supports students as they explore interests, deepen skills, and build networks. Students gain unique access to a network of Bates-specific internships with core employers, the opportunity to apply for Bates financial support, and goal-setting and reflection resources to help them maximize their learning. The inaugural cohort included 96 first years, sophomores and juniors interning in diverse industries, including twenty Purposeful Work interns with civic-engagement internships at these sites:

- 1736 Family Crisis Center
- Bicycle Coalition of Maine
- Community Renewal Team
- Family Equality Council
- Girl Be Heard
- Girls Inc.
- Hillview Resource Center
- Jane Doe Inc.
- Let's Go 5-2-1-0
- Lewiston Middle School/Tree Street Youth
- Maine Volunteer Lawyers Project
- Redemption Hill Community Church
- Safe Voices
- St. Mary's Nutrition Center
- Tree Street Youth
- Youth Development Organization



girls
inc.

**Victoria Wyeth Residency**

The Harvard Center helped facilitate the January residency of Victoria Wyeth '01, who spent two weeks in Maine making presentations on the work of her grandfather, Andrew Wyeth, and her uncle, Jamie Wyeth. She made presentations in each of the Lewiston public schools and at

Clover Living Center; SeniorsPlus; Hillview Family Development; the Hebrew School at Temple Shalom; the Alzheimer's Association; and in the correctional facilities of Maine (Long Creek Youth Development Center; Charlestown Correctional Pre-Release Center; Mountain View Correctional Center in Charlestown; Maine Department of Corrections in Windham; Bolduc Correctional Facility in Warren; the Maine State Prison; and the Downeast Correctional Facility in Machiasport).

World Refugee Day

Throughout the year, the Harward Center VISTA represented Bates on a committee of local Lewiston/Auburn organizations in planning the annual World Refugee Day (WRD), a global event meant to celebrate the rich cultures represented by refugees. This year's celebration took place on Friday, June 3rd at Simard-Payne Memorial Park in Lewiston and was enjoyed by over 200 people. Other organizations represented in the planning included: Auburn Police Department, Catholic Charities, The City of Auburn, The City of Lewiston, Lewiston-Auburn Metropolitan Chamber of Commerce, Department of Corrections Disproportionate Minority Contact Division, DHHS Office of Multicultural Affairs, Health Affiliates, Immigrant Resource Center of Maine, Lewiston Police Department, Maine Campus Compact, The Root Cellar, Spurwink, and Youth Move Maine. The VISTA chaired the Outreach Subcommittee, helped build organizational capacity, and created online web pages for the event, including a website(lewistonauburn-worldrefugeeday.org), Instagram page, Facebook event page, and Twitter account.

COMMUNITY Partners

Bates students, faculty, and staff are fortunate to work with approximately 150 community agencies and institutions that provide generous opportunities for shared learning, research, volunteering, fellowships, and creative work. A list of the organizations with whom the college partnered during 2015-16 is below:

21st Century Community Learning Centers	Center for Wisdom's Women
1736 Family Crisis Center	Central Maine Adaptive Sports
Adventure Forward	Central Maine Medical Center
Advocates for Children	Citizens Climate Lobby and Carbon Tax Advocates
Alzheimer's Association	Clover Manor
Anacostia Riverkeeper	Coastal Field Hockey
Androscoggin County Chamber of Commerce	Collective Strength
Androscoggin Head Start and Child Care	College for ME--Androscoggin
Androscoggin Land Trust	Community Concepts, Inc.
ArtVan	Community Health Partners
Auburn, City of	Conservation Law Foundation
Auburn-Lewiston YMCA Childcare	Dempsey Center for Cancer Hope and Healing
Auburn Middle School	Durham Elementary School
Auburn Police Activities League Center	Edward Little High School
Auburn Public Library	Environmental Health Strategy Center
Auburn Recreation Department	Environmental Protection Agency
Autism Society of Maine	Fairview Elementary School
B Street Health Center, St. Mary's Health System	Family Equality Council
Bhutan Community of New Hampshire	Farm Fresh Connection
Bicycle Coalition of Maine	Farwell Elementary School
Big Brothers/Big Sisters	Franco-American Heritage Center
Big City Farms	Geiger Elementary School
Bigelow Laboratory for Ocean Sciences	Girl Be Heard
Blake Street Towers	Girls Inc.
Blue Ridge Wildlife Center	Good Food Bus
Blue Water Fine Arts	Good Shepherd Food Bank
Boys and Girls Club	Goodwill Industries International
Brigean Farms	Goss Berry Farm
Busan Metropolitan City Institute of Health and Environment	Grace Street Recovery
California Center for Equality and Justice	Green and Healthy Homes Initiative
Carrie Ricker Elementary School	Grow L+A
Catholic Charities of Maine	Habitat for Humanity
	Healthy Androscoggin

Healthy Oxford Hills
 High Desert Museum
 Hillview Family Development
 Hockey for Hunger
 International Institute
 Isabella Stewart Gardner Museum
 Jane Doe Inc.
 L/A Arts
 Leeds Elementary School

Lewiston Middle School
 Lewiston Public Library
 Lewiston School Department Central Office
 LL Bean
 Longley Elementary School
 Longmont, City of- Public Works and
 Natural Resources
 Lots to Gardens
 Maine Centers for Disease Control

Community Partner Survey Responses

"I love the new ideas and fresh perspectives Bates students bring. They are always so eager to get involved, and if they have the right personal/professional skills, they can really move the work forward."

"Our Lewiston Courthouse Assistance Project cannot run without the committed efforts of Bates students."

"These last several years working with Bates students in such a wide variety of ways has been incredible. They have added so much value to our organization."

"Outright L-A was able to start new programs to support LGBTQ youth, including one held during the summer when fewer programs are usually available to youth."

"The interaction between Martel Elementary School students and Bates students was invaluable."

Let's Go 5-2-1-0
 Lewiston, City of
 Lewiston Adult Education
 Lewiston/Auburn Economic Growth
 Council
 Lewiston District Court
 Lewiston High School
 Lewiston Housing Authority

Maine Community Integration
 Maine Department of Conservation
 Maine Department of Corrections (
 Windham Correctional Facility, Bolduc
 Correctional Facility, Maine State Prison,
 Downeast Correctional Facility, Long Creek
 Youth Development Center, Charleston

Correctional Pre-Release Center, Mountain View Correctional Center)
Maine Equal Justice Partners
Maine Immigrant and Refugee Services
Maine People's Alliance
Maine Small Business Coalition
Maine U.S. Attorney's Office
Maine Volunteer Lake Monitoring
Maine Women's Policy Center
Margaret Murphy Center for Children
Martel Elementary School
McMahon Elementary School
Migrant Justice
Montello Elementary School
Montello Heights Independent Living Center
Museum L-A
NAMI Maine
The Nature Conservancy
Navigators
New Beginnings
New Hampshire Department of Environmental Services
New York City Department of Environmental Protection
Nezinscot Farm
Nutrition Center of Maine, St. Mary's Health System
Oak Hill High School
One Tree Center
Orekestai Farm
Outright Lewiston/Auburn
Overland
Park Avenue Elementary School
Peabody Museum of Harvard University
Peggy Guggenheim Museum of Art
Phippsburg Conservation Commission
Phippsburg Elementary School
Phippsburg Land Trust
Pine Tree Legal Assistance
Play4theCure
Poland Regional High School
Portland YMCA
Raise-Op Housing Cooperative
Raspberry Knoll Farm
Rebuilding Together
Redemption Hill Community Church
Renaissance School
Restorative Justice Institute of Maine
Rhode Island Audubon
River Valley Village
Riverton Elementary School
Rural Community Action Ministry
Safe Voices
Sauvie Island Center
School Square
Sebasticook Regional Land Trust
Seniors Plus
Sewall Forestry and Mapping Company
Sherwood Heights Elementary School
Sitka Fine Arts
Small Point Association
Social Learning Center
Swords into Plowshares Honey and Candles
Special Olympics of Maine
St. Mary's Health System
Stony Ridge
Take Two
Team IMPACT
Temple Shalom Hebrew School
Texas Rangers
Thistle Farms
Tree Street Youth
Trinity Jubilee Center
Tubeho
Turner Elementary School
Vermont Center for Ecostudies
Versar
Volunteer Lawyers Project
Washburn Elementary School
WE Compost It
Whiting Farm
Wolfe's Neck Farm
Women's Prison Association
World Wide Opportunities on Organic Farms
Youth Development Organization
YWCA of Central Maine

The Carignan Fund for Community Programs

The James.W.Carignan '61 and Sally Larson Carignan '62 Fund for Community Programs provides grants of up to \$2000 to community organizations to support programming that fosters new or 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 Amy Katz '17, Detmer Kremer '16, Madelene Santizo '16, Muluken Tekle '19, and John Woodward '16. Students participated in an orientation and training on non-profits and the roles they play in the Lewiston-Auburn area. This year the program was administered in the fall rather than in the spring. The following grants, totaling \$8,589, were awarded:

- Art Van to help support its art therapy programming at the Lewiston Public Library
- College for ME Androscoggin to fund a county-wide "Decision Day"
- Lewiston Housing Authority to purchase a cabinet for an afterschool science program (entitled How Everything Works) developed and run by a Bates student
- Museum L-A to research and preserve rare silkscreens
- Raise-Op to develop a cooperative housing member integration plan
- YWCA of Central Maine to help fund their Stand Against Racism event

FELLOWSHIPS & GRANTS

The Harward Center is delighted to support students' academic, leadership, and vocational development by facilitating a number of grants and fellowship programs. In 2015-2016, the Harward Center was pleased to award the following grants and fellowships, totaling:

Community-Engaged Learning Grants

Community-Engaged Learning Grants, supported by the Arthur Crafts and Helen A. Papaioanou funds, provide financial support for students who design an academic community-engaged learning project. CEL Grants 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. Community-Engaged Learning Grant recipients for 2015-16, along with their community partners, were:

- Sydney Beres '18, Jessie Moriarty '19, and Amalya Schwartz '17, Nezinscot Farm, Turner, ME
- Hanna Chipman '17, NOT HERE Justice in Action Network, Auburn, ME
- Matthew Gee '16 and Wenkai Han '17, Blake Street Towers, Lewiston Housing Authority, Lewiston, ME
- Sadie Homeier '18, Sophia Merelas '18, Kelsey Pearson '17 and Danielle Pierce '20, Center for Wisdom's Women, Lewiston, ME
- Samuel Lagerstrom '18 and Helen Sudkamp-Walker '16, Women's Health Associates, St. Mary's Health System, Lewiston, ME
- Emma Noto '16, YWCA of Central Maine, Lewiston, ME
- Dylan Ray '16, 21st Century Program, Lewiston Middle School, Lewiston, ME
- Max Utter '16, 21st Century Program, Lewiston Middle School, Lewiston, ME

Community Work-Study Awards

Community Work-Study Awards provide federal work-study funds for academic-year and summer community-based work with non-profit and governmental agencies. Students may apply for existing positions or work with an agency to develop their own positions. Host organizations agree to reimburse Bates College for a percentage of the student's total earnings. Community Work-Study Award recipients in 2015-2016, along with the community organizations for whom they worked, include:

Fall 2015

- Daniel Aldrich '18, America Counts tutor at Lewiston Public Schools, Lewiston, ME
- Annie Horstmeyer '16, St. Mary's Nutrition Center, Lewiston, ME
- James Jhun '16, McMahan Elementary School, Lewiston, ME
- Katherine Nuñez '17, YWCA, Lewiston, ME
- Max Petrie '18, Police Activities League Center, Auburn, ME

- Sophie Samdperil '18, YWCA, Lewiston, ME
- Maria Vargas '16, America Reads/Counts tutor at Lewiston Public Schools, Lewiston, ME

Fall 2015 and Winter 2016

- Owen Ahlborn '19, America Counts tutor at Lewiston Public Schools, Lewiston, ME
- Michael Bennett '19, America Counts tutor at Lewiston Public Schools, Lewiston, ME
- Emily Bowen '19, America Reads/Counts tutor at Lewiston Public Schools, Lewiston, ME
- Fredrick Cheng '18, America Reads/Counts tutor at Lewiston Public Schools and Tree Street Youth, Lewiston, ME
- John Collantes '18, America Counts tutor at Tree Street Youth, Lewiston, ME
- Denise Del Villar '16, America Reads/Counts tutor at Hillview Family Development, Lewiston, ME
- Emma Egan '18, America Counts tutor at Tree Street Youth, Lewiston, ME
- Jissel Garay '19, America Reads/Counts tutor at Lewiston Public Schools, Lewiston, ME
- Anissa Garza '19, Boys and Girls Club of Southern Maine, Auburn, ME
- Esperanza Gilbert '16, St. Mary's Nutrition Center, Lewiston, ME
- Erin Hazlett-Norman '19, Center for Wisdom's Women, Lewiston, ME
- Jeanne Hua '18, America Reads/Counts tutor at Lewiston Public Schools and Tree Street Youth, Lewiston, ME
- Eliza Jimenez '18, America Reads tutor at Lewiston Public Schools, Lewiston, ME
- Britiny Lee, Police Activities League Center, Auburn, ME
- Asher MacDonald '18, St. Mary's Nutrition Center, Lewiston, ME
- Samantha Malone '19, America Counts tutor at Lewiston Public Schools, Lewiston, ME
- Kawai Marin '18, America Reads tutor at Lewiston Public Schools, Lewiston, ME



“Where I come from, the struggle is that of disenfranchised people of color. Here, I worked with disenfranchised white people. And there are also poor people of different religions, as well. The linking bond is poverty: Poverty knows no color or religion. That was the big thing for me to know going forward as I go out to accomplish my goals: Don’t count people out.”

~ Cristopher Thompson '19

- Cira Mollings Puentes '16, St. Mary's Nutrition Center, Lewiston, ME
- Nick Muccio '16, Stanton Bird Club, Lewiston, ME
- Jacqueline Paredes '16, America Reads/Counts tutor at Lewiston Public Schools and Lewiston Public Library, Lewiston, ME
- Courtney Porfido '18, America Reads/Counts tutor at Lewiston Public Schools and Hillview Family Development, Lewiston, ME
- Nicol Ramirez '17, America Counts tutor at Lewiston Public Library, Lewiston, ME
- Lisa Slivken, Center for Wisdom's Women, Lewiston, ME
- Sophia Thayer '18, Auburn Middle School and the Androscoggin Historical Society, Auburn, ME; YWCA, Lewiston, ME
- Natalie Thomas '18, America Reads/Counts tutor at Tree Street Youth, Lewiston, ME
- Joe Tulip '18, America Reads tutor at Lewiston Public Schools, Lewiston, ME
- Desirae Valentin '18, River Valley Village, Lewiston, ME
- Abigail Westberry '19, America Reads/Counts tutor at Lewiston Public Schools, Lewiston, ME
- Brianna Wilson '18, Boys and Girls Club, Auburn, ME
- Hannah Wilson '17, Tree Street Youth, Lewiston, ME

Winter 2016

- Bryan Almonte '19, America Counts tutor at the Police Activities League Center, Auburn, ME
- Alyssa Connors '16, St. Mary's Nutrition Center, Lewiston, ME
- Jissel Garay '19, Tree Street Youth, Lewiston, ME
- Jeremy Mack '16, Maine People's Resource Center, Lewiston, ME
- Kathryn Ortega '16, America Counts tutor at Lewiston Public Library
- Summer Peterson '18, America Counts tutor at Lewiston Public Library
- Hanif Waters-Middleton '17, Work with ME, Auburn, ME

Summer 2016

- Jason DeFelice '17, Boys and Girls Club of Southern Maine, Auburn, ME
- Vuong Huynh '18, Auburn Recreation Department, Auburn, ME
- Robert Ibarra '17, The California Conference for Equality and Justice, Long Beach, CA
- James Pardo '18, Alaska Arts Southeast, Sitka, AK
- Paul Phillips '18, Alaska Arts Southeast, Sitka, AK
- Fatima Sacko '17, Women's Prison Association, New York, NY
- Lisa Slivken '18, Thistle Farms, Nashville, TN and Center for Wisdom's Women, Lewiston, ME
- Cristopher Thompson '19, Boys and Girls Club of Southern Maine, Auburn, ME

Grants Administered by the Harvard Center

- The Professor Leland Bechtel Fund
Supports the outstanding community work of Psychology majors. Awarded to Isabel Ferguson '16. Isabel conducted an evaluation of a local new teacher induction program to develop a detailed picture and consider the programming within the context of best practices.
- The Robert S. Moyer Award for the Prevention of Domestic Violence
Recognizes a Bates student for exceptional work related to the prevention of domestic violence. Awarded to Caroline Kissick '16, who worked with Safe Voices (the domestic violence prevention).

Grants Gratefully Received by the Harvard Center

- Thomas P. Saddlemire Fund (\$10,000): to support the Civic Leadership Program, also known as the Bonner Leader Program
- Anonymous (\$30,000): to support the Civic Leadership Program, also known as the Bonner Leader Program

Transportation Assistance Grants

The Harvard Center provides funds to assist students with travel connected to community-engaged learning and volunteer work. The following students received these grants in 2015-16:

- Melody Altschuler '17, Volunteer work with the Autism Society of Maine, Portland and Winthrop, ME
- Melody Altschuler '17, Volunteer work with the Autism Society of Maine, Winthrop, ME
- Hanna Chipman '17, Attendance at the Governor's Summit on Human Trafficking Lincolnville, ME
- Philip Dube '16, Attendance at the Yale Environmental Sustainability Summit, New Haven, CT
- Emma Egan '18, Jennifer Rosenfield '18, and Sophia Thayer '18, Attendance at the Mass Action Against Fossil Fuels Climate Action, Albany, NY
- Samantha Garapati '18, Morgan Leeson '18, and Ayesha Sharma '18, Attendance at Yale's Feminist Summit, "The Fourth Wave," New Haven, CT
- Dylan Metsch-Ampel '19, Volunteer work with the Boys & Girls Club of Auburn/Lewiston, Auburn, ME
- Anna Roy '18, Community-engaged learning work with the Department of Historic Preservation, Penobscot Nation, Sugar Island, ME
- Fatima Sacko '17, Internship with the Women's Prison Association's Emergency Homeless Shelter at Hopper Home, New York, NY
- Rebecca Schwartz '16, Internship with Prevent Harm, Portland, ME
- Raissa Vodounon '17, Internship with Bellevue Hospital Center Emergency Department's Project Healthcare, New York, NY

Volunteer Service Grants

These grants are awarded by the Student Volunteer Fellows to support students' community service activities. Awards in 2015-16, along with the community organization whose work they supported:

- Rachel Blaustein '18, Rose Reyes '16, Bianca Sanchez '16, and Helene Sudac '19, Alzheimer's Association of Maine, Scarborough, ME
- Katrina Buchta '16, 21st Century Program, Lewiston Middle School and Tree Street Youth, Lewiston, ME
- Cara Cappellini '16 and David Cappellini '16, Student Athlete Advisory Committee, Bates College, Lewiston, ME
- Mark Chatkin '16, Bates Buddies, Bates College, Lewiston, ME
- Mallory Cohen '17, YWCA of Central Maine, Lewiston, ME
- Meghan D'Arcy '18 and Halley Posner '18, College Access Mentorship Program, Lewiston Middle School, Lewiston, ME
- Nina Doonan '16, Rachel Neckes '16, and Anna Williams '16, Big Brothers Big Sisters, Lewiston, ME
- Brooke Drabkin '18 and Hannah Wilson '17, Montello Book Buddies, Montello Elementary School, Lewiston, ME
- Katharine Gaillard '19 and Charlotte Porter '16, Hillview Family Development, Lewiston Housing Authority, Lewiston, ME
- Katharine Gaillard '19 and Charlotte Porter '16, Hillview Family Development, Lewiston Housing Authority, Lewiston, ME
- Matthew Gee '16, Blake Street Towers and Meadowview Apartments, Lewiston Housing Authority, Lewiston, ME
- Matthew Gee '16 and Simone Wilson '19, Blake Street Towers and Meadowview Apartments, Lewiston Housing Authority, Lewiston, ME
- Matthew Gee '16 and Simone Wilson '19, Blake Street Towers and Meadowview Apartments, Lewiston Housing Authority, Lewiston, ME
- Cora Hirschfeld '16, Hillview Family Development, Lewiston Housing Authority, Lewiston, ME
- Cora Hirschfeld '16, Hillview Family Development, Lewiston Housing Authority, Lewiston, ME
- Talia Martino '18, Lewiston Public Library, Lewiston, ME
- Cira Mollings-Puentes '16 and Sarah Panzer '18, Poland Girls' Mentorship Program, Poland High School, ME
- Cira Mollings-Puentes '16 and Sarah Panzer '18, Poland Girls' Mentorship Program, Poland High School, ME
- Emily Plotnikov '17, Tree Street Youth, Lewiston, ME
- Courtney Porfido '18 and Anna Sucsy '17, Hillview Family Development, Lewiston Housing Authority, Lewiston, ME
- Charlotte Porter '16 and Frances Snellings '18, Hillview Family Development, Lewiston Housing Authority, Lewiston, ME

- Alicia Rabideau '17, Center for Wisdom's Women, Lewiston, ME
- Lydia Rosenfield '16 and Madison Schmalo '19, Hillview Family Development, Lewiston Housing Authority, Lewiston, ME
- Sophia Thayer '18, College Access Mentorship Program, Edward Little High School, Auburn, ME

RECOGNITIONS & Celebrations

Campus Compact Awards

Bates students and faculty were well represented at Maine Campus Compact's 15th annual awards ceremony, which was held in the Hall of Flags at the State House in Augusta, Maine. Receiving the President's Campus Leadership Award for Bates was the Mathematics Department, which was recognized for its successful efforts to integrate community-engaged learning into its curriculum and for its support of students' community-engaged research. Of particular note is the department's work to connect Bates calculus students to local youth in need of algebra tutoring. The successful completion of algebra is one of the gateways to college acceptance and success, but few high schools are able to offer the differentiated instruction and personalized learning environments necessary for diverse students to succeed. In response to this challenge, Bates math professors Katy Ott and Henry Boateng have developed community-engaged learning projects within their college calculus courses that pair their students with algebra students at Lewiston High School and various after-school programs. At the same time as Bates students improve their chances of success in calculus by shoring up their algebra skills, local high school students receive one-on-one tutoring in algebra, enhancing their likelihood of completing a college-bound curriculum.

In addition to the Math department, two Bates students received Student Heart and Soul Awards for their exceptional leadership both on campus and within their community. Mathematics major Camden Bock '16 was recognized for his stellar work as a Harvard Center Community Outreach Fellow, a role in which Camden recruited and supported over 50



Camden Bock, Prof. Adriana Salerno, Prof. Katy Ott, Matt Gee

of his fellow students as volunteers for the Big Brothers/Big Sisters program in our area. Camden's work supported seven site-based programs, including three he established during his leadership tenure. As a result of his efforts, there are now Big Brothers/Big Sisters programs in five out of the six elementary schools in Lewiston. Camden also established a successful robotics after-school program at Farwell Elementary School to reinforce Common Core standards in math, and he successfully completed a year-long, community-engaged honors thesis. In the coming year Camden joins the Ph.D. program in Math Education at the University of Maine in Orono.

Also completing a year-long honors thesis with community impacts was Heart and Soul Award winner Matthew Gee '16, who was recognized for his extraordinary work as Community Outreach Fellow for Blake Street Towers, a Lewiston Housing Authority residence for low-

income elderly and younger disabled people. In this role, Matt worked with the resident services director and the tenant council to plan activities aimed at bringing residents together and avoiding isolation. Each week for four years, Matt organized and recruited Bates student volunteers to cook and serve Sunday brunch at Blake Street and to socialize with its residents. He planned menus, wrote grants, shared healthy recipes with and provided leftovers to residents, and became a much-loved member of the Blake Street community. Matt also organized and recruited his fellow Bates students to be volunteers at mid-week game nights and other community-building activities. During his junior and senior years at Bates, Matt expanded this program to another Lewiston Housing Authority residence for senior citizens, recruiting volunteers to help with more meals and activities. Matt's next move is to serve as Assistant Director at Bowdoin College's McKeen Center for the Common Good.

Harvard Center Awards Celebration

In May, the Harvard Center hosted its Tenth 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 were:

- Representative Peggy Rotundo, recipient of the 2016 James and Sally Carignan Award for Career Achievement
- Katrina Buchta '16 and Maxwell Silverman '16, recipients of the 2016 Harvard Center Student Award for Outstanding Community-Engaged Academic Work
- Randy Peralta '17 and Emma Davies '16, recipients of the 2016 Harvard Center Award for Outstanding Community Volunteerism and Student Leadership
- Darrius Campbell '17, recipient of the 2016 Harvard Center Student Award for Residence Life Programming
- Bates Christian Fellowship, recipient of the 2016 Harvard Center Student Award for Community Liaison Programming
- Assistant Professor of Education Mara Tieken, recipient of the 2016 Harvard Center Faculty Award for Outstanding Community-Engaged Work
- Head Men's Lacrosse Coach Peter Lasagna, recipient of the 2016 Harvard Center Staff Award for Community Volunteerism, Leadership or Engagement
- Alzheimer's Association of Maine Volunteer Scribes Project, recipient of the 2016 Harvard Center Community Partner Award for Outstanding New Initiative
- Lewiston High School Aspirations Programming, recipient of the 2016 Harvard Center Award for Outstanding Community Project/Partnership
- Emmie Theberge, recipient of the 2016 Bates - Morse Mountain Award for Environmental Stewardship
- Bob Steneck, recipient of the 2016 Bates - Morse Mountain Award for Environmental Lifetime Achievement.

Senior Civic Leaders Celebration

At the end of May, the Harvard Center celebrated the graduating seniors who had participated in the Bonner Leader and Student Volunteer Fellows programs. Each student invited a

community partner he or she had worked closely with as well as a faculty member. The evening began with a reception and dinner. A presentation followed in which students reflected briefly on their experiences with community engagement.

Harvard Center Staff Civic Leadership & Recognitions

Harvard Center staff members model civically-engaged lives by committing themselves to diverse forms of civic participation and leadership in the local and statewide communities. In the past year Harvard Center staff members served the community in these diverse roles:

- **Service on Boards of Directors and Advisory Boards:** Maine Boys to Men, Lewiston Public Library, New Beginnings, Safe Voices, Tree Street Youth, Lewiston 21st Century, Community Advisory Board for the University of Southern Maine's Lewiston-Auburn College, editorial board of the Journal of Natural History Education and Experience, Margaret Chase Smith Public Policy Center, Muskie School of Public Policy, Frances Perkins Center
- **Service on Task Forces, Committees, and Teams:** Lewiston School Committee, Montello Elementary School Leadership Team, LA Cultural Plan Guidance Committee, Public Health Community Stakeholders Group, Lewiston Public Schools - District PTO and District Proficiency-Based Learning Committee, Green and Healthy Homes Initiative Learning Network, Lewiston Area Public Health Committee, City of Lewiston's Immigrant and Refugee Integration and Policy Development Working Group, Family Drug Court Advisory Committee, fiscal policy committee for the National Council for State Legislatures and the Council of State Governments, Maine Legislature's Committee on Appropriations and Financial Affairs (Chair), Friends of Pettingill School Park
- **Elected Office:** Lewiston City Council (President), Maine House of Representatives
- **Presentations & Publications:**
 - Kristen Cloutier joined three colleagues from other liberal arts colleges on a panel, "Expanding our Reach: Innovative Approaches for Increasing Impact and Exposing Diverse Students to Curricular and Co-Curricular Programming Incorporating Civic Engagement," at the national meeting of the AAC&U (Association of American Colleges and Universities) in Washington, D.C.
 - Laura Sewall presented at the New England Estuarine Research Society annual meeting (on NeCSA), the Maine Beaches Conference (on sea level rise attitudes survey; collaboration with student, Victoria Pendleton), and the annual Organization of Biological Field Stations.
 - Darby Ray published "Self, World, and the Space Between: Community Engagement as Vocational Discernment" in David Cunningham, ed., *At This Time and In This Place* (Oxford University Press, 2015) and "Campus-Community Partnership: A Stubborn Commitment to Reciprocal Relationships" in *Diversity & Democracy*, Spring 2016 Vol.19 No.2.

- **Awards:** National Science Grant Award for Strategic Planning and Collaboration for Monitoring Change in Coastal Systems, Gulf of Maine; Affordable Housing Coalition for "extraordinary contributions to the prevention of childhood lead poisoning in Maine;" Lewiston- Auburn Metropolitan Chamber of Commerce's President's Award; Western Maine Labor Council's 2016 Frances Perkins Award; Maine Equal Justice Partners.

AFFILIATIONS

The Harvard Center and Bates College 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 Bonner Network, a group of 67 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;

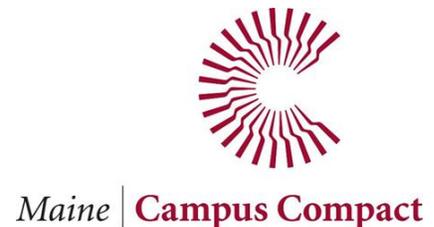
- Bringing Theory to Practice, a project sponsored by the Association of American Colleges and Universities and led by Bates President Emeritus Don Harward, which works with dozens of academic institutions to research and reinforce the linkages among engaged learning, civic development, and student well-being;



- Imagining America, a national consortium of more than ninety higher education institutions in all sectors committed to civic engagement in the arts, humanities, and design;



- 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 thirty colleges and universities committed to the role of liberal arts education in citizenship;



- 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.

THE NUMBERS September 2015-August 2016

Academic Community-Engaged Work

44,160 documented hours of academically-based community work were provided by Bates students through courses, theses, and independent studies.

20,263 of these hours were provided in connection with public schools and other youth-serving organizations.

1,144 students participated in academic community-engaged learning from the fall of 2015 through the summer of 2016.

52 courses included a community-engaged learning component. Of these, seven occurred during Short Term.

39 community-engaged senior theses were completed.

23 of the College's 30 departments and programs included at least one community-engaged learning course in their curricula.

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

16 were Full Professors;

14 were Associate Professors;

10 were Assistant Professors;

16 were Lecturers; and

2 were Post-Doctoral Fellows.

Volunteer Work during the Academic Year

17,135 documented hours of volunteer service were provided by Bates students during the academic year. More than 326 students participated in a volunteer activity that required a consistent time commitment, and over 540 volunteered for a one-time opportunity.

Summer Work

13,550 hours of documented community-engaged work was provided by Bates students over the summer. This work was supported through Federal community work-study funds, the Vincent Mulford Fund, the Class of 2000 Fund, the Purposeful Work Initiative, the Forest Foundation, and Harward Center funds.

Student Leadership Development Programs

Twenty-nine Bonner Leaders completed 3,665 hours of community work during the academic year. Six Student Volunteer Fellows spent 731 hours coordinating and participating in volunteer programs. Sixteen members of the Bates Civic Action Team tutored for 1,918 hours in local schools and after-school programs.

Community Work Study

Forty-five students worked 3,849 hours in the community through the federal community work-study program during the academic year. Of these hours, 2,280 were dedicated to the America Reads/America Counts program.

Bates-Morse Mountain and Shortridge Coastal Center

- 13 Bates College courses, teams, and student groups visited BMMCA
- 3 Senior Thesis projects conducted at or near BMMCA
- 4 Colleges visited BMMCA, bringing 393 students, faculty, and alumni
- 25 Elementary, middle and high schools visited BMMCA, representing 664 students
- 18 Camps and clubs visited BMMCA during the summer
- 21, 390 BMMCA Visitors during the 2015 gate-keeping season (182 days)
- 35 Bates College clubs, teams, and courses utilized Shortridge (481 visitors total)

Student Positions

- 6 students served as Student Volunteer Fellows.
- 45 students served as Academic Year Community Work-Study Fellows.
- 29 students served as Bonner Leaders.
- 16 students served as members of the Bates Civic Action Team.
- 8 students served as Summer Community Work-Study Fellows.
- 10 students served as Harward Summer Student Fellows.
- 3 students served as Harward Center Student Assistants.
- 1 student served as the Harward Center Student Photographer.
- 10 students participated in the Community-Engaged Research Fellows program.
- 11 students participated in the Short Term Action/Research Team Fellows program.

Grants & Fellowships

In 2015-2016, the Harward Center for Community Partnerships awarded the following grants and fellowships:

- \$8,442 in Faculty Discretionary Grants
- \$8,589 in Carignan Fund for Community Programs Grants to community partners
- \$938 in Community-Engaged Learning Grants to students
- \$3,226 in Community Liaison Grants to student clubs and organizations
- \$3,224 in Volunteer Service Grants to students
- \$1,490 in Transportation Assistance Grants to students
- \$4,000 in Community-Engaged Research Fellowships to students
- \$4,400 in Short Term Action/Research Team (STA/RT) Fellowships to students
- \$12,550 in Student Volunteer Fellowships
- \$48,013 in Bonner Leader Fellowships to students
- \$34,638 in Academic Year Community Work-Study Fellowships to students
- \$63,529 in Summer Fellowships to students

APPENDIX

American Cultural Studies

Community Studies, ACS 220, Myron Beasley

This course offers a foundation in cultural studies by offering students a richer understanding of current issues within Lewiston-Auburn, Androscoggin County, and the wider world. This year's theme focused on food culture within Androscoggin County. To develop an appreciation for the challenges of running a small farm and producing organic, sustainable crops and animal products, students collaborated with Gloria Varney, co-owner and manager of Nezinscot Farm. After spending weekly classes throughout the semester and participating in workshops and activities around the farm, students prepared a performative meal for the public that educated attendees about the challenges and joys of running an agricultural business and growing food in Androscoggin County.

6 students worked 20 hours each in the community (total of 120 hours.)

Anthropology

Encountering Community: Ethnographic Fieldwork and Service-Learning, ANTH S10, Loring Danforth

This course helps students to develop the skills to conduct original ethnographic fieldwork by doing both interviews and participant-observation research. This year, students worked closely with the Adult Learning Center in Lewiston, offering tutoring services for the diverse student body taking English language courses there, including Somali refugees and immigrants and Congolese, Angolan, and Burundian asylum seekers. At the end of the short-term, the students reflected on the challenges that the students in the program face in learning a new language and navigating a different culture, and they shared their thoughts about their experiences as tutors in pieces that were published in the Lewiston Sun Journal.

14 students worked a total of 20 hours in the community for (total of 280 hours.)

Interpretation and Culture, ANTH 333, Joshua Rubin

This course offered students a deeper understanding of shifts within anthropological methods and theories, with a focus on the development of symbolic anthropology and critiques of the symbolic turn. To gain a greater understanding of the challenges of interpreting cultures and the complexities, benefits, and shortcomings of different anthropological methods, students supported local organizations working on a range of social justice issues. Partners included the PAL Center, MIRS, the Center for Wisdom's Women, Hillview Apartments, and Tree Street Youth.

18 students conducted approximately 20 hours of community-engaged work (total 360 hours)

Gender and Culture, ANWS 313, Elizabeth Eames

This course led students through a comparative analysis of the social construction of gender in a wide range of contemporary societies, focusing on the contrast among African, Asian, and North Atlantic notions of gender identity and gender relations. Working closely with leaders of Maine Immigrant and Refugee Services (MIRS), students participated in discussions with young Muslim women about the challenges of navigating the cultural expectations of both American and Somali Bantu communities. Based on those conversations, students prepared scripts for

skits to help educate parents and family members about the issues that immigrant youth face. The project will be continued by a course on Production and Reproduction in the fall semester of 2016.

6 students conducted 18 hours of community-engaged work (total 108 hours)

Production and Reproduction, ANTH 339, Elizabeth Eames

This course explored the relation between economy and society through a critical examination of neoclassical, substantivist, Marxist, and feminist approaches in anthropology. The relative merits of these explanatory paradigms were assessed as students engaged ethnographic case material. Such "economic facts" as production, exchange, land tenure, marriage transactions, state formation, and social change in the modern world system were considered, always in comparative perspective. To complement the work in the classroom, students worked with the Fair Wage Maine campaign, collaborating with Will Ikard of The Maine Small Business Coalition to produce a multimedia report about the actual wage structures in various local enterprises. Students also interviewed the business owners about their personal attitudes towards the state referendum to raise the minimum wage.

13 students worked 15 hours each in the community (total 195 hours)

Thesis and Independent Study in Anthropology

Isabel Koyama, "From "Refugees" to "Productive Citizens": Creating Bhutanese Spaces of Belonging in New Hampshire." Isabel worked with a refugee led non-profit, Bhutanese Community of New Hampshire, to analyze how Bhutanese refugees in New Hampshire are creating productive, inclusive social networks of belonging, as well as an ethos of hope that guides them in their everyday lives. (Advisor: Professor Stephen Kemper)

Total 80 hours

Ashley Bryant, "Making Americans: Negotiating the Boundaries of Somali Identities in the Public Education System of Lewiston, Maine," examined the challenges that America public schools face in negotiating the balance between assimilation and accommodation when educating immigrant youth. Through examination of the Lewiston Public School programs work with Somali students, she argued that schools play a pivotal role in advancing the idea of "the Nation" and defining "American-ness" through inclusion and exclusion of elements of other identities. (Advisor: Professor Loring Danforth)

Total 80 hours

Katherine McNally, "Story Telling and Social Justice in Coastal Communities" examines the effects of climate change on life in rural coastal communities. To understand these issues, she conducted interviews with residents of the island of Grand Manan in New Brunswick, and self-published a book of the transcripts to share with the local community. Her work emphasized the importance of faithfully presenting and ethically sharing others' memories. (Advisor: Professor Loring Danforth)

Total 80 hours

Kara Marie Le, "Perceptions of 'Clinical Realities' Constructed by Western Biomedical Practitioners in the Treatment of Diabetic Somali Refugees" draws on interviews with five locally-based biomedically-trained specialists in diabetes care concerning what they have learned from treating their Somali patients, patients who for the most part do not share the biomedical model of illness or healing upon which the interviewees build their practice.

Total 80 hours

Art and Visual Culture

Museum Internships, AVC 361, Rebecca Corrie (Fall, Winter, Summer)

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 with partners that included the Bates Museum of Art; the Peabody Museum at Harvard University; L/A Arts in Lewiston-Auburn; Blue Water Fine Arts in Port Clyde, ME; the Isabella Stewart Gardner Museum; the New Museum of Contemporary Art, in New York City; the Museum of Fine Arts in Boston; and the Peggy Guggenheim Museum of Art in Venice. Bates students participated in educational programming, curatorial activities, social media and marketing, and public relations activities. Eleven students participated in academic-year internships and one student in an intensive.

15 students worked 100 hours each in the community (total 1500 hours)

Biology

Conservation Biology, BI/ES 246, Dan Levitis

In collaboration with Bates Morse Mountain Shortridge staff and in consultation with Phippsburg community members, students in this course designed a management plan to protect the facility and its wildlife and water resources from future development. Students worked in groups to develop components of the plan, including descriptions of the natural context and adjacent properties; wildlife; legal status; and general conservation principles.

33 students conducted 25 hours of community-engaged learning work and research (total 825 hours)

Thesis Research in Biology

Marit Wettstein, “Prevalence and Transmission of *Mycoplasma bovis* in Dairy Cattle at Brigeen Farms in Turner,” examines the prevalence and transmission of the bacteria *Mycoplasma bovis* among dairy cattle at Brigeen Farms in Turner Maine, in order to help the farm treat and prevent *M. bovis* diseases more effectively. (Advisor, Prof. Lee Abramsen)

Total 80 hours

Welles Mathison, “Cleaning Up: A Chemical Basis for the Financial and Ecological Improvement of Maine’s Mill-Based Economy,” offers a literature review of two main methods of paper production that were used by mills along the Androscoggin River, and the long term effects of these methods on water quality. (Advisor Prof. Pamela Baker)

Total 80 hours

Christopher Tso, “Mental Health in the Lewiston-Auburn Community,” examines the mental health indicators among adult individuals living in Androscoggin County. Surveys were created and administered to the Bates faculty and staff and members of the Lewiston-Auburn community, and data was used to compare health indicators within different populations and demographics (Professor Karen Palin)

Total 80 hours

Classical and Medieval Studies

Medieval Reenactment, CMEN s14, Sylvia Federico

This course offered students the opportunity to explore the Middle Ages through creative re-enactment, based on a close reading of "The Battle of Maldon," a short poem commemorating the 991 battle between native Britons and an invading Viking army. Drawing on historical evidence, students created replica weapons and garb appropriate to both armies. They prepared and performed a re-enactment of the Battle of Maldon for more than 300 first-years at Lewiston High School. Bates students also prepared in-class presentations in order to explain the battle and share what they learned about Anglo-Saxon culture and Vikings with the students.

38 students spent an average of 12 hours preparing, presenting research, and re-enacting the Battle of Maldon for local high school students (total 456 hours).

Dance

Tour, Teach, Perform, DN/ED s29, Gretchen Berg

Students in this course spent two weeks creating an interactive theater piece, and then spent three weeks performing the piece and engaging with children at the following area elementary schools: Carrie Ricker, Durham, Fairview, Farwell, Leeds, Longley, McMahon, Martel, Montello, Riverton, St. Dominic Academy, and Washburn. The course provided Bates students the opportunity to make and perform a theater piece, and allowed local children to gain valuable exposure to theater arts.

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

Thesis Research in Dance

Mary Anne Bodnar, "Systems Development for Dance and Theater Community Outreach," explores the prospects for developing additional collaborations between Bates Dance student and faculty and the wider community. Based on initial findings and interviews with faculty, staff, and community members, the study lays the groundwork for additional community-engaged learning opportunities in Dance.

Total 80 hours

Education

All of the courses offered through the Education Department require a field-based experience and a community-engaged learning component. Two hundred and eighty six students completed education-based practicum experiences this past academic year. Eighteen students taught in the local schools as student teachers. The field-based components of Education courses included:

African Perspectives on Justice, Human Rights, and Renewal, INDS 100, Alexandre Dauge-Roth and Patti Buck

A sub-set of students in this course (centered on the experiences, cultural beliefs, values, and voices shaping contemporary Africa) with an interest in education issues focused their research on education policy and practice. In addition to their research projects, students did field placements at Maine Immigrant and Refugee Services.

7 students worked 15 hours each in the community (total of 105 hours).

Perspectives on Education, EDUC 231, Anita Charles, Stacy Smith, Mara Tieken

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

96 students worked 30 hours each in the community (total of 2,800 hours).

Teaching in the Sciences, EDUC 235, William Wallace

Students in this course explore the excitement and challenges of teaching sciences in the traditional classroom setting and experientially through lab and outdoor experiences. Field experiences varied widely and included classrooms at the elementary, middle, and high schools levels, as well as in after-school programs. Participating schools and organizations were: Edward Little, Lewiston, and Oak Hill High Schools; Lewiston Middle School; Geiger, Martel, McMahon, and Montello Elementary Schools; the Lewiston Public Library; and the Hillview housing complex.

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

Race, Cultural Pluralism, and Equality in American Education, EDSO 242, Mara Tieken

Students explored issues of race and class as they relate to education through various theoretical lenses. Students conducted their fieldwork in Lewiston schools, including Geiger, Martel, and Montello Elementary Schools; Lewiston Middle School; and Lewiston High School.

33 students worked 30 hours each in the community (total of 990 hours).

Community-Based Research Methods, ED/PY 262, Georgia Nigro and Krista Aaronson (fall and winter sections)

See Psychology section for description

Internship in Education, EDUC 290, Patti Buck

This course provides students with the opportunity to have immersive experiences in a range of education fields, including administration, teacher education, nonprofit leadership, after-school programming, grassroots organizing, research, and policy. From year to year, positions change based on shifting community needs and student interests. This year's interns worked with the following organizations: 21st Century Afterschool Program at Lewiston Middle and High Schools; Advocates for Children; Lewiston Housing Authority; Maine Immigrant and Refugee Services; Mayberry Hill Preschool; and Tree Street Youth.

10 students worked 120 hours each in the community (total of 1,200 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: Martel and Montello Elementary Schools; Lewiston Middle School; Lewiston High School; and the YWCA. Students were required to develop and teach a mini-curriculum unit; students left their mini-units with host teachers for future use.

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

Basic Concepts in Special Education, EDUC 362, Anita Charles

For the past four years, the professor of this course has taken the innovative approach of locating the course at Farwell Elementary School, the school in the district attended by most of

the children with special needs. The professor has worked closely with the principal and the teachers in the school to design her syllabus. This year, nearly twice a week, she and her students traveled to Farwell, where they met in a Farwell classroom and were visited on a regular basis by teachers and students with particular special needs, depending on the day's topic. The professor had an "open door" policy, so that any interested staff could join her class, and she shared all of the readings and other course materials with Farwell faculty via Edmodo, an academic Facebook-like platform.

28 students worked 30 hours each in the community (total of 840 hours).

Education in Globalized World, EDWS 384, Patti Buck

Students examined the impact of globalization on educational policy and practices, exploring how these transformative forces influence the educative process in different geographical, 11 national, and cultural contexts. Students in this course did lesson planning and supported adult education classes for Maine Immigrant and Refugee Services.

28 students worked 30 hours each in the community (total of 810 hours).

Seminar in Educational Studies, EDUC 450, Patti Buck (fall and winter semesters)

Students who minor in educational studies are required to take this senior capstone seminar. For the fieldwork component of this course, students conduct significant projects. Some of the projects were action-oriented; all of the projects were informed by needs in the community as well as on the Bates campus. Projects included:

- Classroom Management for Novice Teachers: What Can We Learn from a Veteran's Perspective?
- The Struggle for Universal Higher Education in Chile
- Expanding Resources for the Lewiston High School Somali Population
- How Do We Meet the Need of ELL? Examining Co-Taught Support Level
- Classes as a Model for Best Practices
- Practices and Perspectives on Recess: A Comparative Analysis
- Fourth Grade Curriculum Unit
- The Effectiveness of Title IX: The Experience of the Female Identifying Athletes at Bates College
- Hip-Hop and Spoken Word Poetry
- One Size Does Not Fit All: The School to Prison Pipelines
- "Out on the Edge" : The Philosophy and Practice of Multicultural Education in Lewiston, Maine
- Latina Narratives of a Broken Education System
- Puget Sound to Casco Bay: Experiences and Challenges of Island School Administrators
- Exploring College Students' Motivations for and Barriers to Civic Engagement
- Contemporary Theories Regarding Teaching Ethics and Obligation in Environmental Education
- Combating Christian Privilege in the Public School System
- Creating Change Behind Bars: Educational Opportunities for Incarcerated Youth
- First Generation Hispanic/Latino College Students: Navigating the College Choice Process

- A Look at Art Museum Education through Research and Practice at the Bates College Museum of Art
- Can Drawing Improve Emergent Literacy Skills in Early Childhood Education?
- Race-Blind v. Race-Conscious Approaches to Education: Exploring the Perceptions and Attitudes of K-12 Teachers
- Mental Health in Public Schools
- Reflecting on the Politics of Negotiating Two Competing Ideologies in “Post-Racial” Redistricting Efforts: Lessons Learned from Lewiston, Maine
- The Effect of Athletic and Academic Identities on Amateur Male Student-Athletes at a Liberal Arts College

28 students worked 30 hours each in the community (total of 840 hours).

Community Organizing for Social Justice, EDSO S24, Mara Ticken

Students in this course learned the fundamentals of community organizing. While they applied their newfound skills to a social action project designed to create change on the Bates campus, a larger thrust of the course was to give students the tools needed to take civic action in a wide range of community settings.

14 students worked 30 hours each on the Bates campus (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 did lesson planning and supported adult education classes for Maine Immigrant and Refugee Services.

4 students worked 30 hours each in the community (total of 120 hours).

Tour, Teach, Perform, DN/ED s29, Gretchen Berg

See Dance section for course description

Thesis Research and Independent Studies in Education

(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.)

Katrina Buchta, “The Field of College Access Programs & Professionals in Lewiston, Maine: Fostering a Purposeful and Collaborative Interagency Partnership among Lewiston High School Counselors, the Lewiston High School Aspirations Lab, and Tree Street Youth’s BRANCHES Program.” Katrina reviewed the literature on college aspirations programs and worked with partners to help bridge the work done at Tree Street Youth and Lewiston High School. (Advisor: Professor Patricia Buck)

Total 30 hours

Whitney Paine, “Obviously She Wants Attention: Students Talk about Constructions of Female Sexuality at Riverview High School.” Whitney studied the sex education curriculum at a public high school. (Advisor: Professor Patricia Buck)

Total 50 hours

Karen Lockhart, “Parent Roles in Education.” Karen explored school perceptions of parents and of parental roles. (Advisor: Professor Anita Charles)

Total 75 hours

Sally Ryerson, “Interdisciplinary: Theory and Practice of Eudaemonic Education.” Sally developed curriculum around principles of eudaemonia that she then implemented and assessed from the perspective of her students. (Advisor: Professor Anita Charles)

Total 75 hours

Max Silverman, “Masculinity, Depression, and Access to Mental Health Supports among Boys in High School.” Max investigated what supports exist at a local public high school for male students with signs of depression. (Advisor: Professor Mara Tieken)

Total 75 hours

Dylan Thombs, “Place-Based Education and Rural Outmigration.” Dylan studied how principals think about rural outmigration and the school's role, if any, in staving off outmigration. (Advisor: Professor Mara Tieken)

Total 30 hours

Economics

Give Me Shelter: Making Housing Affordable, ECRE-S23, Thomas Tracy, Lynne Lewis

This course explores the intersection of ethics, economics, and religion in addressing questions about social justice in housing. Students discuss the causes of homelessness and housing insecurity, consider the idea of a right to adequate housing, explore current strategies for providing access to housing across income levels, and learn about the religious background of groups like Habitat for Humanity. A significant portion of the Short Term is spent working with Habitat for Humanity on one or more building projects in Maine communities.

14 students worked a total of at least 42 hours each in the community (total 595 hours)

Environmental Studies

CER in Environmental Studies, ES 417, - Costlow, Wenzel

The Environmental Studies program engages students from varied disciplines, and each major follows a unique path to graduating with an ES degree. Professors Jane Costlow and Tom Wenzel taught the ES capstone seminar in Fall, 2015, providing a societal context for what graduating ES majors had learned during their tenure at Bates. Working with six community partners on ten different projects, students applied their skills and training to issues and questions faced by local conservation organizations, businesses, and municipal leaders. Projects included: devising a comprehensive waste management and composting strategy for Whiting Farm in Auburn; assessing alternative energy sources for Bates College; researching river recreation opportunities above the Little Androscoggin River dam in Auburn to support municipal officials' negotiations with dam proprietors; evaluating the feasibility of food preparation and processing opportunities in Bates Mill 5; and studying the effectiveness of public education programming to promote understanding of factors influencing water quality within the Auburn watershed. Results of these projects were presented and discussed with community partners, Bates faculty and staff, and the wider public.

39 students spent approximately 50 hours conducting community-engaged work (total of 1,950 hours).

Animal and Society, ENVR 334, Jane Costlow

What do animals mean to us, and how have views of animals changed over time? How do people who work with animals relate to the creatures they rely on for food, companionship, and labor? To answer these questions, students in Professor Jane Costlow's "Question of the Animal" class met with farmers, veterinarians, hunting guides, game wardens, and conservationists in Lewiston-Auburn and around Androscoggin County. By talking and working with individuals who depend on animals for their livelihood, the students gained a greater understanding of the ethical and practical considerations that determine how societies define what it means to be human. They also developed an appreciation for the joys and challenges of working with animals on a daily basis.

16 students conducted approximately 10 hours of community-engaged work (total 160 hours)

Climate Change and the Stories We Tell, ENES S31, Elizabeth Rush Mueller

How have changes in the global climate impacted individuals and industries around Maine, and the economy of the state as a whole? In this course, students worked to develop a portrait of the effects of warming oceans, unpredictable winters, and newly arrived invasive species by interviewing Mainers about their experiences with these issues and their strategies for adapting to them. Over the course of the short-term, students recorded interviews with individuals working in industries including logging, various types of fishing and farming, skiing, tourism, and birdwatching. They used these recordings to develop a website featuring the stories of climate change, geolocated on maps of the areas featured in the accounts. Pictures were also included. In addition to preparing an interactive website, students also participated in a one-day service trip to Goss Berry farm, where they planted 5,000 new raspberry plants.

12 students conducted 30 hours of community-engaged learning work and research (total 360 hours)

Thesis and Independent Study Research in Environmental Studies

Britta Clark, "Environmental Curriculum Development at Whiting Farm in Auburn, Me"
(Advisor: Profs. Jane Costlow and Tom Wentzel)

Total 50 Hours

Nina Sevilla, "Reframing the Food System Through an Exploration of the Diverse Economies of Food in Lewiston, Maine" (Advisor: Dr. Ethan Miller)

Total 80 Hours

Nicole Brill, "Place-Based Education: An In-Depth Analysis of PBE in Lewiston Middle School"
(Advisor: Prof. Anita Charles).

Total 80 Hours

George Merrill, "Organic Agriculture in the Northeast: Decentralized Food and Healthy Local Communities" (Advisor: Dr. Misty Beck)

Total 80 Hours

Olivia Grace Boueri, "Debunking De Facto: Insights on Fair Housing Law and Segregation in Lewiston, Maine" (Advisor: Prof. Joe Hall)

Total 80 Hours

Internships in Environmental Studies

Internship in Environmental Studies, ENVR s46, Camille Parrish

All Environmental Studies majors are required to do a rigorous community-based internship of at least 200 hours. Thirty-four students from the Environmental Studies Program were involved with internships during the 2015-2016 academic year and summer. Students can fulfill the requirement over the course of one or two semesters, during Short Term, or during the summer. Internship sites included:

- Rhode Island Audubon
- Wolfs Neck Farm
- Blue Ridge Wildlife Center
- Orekestai Farm
- Conservation Law Foundation
- Collective Strength
- Vermont Center for Ecostudies
- Big City Farms
- Bicycle Coalition of Maine
- Versar
- Citizens Climate Lobby and Carbon Tax Advocates
- Androscoggin Land Trust
- WE Compost It
- Overland
- Volunteer Lake Monitoring Program
- Busan Metropolitan City Institute of Health and Environment
- St. Mary's Nutrition Center
- Bigelow Laboratory for Ocean Sciences
- Grow L+A
- Swords into Plowshares Honey and Candles
- Adventure Forward
- Volunteer Lake Monitoring Program
- New York City Department of Environmental Protection
- Environmental Health Strategy Center
- High Desert Museum
- Nezinscot Farm
- Anacostia Riverkeeper
- City of Longmont- Public Works and Natural Resources
- Seabcook Regional Land Trust
- Lots to Gardens
- New Hampshire Department of Environmental Services
- Sauvie Island Center
- Environmental Protection Agency

34 students worked 200 hours each (total of 6,800 hours).

First-Year Seminars

The Sporting Life, FYS 395, Su Langdon

Sporting events such as the Super Bowl, World Cup, Olympic Games, and March Madness suggest the magnitude of importance of sports in many people's lives. The fact that so many people so passionately engage in sport as participants and spectators also indicates its significance. To understand the many ways that sports impacts the lives of youth living in the city of Lewiston, students in this course supported a range of athletic enrichment programs at the Tree Street Youth after school program, while also assisting with homework, arts and performance programming.

16 students completed 25 hours of community-engaged work (total 480 hours).

Tobacco in History and Culture, FYS 419, Melinda Plastas

Students in this interdisciplinary seminar examined relationships between tobacco, commerce, advertising, and public health by supporting Healthy Androscoggin's "No Buts! Star Store" campaign to prevent retailers from selling tobacco products to underage customers. Working in small groups, student groups visited participating stores to assess whether advertisements for tobacco products were displayed in locations that were out of the sightlines of children, and they relayed the information the data they collected to Healthy Androscoggin. After each group conducted assessments, the class members reflected on their experiences and the challenges of developing and implementing public health campaigns with Harward Center staff.

15 students spent 10 hours each conducting community-engaged work (total of 120 hours).

Exploring Education through Narratives, FYS 300, Bronwyn Sale

Students explored a variety of educational issues both through narratives and by working at Geiger and Montello Elementary Schools as well as at Tree Street Youth.

14 students worked 20 hours each in the community (total of 280 hours).

Why College?, FYS 448, Jill Reich

In this course, students explored the purpose and role of higher education in our society. For their fieldwork, students worked several aspirations programs, including the aspirations lab at Lewiston High School, the College Access Mentor Program (CAMP) at Lewiston Middle School, the Lewiston Public Library's Academic Success Program, and Tree Street Youth's college exploration and application program, Branches.

16 students worked 20 hours each in the community (total of 320 hours).

French and Francophone Studies

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

For this course, students traveled to Kigali, Rwanda to work closely with 20-30 year-old Rwandan students who had been orphaned by the 1994 genocide. Together, they worked to meet and interview transformative Rwandan women in order to shoot, edit and screen collectively short documentaries in collaboration with community partner, Tubeho, an organization that provides education services to orphans of the genocide. The chosen focus for 2016 emerged from conversations with Tubeho's members, who explained the challenges that they face as young women who aspire to create families and find jobs in a very tight market in which more than 50% of young people are unemployed. On the last night in Kigali, we screened our 12 6-7 minute documentaries at the Iriba Center in Kigali, and the Center invited traditional singers, dancers, and more than 100 guests. Upon returning to Bates, students created a DVD with all 12 mini

documentaries to send to Rwandan participants (with the full and unedited version of their interview). The documentaries will be screened at Bates in the Fall of 2016 to share this work with the campus community.

15 hours worked 100 hours each in the community (total of 1500 hours).

Thesis Research in French and Francophone Studies

Kei Matsunami, “Yesterday Looming,” (Advisor: Prof. Mary Rice Defosse)

Total 80 Hours

Tara Das, “Le Pont Francophone,” (Advisor: Prof. Alexandre Dauge-Roth)

Total 80 Hours

Graham Leathers, “Three Franco-America Experiences,” (Advisor: Prof. Mary Rice Defosse)

Total 80 Hours

Geology

Polar Environment, GEPH 111 (Fall, Winter), Rajarshi Saha

How have changes in the polar climate affected human industry and cultures, animal habitat and diversity, and global weather patterns? Students in this course shared their research on these and other issues through a special presentation to students in Lewiston Middle School in on the Bates Campus. The activities, visuals, games, and trivia that the Bates students prepared introduced complex concepts and scientific principles that complemented ongoing units being taught in Lewiston Middle School science classes. The session also served as an aspirations event, offering middle school students a window into the experience of taking a college science course.

33 students completed 12 hours of research and prepared hour long presentation sessions for middle school students (total 429 hours)

Global Change, GEO 109, Beverly Johnson

This course offers an introduction to the chemistry of geological processes that occur at the Earth's surface including basic concepts of rock-water interactions, chemical equilibria, and biogeochemical. This year, students conducted community-based research on the effects of climate change on a range of industries in Maine, farming, skiing, snowmobiling, fishing, and tourism. At the end of the semester, they presented their research to a bi-partisan delegation of Maine state legislators, and discussed the impact that changes to the climate and local ecosystems are having on their constituents and the state as a whole.

20 students conducted 15 hours of research and presented their findings to state legislators (total 300 hours)

Thesis Research in Geology

Cailene Gunn, “Methane emissions along a salinity gradient of a restored salt marsh in Casco Bay, Maine” (Advisor: Prof. Bev Johnson)

Total 160 hours

Dana Cohen-Kaplan, “Methane Emissions from a Hydrologically Altered Region of the Sprague Marsh, Phippsburg, Maine” (Advisor: Prof. Bev Johnson)

Total 80 hours

Nicole Cueli, "Recent changes to the dynamic sandy beach system at the mouth of the Kennebec River, mid-coast Maine" (Advisor: Prof. Mike Retelle)

Total 80 hours

History

The Civil Rights Movement, HIST 390W, Hilmar Jensen

This course deflates the mythology surrounding the Civil Rights movement and encourages students to view it as "living history" infused with new meaning for the present. To develop a deeper understanding of the legacies and ongoing challenges of the civil rights movement, students supported the work of several local organizations that are working to promote social justice through education, political advocacy, and food security programs.

7 students spent eight hours each conducting community-engaged work (total of 56 hours).

History and Human Rights, HIST 390X, Shaw

This course explored the development of the concept of human rights, drawing on case studies from European and European imperial histories from the late eighteenth century to the present. Students examined how rights have been defined and how those definitions have changed over time, and they shared and discussed the insights they gained through their historical research during two discussion forums with members of the Lewiston High School Civil Rights Team. During the first meeting, Bates and Lewiston High Students discussed and debated the distinctions and between human rights and civil rights. In a second meeting, Bates students presented their final research projects and discussed the continuing relevance of the concept of civil rights to the broader goal of achieving universal human rights.

12 students met and worked with the Lewiston High School Civil Rights club for 2, 2 hour-long sessions (total 4 hours)

Innovations in Mapping, ESHI-S24, McDonough

This course explores how maps have been made, used, and theorized. Students step into the shoes of map makers, spatial theorists, and everyday users as they build an understanding of cartographic history. Following meetings and discussions with local experts at James W. Sewall Forestry and Mapping Company and the City of Auburn GIS department, as well as visits to Maine's collections of historic maps, students worked with HistoryPIN technology to maps offering geospatial representations of important historical information on Lewiston-Auburn and Androscoggin County.

32 students conducted 10 hours of community-engaged learning and research work (total 320 hours)

Wabanaki History in Maine, HIST-S28, Joseph Hall, John Bear Mitchell

The peoples of Maine known as the Wabanakis, including the Penobscot, Passamaquoddy, Micmac, and Maliseet nations, are pivotal players in Maine's history. Their early relations with Europeans shaped the colonization of the region and their more recent legal efforts to regain land and build casinos have affected everyone in the state. In this course, students explored the long history of Maine's Wabanakis, examining the ways that they have adapted to, fought with, and lived alongside European invaders and their descendants. Through conversations with Wabanaki scholars and community members, both on the Bates campus and during visits to tribal territories, students examined some of the ways that European Americans' racism has erased Wabanakis' presence in the state and its history, the meanings of sovereignty in a state that still retains a great deal of influence over native peoples, and the role of environmental change in shaping Wabanakis' changing cultural practices. Drawing on their conversations,

students' supported contemporary Wabanaki efforts to recover their past through historical research on a range of subjects.

12 students spent approximately 100 hours each (Total of 1,200 hours)

Thesis Research in History

Mikka Kei Macdonald, "Japanese American Internment Camps: A Narrative Collection," (Advisor: Prof. Ke Ren).

Total 80 Hours

Math

Calculus I, MATH 105, Henry Boateng (fall and winter semesters)

Students from this course were able to brush up on their own math skills by providing math tutoring to high school youth, particularly in the area of algebra. Algebra is often referred to as a "gateway to college," since many students who fail this class have difficulty gaining access to higher education. Students worked as tutors in various settings, including after-school programs at Lewiston Middle and High Schools, the Lewiston High School Aspirations Lab, the Lewiston Public Library, and Tree Street Youth.

46 students worked 12 hours each in the community (total of 552 hours).

Calculus II, MATH 106, Katy Ott (fall and winter semesters)

As in Calculus I, students from this course provided much needed math tutoring for local youth, particularly in algebra. Community fieldwork was optional for this course.

34 students worked 12 hours each in the community (total of 408 hours).

Real Analysis, MATH 301, Katy Ott

As in the previously-listed math classes, students from this course provided much needed math tutoring for local youth, particularly in algebra. Community fieldwork was optional for this course.

21 students worked 12 hours each in the community (total of 252 hours).

Thesis and Independent Research

Camden Bock, "K-Means Clustering and Adaptive Learning," (Advisor, Prof. Bonnie Schulman).

Total 160 Hours

Joe Tulip, "Math Learning Impacts of a Lego Mindstorm Robotics Curriculum," (Advisor, Prof. Bill Seeley).

Total 80 Hours

Music

Music Theory II, MUS 232, Janet Bourne

As the final assignment for this second course in the music theory sequence, students prepared their own compositions, featuring counterpoint. At the end of the semester, they shared their compositions through an interactive game with residents at the Montello Heights Senior Center who had been enrolled in a course on Mozart and classical music. The students' compositions were played along with Mozart compositions, and residents tried to identify who the true composer was – Mozart, or the student. As the game progressed through multiple rounds, students explained features of their music and answered questions about the process behind

their composition. The event concluded with a student performance and discussion of the role that music plays in the lives of residents at Montello Heights.

12 students conducted approximately 10 hours of community work, including preparation time for the performance (120 hours)

Mind and Music in Multimedia, MUPY S11, Janet Bourne

How does music shape the way that we think, feel, and act? What impact can music have on our purchasing decisions? For this class, students conducted psychological studies of the impact that music used in advertising can have on the ways that individuals respond to certain products. Following a presentation by famed “Maine Jingle Man” and Lewiston resident Ed Boucher, students partnered with local and national level companies, including L.L. Bean and the Texas Rangers.

62 students conducted approximately 10 hours of community-based research (Total 620 hours)

Neuroscience

Thesis Research

Matt Gee, “Exploring College Students’ Motivations for and Barriers to Civic Engagement” (Advisor: Prof. Georgia Nigro)

Total 80 hours

Philosophy

Teaching Philosophy, PHIL S32, Susan Stark

The line between practicing philosophy and teaching it has always been a blurry one, enough so that being a philosopher is often thought to involve being a teacher. In this course, students assumed the role of philosophy instructor. The course covered works by a number of contemporary authors writing on course design and innovative teaching methodology, and students designed a week-long introductory philosophy mini-course targeted at high school students.

12 students spent approximately 20 hours each on community-engaged work (Total 240 hours)

Politics

Gender and the State, PTWS 347, Leslie Hill

How does gender define citizenship, politics, and the state? What roles do states play in shaping notions of manhood and womanhood? To formulate answers to these questions, students in this course attended lectures and panel discussions at the Maine Women’s Policy Center’s annual conference in October. State leaders, municipal officials, and grassroots organizers who were featured during the conference offered their knowledge on topics ranging from family leave policies to increases in the minimum wage. Students prepared an online presentation and visual to share the insights and information they had gained through their participation with fellow Bates students and the public.

9 students spent 8 hours each attending the Maine Women’s Policy conference and preparing community-engaged projects to share their experiences (total 72 hours).

Psychology

Health Psychology, PSYC 303, Su Langdon

This course introduced health psychology, covering the theoretical underpinnings of the biopsychosocial model and the fundamentals of anatomy and physiology. The course then reviewed the current research on stress, coping and illness, and stress management techniques. To complement their work in the classroom, students conducted research to support the work of a range of local public health organizations and hospitals, including Healthy Androscoggin and Healthy Oxford Hills; B-Street Federally Qualified Health Clinic; St. Mary's Medical Center and Central Maine Medical Center; Clover Manor senior living facility; and Bates Human Resources and Health Services. Projects ranged from assessments of the effectiveness of cholesterol reduction programs, to creating brochures on addiction recovery resources, to analysis of the cultural appropriateness of décor in the lobbies of medical centers serving immigrant and refugee populations.

49 students worked 15 hours each in the community (total of 735 hours)

Developmental Psychology, PSYC 240, Georgia Nigro

This course offered a comprehensive introduction to current thinking and research in developmental psychology, from prenatal development through old age and death. Topics included attachment, gender, language acquisition, play, and adolescent suicide. To gain a deeper understanding of human development across the lifespan, students worked with a variety of local organizations including the YWCA Daisy Garden Pre-K program, Hillview afterschool programs, the Montello Book Buddies program, Tree Street Youth, and the Montello Heights Independent Living Center.

20 students worked 20 hours each in the community (total of 400 hours)

Women, Culture, and Health, PYWS 343, Su Langdon

Students in the class who elected to do community-engaged work participated in community organizations that focused on programs for girls. These programs included helping with a girls' empowerment program at the YWCA, assisting with a local cooking program for immigrant youth, and helping to guide a girl's group at Tree Street Youth.

68 students worked an average of 30 hours each in the community (total of 120 hours)

Community-Based Research Methods, PSY/ED 262, Georgia Nigro

This course introduces students to community-based research methods through collaborative community partnerships. This year, students worked closely with administrators at Montello Elementary School to provide assessment of their Extended Day Program, which offers additional literacy and math instruction three days a week, along with variety of enrichment programs. Bates students conducted focus groups with teachers, parents, and students to evaluate the impact that the programs have had and offer information to Lewiston school administrators as they continue work to strengthen the program and increase the range and number of offerings. The research attested to the popularity and benefits of the extended day program, and suggested new avenues for expanding opportunities to include more enrichment offerings.

18 students worked an average of 25 hours in the community (total 450)

Community-Based Research in Psychology, PSY 457 B, Krista Aronson

To refine the skills they have developed in their work towards the psychology major, students in this course complete 50 to 60 hours of work in a community placement and meet regularly for

structured reflection about ethics, the cultural context of their work, individual and social change, and other topics specific to students' placements, as they work towards the completion of an in-depth thesis-level study. This year, students worked with partners including Blake Street Towers and Montello Heights senior facilities, the Renaissance School, the Boys and Girls Club of Auburn, Catholic Charities of Maine, Safe Voices, the YWCA, Lewiston Public Schools, and the Montello Book Buddies program.

12 students completed 60 hours of community based research (total 720 hours)

Thesis Research and Independent Study in Psychology

Kenisha Allen-Daley, "Children's Literature with Cultural Authenticity: Understanding the Complexities and Importance" (Advisor, Prof. Krista Aronson)

Total 80 hours

Emma Conover, "The Psychology of Eating Animals: How Pro-Environmental Attitudes Inform Choices" (Advisor, Prof. Tom Tracy)

Total 80 hours

Alexis Dickinson, "An evaluation of nutrition education programs for new Americans in Lewiston, Maine" (Advisor, Prof. Krista Aronson)

Total 80 hours

Isabel Ferguson, "Teacher Onboarding at Farwell Elementary School" (Advisor, Prof. Krista Aronson)

Total 80 hours

Daley Anne Johnson "The influence of gender appearance rigidity on in-group favoritism in preschool aged girls" (Advisor, Prof. Krista Aronson)

Total 80 hours

Caroline Kissick, "Understanding motivation and commitment of Safe Voices Volunteers" (Advisor, Prof. Krista Aronson)

Total 80 hours

Katie Knox, "The effects of self-esteem improvement games on academic initiative among students with emotional behavioral disorders" (Advisor, Prof. Krista Aronson)

Total 80 hours

Laurel Meyer, "Community and Autonomy among Senior Citizens in Two Independent Living Facilities in Lewiston, ME" (Advisor, Prof. Krista Aronson)

Total 160 hours

Elizabeth Miller, "The Effect of Purposeful Drawing on the Development of Emergent Literacy Skills in Early Childhood" (Advisor, Prof. Georgia Nigro)

Total 80 hours

Emma Noto, "Developing a sense of empowerment in pre-adolescent girls" (Advisor, Prof. Krista Aronson)

Total 80 hours

Lydia Rosenfield, “The efficacy of social stories for young children with emotional and behavioral disorders,” (Advisor, Prof. Krista Aronson)

Total 80 hours

Jessica Segal, “The Presence of Flow in Kindergartners While Engaging in Art-Making Activities” (Advisor, Prof. Rebecca Fraser-Thill)

Total 80 hours

Emily Stone, “The effect of story retelling on the reading progress of Montello Elementary school students” (Advisor, Prof. Krista Aronson)

Total 80 hours

Keira Sultan, “Adolescent digital narratives: Storytelling and identity through personal video composition” (Advisor, Prof. Krista Aronson)

Total 80 hours

Religious Studies

Islam in America, REL 272, Sameneh Oladi Ghadikolaei

This course traced the history of Islam in America from West African slaves, to voluntary immigration, to experiences of Muslims in the post -September 11 era. Students explored the historical and contemporary realities of Muslims living in America, including the role of religious authority, racial identity, and activism of American Muslim women. By tutoring youth in the after school programs led by Maine Immigrant and Refugee Services (MIRS), Maine Community Integration (MCI), and Tree Street Youth, students gained an understanding of how local residents speak about and practice their Islamic faith. At the conclusion of the semester, students shared their insights from focus groups with Muslim youth with the Bates community, MIRS staff, and the public at the Mt. David Summit.

10 students conducted 20 hours of research in the community (Total 200 hours)

Human Suffering, REL 313, Cynthia Baker

Complementing their close readings and discussion of the meaning and depiction of suffering in the biblical books of Job, Revelation, and Genesis, students in this course partnered with organizations that are working to end mass incarceration and improve the lives of prisoners and those who are re-entering society. Working in small groups, students in “Human Suffering” supported their partner organizations through both action and research based projects, including: grading assignments for the College Guild prisoner correspondence education program; researching culturally competent juvenile reintegration programs for Maine Immigrant and Refugee Services; supporting the development of, “Sophia House,” a social enterprise by the Center for Wisdom’s Women that aims to offer work to women re-entering society after incarceration; documenting narratives of addiction and rehabilitation with Grace Street Recovery; tutoring at the Police Activities League Center; and developing resources on addiction recovery centers in collaboration with the Maine U.S. Attorney’s office.

13 students conducted approximately 25 hours of community-engaged work and research (325 hours)

Thesis Research in Religious Studies

Melissa Carp, “Comparing the Old with the New: Community Based Research on the Former Jewish Community Center of Lewiston” (Advisor: Prof. Darby Ray)

Total 80 Hours

Rhetoric**Thesis Research**

Alexandra Morrow, “We Are Twenty-First Century: Building Organizational Capacity through Multimedia Storytelling,” (Advisor: Prof. John Cavellero)

Total 80 Hours

Sociology**Crime and Society**, SOC 211, Michael Rocque

This course offered a broad, sociological perspective on crime and justice. To gain real-world context for understanding topics such as criminalization and restorative justice, students partnered with a range of local organizations involved in reforming the legal system and providing assistance to incarcerated individuals and those reentering society. Projects ranged from one-on-one tutoring for at-risk youth, to assessment of the impact of restorative justice programs; partners included the Police Activities League Center in Auburn, the Maine Department of Corrections, the Androscoggin Family Drug Court, the Restorative Justice Institute of Maine, the Bates Restorative Justice Program, Tree Street Youth, and Pine Tree Legal Assistance.

30 students spent 20 hours each in the community (total 600 hours)

Sociology of Gender, SOC WS 270, Emily Kane

This course focuses on the social construction of gender through a consideration of a series of interrelated social institutions and practices central to gender stratification. Community-engaged learning projects were a central element of the course, with students providing hands-on work and research to support a wide range of local organizations as they worked to develop a deeper understanding of the lived experiences of gender inequality, and inequalities of race/ethnicity, class, sexual orientation, and nation. Partner organizations included: Advocates for Children; Art Van; Big Brothers, Big Sisters; CAMP; Center for Wisdom’s women; Hillview Housing; Raise-Op Housing COOP; Tree Street Youth; Montello Project Story Boost; Lewiston and Auburn Schools; and Lewiston Public Library.

29 students worked 20 hours each in the community (580 hours)

Public Sociology, SOC 395, Emily Kane

This seminar introduces students to competing perspectives on public sociology, including attention to the history of the discipline's orientation toward public issues and public audiences. With those debates as context, students engaged in the practice of public sociology through community-based projects on issues related to social inequality. Projects included both hands-on and research oriented projects for partners including, the Auburn PAL Center, Blake Street Towers, Advocates for Children, Raise-Op Housing Cooperative, Good Food Bus, Grow L-A Food Systems, Montello Special Education, and Grace Street Recovery Services.

11 students worked 20 hours each in the community (220 hours)

Thesis Research in Sociology

A number of sociology honors theses, theses, and independent studies included significant community-engaged research work. Projects included:

Katrina Buchta, “Barriers to College Access for Immigrant and Minority Youth” (Advisor, Prof. Michael Rocque)
Total 160 hours

Mallory Cohen, “Arts Education for Incarcerated Youth” (Advisor, Prof. Michael Rocque)
Total 80 hours

Meredith Colleary, “Sexual and Reproductive Health Education for Boys in Kapchorwa, Uganda” (Advisor, Stephen Sawyer, Office of Off-Campus Study)
Total 80 hours

Caroline Depew, “Case Study of Educational and Vocational Programs and the Employment Aspirations of Females Incarcerated at the Maine Correctional Center: Women’s Center” (Advisor, Prof. Michael Rocque)
Total 80 hours

Megumi Milla, “Barriers to College Enrollment for Latino Students at English High School in Boston,” (Advisor, Prof. Heidi Taylor)
Total 80 hours

Spanish**Thesis Research**

Gary Kersbergen '16, “Reconociendo el Esfuerzo: The Unnoticed Contributions of Migrant Farm Labor in Maine” (Advisor, Prof. Claudia Aburto Guzmán)
Total 160 hours

Theater**Thesis Research**

Constance Brimelow, “Documenting Immigrant Youth Development,” (Advisor, Prof. Christine McDowell)
Total 80 hours