

# ***Community Engagement at Bates***

*2008-2009  
Year-End Summary*

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Dear Friends,

*Civic Engagement at Bates: Year-End Summary 2008-09* marks the culmination of our fourth year since the launch of the Harward Center. It has been a busy, productive year. In the midst of a historic election campaign and a historic economic crisis—and perhaps fueled by both—the scope of the Center’s work grew dramatically. Since our last *Year-End Summary*, the number of Bates students, Bates faculty, and Bates courses engaged in community-based learning increased by more than a quarter; the hours committed to academic community work grew by 40%; the number of senior theses using community-based research rose 77%. We are gratified—and a little exhausted—by the commitment to civic engagement across the curriculum and the student body.

In addition to this growing scale of community engagement at Bates, 2008-09 saw several important developments in the Harward Center’s work. The Downtown Education Collaborative opened its downtown storefront at 219 Lisbon Street and completed its first year of activities. DEC is a partnership of four academic institutions and three community organizations working together to do community education work in and with Lewiston’s downtown neighborhoods; Bates is both a member and the administrative home for DEC’s staff and finances. With seed funding from the Bonner Foundation, the Harward Center intensified its long-standing commitment to student leadership development by launching a Bonner Leader Program. Our Community-Based Research Fellows Program continues to flourish, as do our collaboratories (long-term sustained partnerships) on such issues as literacy and food. We completed renovations at the Shortridge Coastal Center, which is currently hosting a summer colony of Bates students doing environmental research at Bates-Morse Mountain Conservation Area. We convened a Community Advisory Board, comprising partners and guides from many different community sectors. These and other developments are detailed in the pages that follow.

Some initiatives remain unfinished priorities for next year. Along with our new Community Advisory Board, we plan to convene student, faculty, and staff advisory groups to help us guide the Harward Center. We are also in the middle of an important effort to clarify and codify the ethical values, partnership practices, and expectations that should guide civic engagement and

campus-community partnerships at Bates. In all these developments, whether well advanced or just begun, we aim to make our work with community partners, faculty, staff, and students as deep, intentional, and consequential as possible for both the Bates experience and civic life.

This new work is animated by the same core values that define the mission of the Harward Center. We believe that Bates College (and higher education generally) can enrich community life and democratic citizenship—and have a responsibility to do so. We believe that such civic and community engagement can enrich our educational mission of teaching, scholarship, and student development. And finally we believe that these twin commitments to meaningful, sustained public engagement and vibrant, innovative liberal education depend on collaboration and dialogue.

Our core beliefs are expressed in six goals that we see shaping our work.

- First, we aim to engage Bates' academic resources in the enrichment of civic and community life, promoting mutual understanding, respect, and partnership between the College and our communities.
- Second, we aim to encourage all Bates students to explore the theory and practice of liberal education as a public good, in both their curricular and co-curricular activities.
- Third, we aim to nurture the efforts of faculty to work effectively as teachers and scholars engaged in public life.
- Fourth, we aim to support Bates' commitment to institutional citizenship and social responsibility.
- Fifth, we aim to expand Bates' role in the national movement for civic engagement within higher education.
- And finally we aim to create a Center that embodies and acts on the values it advocates.

Bates' involvement in our communities—and our communities' role in the Bates education—are detailed in the pages that follow. We have tried in recent years to make this *Summary* as encyclopedic and informative as possible, including the whole range of public work at Bates, not simply the activities of the Harward Center. We want to celebrate all the good work being done and would love to hear about partnerships we've neglected to mention.

This year's *Summary* is also part of an effort to deepen the Harward Center's practice of documentation and storytelling. This spring we launched a new electronic newsletter. (You can

link to it at <http://www.bates.edu/harward-center.xml>.) And we began what we call a Civic Storytelling Project. Over the next few years, we aim to work with students, faculty, and community partners to produce writing, audio, video, and new media that narrate our work and reflect on its public and educational significance. This year's *Summary* includes a new series of short, reflective writings by student and community partners.

And, finally, a note on terminology. We have long respected the important differences among terms like terms “civic,” “public,” and “community,” “engagement” and “involvement,” believing that each is useful in different contexts. We aim, in this *Summary* and our work generally, to harness the energies and values of these multiple terms and concepts rather than fix, once and for all, specific meanings for specific situations. At the same time, we have taken part in the larger conversation, across the national movement for civic engagement, about the use of “service” and “service learning” to describe our work. Like many colleagues, we have come to prefer “community-based learning,” and for the first time here, you will find that systematically reflected in our description of academic engagement at Bates.

We remain amazed by and grateful for the passion and commitment of the students, staff, faculty, and community partners with whom we work—doubly so at the end of such a year of growth and new initiatives. We hope this document provides a window into some of their remarkable work. We welcome comments, questions, and insights!

Sincerely,  
David M. Scobey  
Director

## Overview

### **September 2008-August 2009**

Note: Approximately 168 community agencies and institutions partnered with Bates in community-based learning and volunteer projects between September 2008 and September 2009. A list of these organizations can be found in Appendix 1.

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

40,169 documented hours of academically-based community work were given by Bates students through courses, theses and independent studies.

11,072 of these hours were given in connection with the public schools.

851 students participated in academic community-based learning from the fall of 2008 through the summer of 2009.

55 courses included a community-based learning component.

9 of those courses were Short Term courses.

56 theses were community-based.

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

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

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

15 were Full Professors;

12 were Associate Professors;

14 were Assistant Professors;

8 were Lecturers;

4 were Instructors; and

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

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

11,759 documented hours of volunteer service were given by Bates students during the academic year. Of these, 2300 were hours of mentoring done in the local schools. More than 336 students participated in a volunteer activity that required a consistent time commitment and over 500 volunteered in a one-time opportunity.

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

38 students worked 2814 hours in the community through the federal community work-study program during the academic year. Of these hours, 975 were dedicated to the America Reads/America Counts program.

### ***Summer Programming***

23 students did 7983 hours of community work over the summer, locally, nationally, and internationally, supported through Federal community work-study funds, the Vincent Mulford Fund, the Class of 2000 Fund, Community-Based Research Fellowships, and Harward Center funding.

### ***Student Positions***

7 students served as Student Volunteer Fellows.

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

8 students served as Bonner Leaders.

12 students served as Summer Community Work-Study Fellows.

11 students served as Harward Summer Student Fellows.

4 students served as Harward Center Student Assistants.

3 students served as Harward Center Student Photographers.

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

A research team of 4 students assisted Professor David Scobey in the creation and execution of the “Weaving a World” exhibit at Museum L-A.

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

4 faculty in 4 courses (across 3 departments/programs) used Bates-Morse Mountain; 2 of those were Short Term courses.

15,690 visitors came to Bates-Morse Mountain Conservation Area during the 2008 “gate-keeping” season (189 days).

15 different grade schools visited the conservation area, representing 544 students.

3 colleges used the site, including Bates, Bowdoin College, and Maine College of Art, representing 66 students.



### **Events Management**

Overall, during the summer of 2008 and the 08-09 academic year, this office hosted over 120 different events, which welcomed more than 10,000 members of local, state, national, and even international communities to Bates' campus. Examples of events or series hosted include:

- Center for the Prevention of Hate Violence Unity Projects: eight separate meetings hosting almost 300 local school students.
- Five Summer Lakeside Concerts, bringing live entertainment to roughly 750 community members.
- The Folk Art Symposium, culminating the Maine Folk Art Trail; a collaborative effort of 11 Maine museums and historical societies and the final event in the annual meeting of the American Folk Art Society. Some 200 people attended from across the country.
- College for ME - Androscoggin, a collaborative of organizations working to increase college and career achievement in our county. Its annual awards conference, held at Bates for the third year in a row, drew over 200 people.
- Gordon Research Summer Conferences, bringing more than 600 international scientists to campus over six weeks.
- Maine Initiatives, a grassroots fund for change, whose Watering Can Awards Celebration brought 200 attendees.

### **Grants and Fellowships**

In 08-09, the Harvard Center for Community Partnerships awarded the following grants and fellowships, totaling \$201,863:

- \$32,000 in Grants for Publicly-Engaged Academic Projects (PEAP Grants) to faculty and staff
- \$9000 in Grants for Programs, Departments or GECs (General Education Concentrations) (PDoG Grants)
- \$6852 in Faculty Discretionary Grants
- \$600 in Staff Volunteer Grants
- \$8400 in Carignan Fund for Community Programs Grants
- \$6620 in Arthur Crafts Service Grants to students
- \$1450 in Helen A. Papaioanou Service-Learning Grants to students
- \$4178 in Volunteer Service Grants to students
- \$1325 in Transportation Assistance Grants to students

- \$79,930 in Summer Fellowships to students
- \$900 in Academic Year Fellowships to students
- \$8000 in CBR Fellowships to students
- \$15,750 in Student Volunteer Fellowships
- \$4345 in Bonner Leader Fellowships to students
- \$22,513 in Academic Year Community Work-Study Fellowships to students

## Impacts

### ASSESSING THE IMPACT OF OUR WORK: A BEGINNING

What impact does the work of the Harvard Center have? What impact *should* it have—what should we count as successful or significant work? What are the best ways to measure and assess that impact, so that we can tell how well we are doing?

No questions are more important to the Harvard Center, Bates, and the movement for academic civic engagement. No questions are more difficult to answer. This year we were challenged by one of our most generous funders to more fully discuss not just what we do, but what difference we see ourselves making. As a result, the staff of the Harvard Center decided to include a section on “Impacts” in this Year-End Summary.

**Beginning With Dialogue.** Yet we immediately confronted a problem.: we knew that there was no ready-to-hand model for measuring our impact. The work of the Harvard Center, and of community-based education in general, is complex and multidimensional. When it comes to assessing success and significance, no one size fits all. So instead of offering a neatly unified model of our goals, and evaluating the impact of our work against it, we decided to open a discussion about the impacts of our work in an exploratory, collaborative way—to engage our partners in the issue of how to assess our partnerships. We asked a range of students, faculty, and community partners with whom we work to give us *their* answers to the questions of what impact the work of the Harvard Center has and should have. We are confident that their voices will help us distill *our* best answers to the question of impact. With their permission, we have excerpted their answers in sidebars here and throughout the *Year End Summary*.

We expect that it will take time to distill a good, usable model for describing and assessing the impact of our work, one that may evolve over several *Year End Summaries*. Here are some initial thoughts about what should count as success, informed by the thoughtful commentaries that our partners have given. We invite your responses.

**“Success may be hard to measure, but easy to see. Here’s one example. During the recent winter semester, action research students had, as one of their community partners, the Maine Infant Mental Health Association. The group asked us to figure out if their training program for child care providers was effective. This deceptively simple project opened up vast worlds to everyone involved. My students learned about a new area of academic inquiry—infant mental health—and about the challenges of applying knowledge. My community partners learned about questionnaire construction and research design, about the latest scholarship undergirding their work, and about similar programs that have been evaluated elsewhere. I learned that dual dissemination (writing for different audiences) may be sound pedagogical practice.”**

**- Georgia Nigro  
Professor of Psychology**

**Whose Impacts? Multiple Beneficiaries.** Georgia Nigro, one of our most experienced faculty partners, offers two key insights here into what should count as success for the Harvard Center. First of all, we aim in our work to have a beneficial impact on three different sets of participants: our community partners and their needs and issues; Bates students and their development; and the Bates faculty (and more broadly, the College) in their scholarship, teaching, and educational practice. And secondly, the interweaving of these three sets of goals is complex and situational; what counts as success is often embedded in specific community or disciplinary settings, so that it is easier to narrate impacts than to abstract them into measurable models.

**What Impacts? Multiple Dimensions.** Sarah Standiford’s response to our invitation underscores the mutual exchange of impacts that campus-community partnerships have at their

**“[Our] partnership with the Harvard Center has resulted in consistent, quality research that has helped to guide our organization's public policy endeavors. Beyond number-crunching or simple assessments, we've asked...students...to perform deep research and high-level analysis which we could apply right away. As an example, one student's summer fellowship...enabled the Maine Women's Policy Center to delve deeper into...policy models aimed at improving flexibility at work for parents and other caregivers ...This student was grounded with the broad thinking, inquiry, and dedication that can only result (I think) from a commitment to applying the work to solving community problems. And that's exactly what we needed. Community engagement, for us, means asking students to link their study with practice, and achieve real outcomes in terms of community or policy change. In return, we provided a leadership development experience that bolstered her personal and professional opportunities, and made visible the opportunities in the field of social change and public policy. From that framework, I would say... that the Center must measure its impact not only in the service and professional guidance provided to students, but by community impact in all its forms.”**

**- Sarah Standiford  
Executive Director, Maine Women’s Policy Center**

best. As she puts it, students and community organizations benefit themselves in benefiting each other. Her comment points to another insight: that for *each* of the “impactees” (community partners, academic partners, and students), our work aims to make a difference along multiple dimensions.

For community partners, “success” means helping to solve some immediate need—a new program, a report, a cultural good—that prompted the partnership. At the same time, it may mean helping the community partner to build capacity for future work. And having an impact always requires successful relationship-building, based on mutuality and trust, which outlasts the immediate project goals. **Good project work, capacity-building, and relationship-building** are all dimensions of successful impact for community partners.

“My time at Museum L-A [a local history museum of work, industry, and community] has supplemented and catalyzed my academic and career pursuits in innumerable ways. I have gained confidence in leading groups of students and a better understanding of the nuances of non-profits as well as educational institutions. I have developed a new interest in history, and a stronger sense of place and community. I feel immensely lucky to have found such an encouraging mentor in Annette (Vance Dorey, Education Director at Museum L-A), such a strong support system in the Harward Center, and such a wealth of knowledge and joy from working at Museum L-A.”

-Erin Bond '09

For students, “success” means making a difference in their development. Yet, as Erin Bond makes clear, such development happens along multiple dimensions. At its best, community engagement is intellectually transformative, sparking intellectual curiosity, deepening knowledge, and sharpening skills and learning practices. It sparks students’ civic development, engaging them in dialogue and public work with community members quite different from themselves. And it offers work experiences and personal relationships that may transform their vocational aspirations and ethical values. **Academic growth, civic efficacy, personal and ethical development, and vocational exploration** are all dimensions of successful impact on students.

For faculty, “success” means enriching educational practices by integrating faculty work with public work—but this too has several dimensions. As Emily Kane underscores, community

“My approach to teaching and curriculum has been transformed by community engagement, and every semester I see the positive results in what my sociology students learn about social issues, social change, social science research methods, active citizenship, and reciprocity. Many of my students report that the opportunity to partner with organizations and individuals in our local community is the highlight of the course, whether in a substantive course like ‘Sociology of Gender’ or ‘Privilege, Power, and Inequality’ or a more methods-oriented course like ‘Research Methods for Sociology’ or ‘Public Sociology.’”

-Emily Kane  
Whitehouse Professor of Sociology

engagement can make courses more meaningful and enrich disciplinary curricula. Yet it can also inform scholarly and artistic creativity through community-based research or public cultural projects. It can connect teaching and research to the faculty member's social and ethical commitments. **Innovative teaching, publicly-engaged research or art-making**, and the **integration of citizenship and professional work** are all dimensions of potential impact on faculty.

**How Large Impacts? Multiple Scales.** Along with “who?” and “in what way?” there is a third question to ask in assessing the impact of our work: how big? With all our collaborators, success means working at different scales, creating immediate, focused, “local” benefits *and* longer-term, systemic benefits. Does a good elementary school tutoring project also make the school system better, or offer a usable model for other school systems to use? Does a partnership with immigrant associations benefit not only the newcomers with whom that CBO works, but also the culture of inclusiveness throughout the whole community?

Similarly, the Center's success is measured not only student by student, class by class, but also by our effectiveness in nurturing a culture of public engagement across the Bates student body. And our work with faculty colleagues must be measured not only by tallying the number of community-based learning courses, but also by assessing the overall climate of engagement in the Bates curriculum—and even in our contribution to the national movement for academic civic engagement.

**How to Assess Impacts? Multiple Strands.** The complexity of these goals means that no one type of measurement can document how well the Center is doing. Sometimes the tallying of numbers tells us how well we are doing; sometimes, the telling of a partnership story; sometimes, the voices of our participants; sometimes, the analysis of survey or test data. As Professor Georgia Nigro wrote in the comment above, “Success may be hard to measure, but easy to see.” With about half of the Bates student body and about one-third of the Bates faculty working this year with more than a hundred community partners, we are more convinced than ever that what counts as success will always be diverse, complex, and specific.

But that does not mean that we are limited to the descriptive “map” of our work that we have tended to offer in the *Year-End Summary*. In future years, we aim to include more evaluation of the outcomes of projects for community partners, such as the analysis of the McMahon

School tutoring project described on page 28. We aim to document more richly the effects of our work on student development—for instance, by tracking the effect of community engagement on the post-baccalaureate plans of Bates students. And we believe that the array of voices that we have included in this year’s *Summary*—reflections on our partnerships by our partners—constitute an essential part of the documentation process. Assessing our success, and defining what should count as success in the first place, are themselves the work of dialogue. We thank the students, community members, and faculty who have lent us their voices for starting that process of co-creation.

## **Projects, Partnerships and Collaboratories**

One way of mapping civic engagement at Bates is as an ensemble of academic courses, theses, and volunteer activities, and these strands of our work are documented in later sections of this *Year-End Summary*. Yet another way of thinking about our work is as an ensemble of community partnerships and projects (in which Bates students and faculty take part via courses, theses, and volunteer work). In this section, we offer a description of some of the community partnerships and projects supported by the Harward Center. The Center is committed to making civic engagement at Bates as deep, integrative, intellectually transformative, socially beneficial, and sustained as possible. In many instances, our partnerships move beyond the scope of a single course or semester, encompassing multiple strands of activity planned with partners over several years.

The following list does not include all community projects in which the Harward Center and Bates faculty and students are involved, but it gives an overview of some of the most significant and long-term partnerships. Some are defined by theme, such as our food and education collaboratories; they may bring together multiple partners, sites, and activities around a common social issue. Others are focused on a partnering organization or site—Museum L-A, for instance, or the Lewiston Housing Authority--with whom we have made an extended commitment, pursuing several sequential projects.

- **Downtown Education Collaborative (DEC):** DEC is a joint effort of seven educational and community partners, committed to community-based educational work in and with Lewiston’s underserved downtown neighborhood. The organization and growth of DEC are

described in the “New Initiatives” section; here we summarize key projects and programs. 2008-09 was a momentous year for DEC; the Collaborative opened a storefront at 219 Lisbon Street and undertook four key projects, under the leadership of Director Sherry Russell:

- a Photo-Voice project involving twenty residents—business people and street people, teens and elders—who photographed downtown Lewiston and collectively curated the exhibition that “opened” the storefront center in fall, 2008;
- a Digital Divide project in which students from Bates and the other three Colleges of the Androscoggin staffed drop-in support at two downtown computer centers and led information literacy, training, and resumé-building workshops during the year;
- an Academic Support project in which students from the four participating Colleges offered tutoring five afternoons a week to middle-school and high-school students in Lewiston Public Library and Lewiston High School; and
- a Community Food Assessment project in which DEC staff, faculty and staff from Bates and the University of Southern Maine, Lewiston-Auburn College, and community nutrition organizations worked to research local assets, needs, and problems in the food system.

Bates and the Harvard Center play an active in DEC projects and governance. HCCPers David Scobey and Holly Lasagna serve on DEC’s Steering Committee. Two Bates undergraduates worked at the DEC storefront as support staff this year, and the DEC VISTA, Erin Reed, is a 2008 alumna of Bates (and of the Harvard Center’s Student Volunteer Fellows Program). More than two dozen Bates undergraduates worked on DEC’s after-school tutoring program, the Community Food Assessment, and other DEC projects.

- **Food and Nutrition:** Bates and the Harvard Center have long had an interest in local nutrition and agriculture. Over the past two years, various strands of coursework, community-based research, student volunteerism, and summer projects have come together in sustained attention to food issues. Bates students continue to work (as volunteers, in community-based learning courses, through summer fellowships, and in senior theses) with Lots to Gardens (a local CBO linking community gardens and food security), the Maine Nutrition Center, the New American Sustainable Agriculture Project, and local organic farms and farmer’s markets. Teams of Bates students worked on the Community Food Assessment research project, an initiative of the Downtown Education Collaborative in partnership with

the Maine Nutrition Center (described above). Perhaps most exciting, the Bates Program in Environmental Studies has decided to re-organize its core Junior Seminar around community partnership projects; ES has selected “food” as the central theme of the Junior Seminar for several years and will take part in the Community Food Assessment to train concentrators in interdisciplinary, community-based research. This emerging partnership among Environmental Studies, the Harward Center, DEC, and local food advocates will deepen both the Community Food Assessment and the role of public scholarship in the Bates curriculum.

- **Lewiston Housing Authority:** During the preceding four years, the Harward Center has re-imagined how community-based learning can support rigorous, sustained academic work and partnerships. Our longstanding work with Lewiston Housing Authority has grown into a partnership that integrates teaching, research, and community aims. During the past academic year, Harward Center staff worked closely with Lewiston Housing Authority staff to deepen and broaden our collaborative work. We used a variety of approaches and resources to do so. In one year-long Honors Thesis in Psychology, for instance, a student coordinated an after-school aspirations program At the Hillview Housing complex for Somali middle-school girls. Student Volunteer Fellows coordinated an after-school homework help program at one housing complex and elderly social activities at another; indeed these sites offered Bates students numerous opportunities not only for volunteer work but also curricular projects and community-based research. Other students won full-time summer fellowships to coordinate more intensive initiatives at LHA sites: for instance, a community gardening program at the Hilltop Community Garden, run by Lots to Gardens and located at Hillview. All in all, students from Anthropology, History, Politics, and Psychology, and Sociology worked with the Lewiston Housing Authority on a variety of community projects, and three senior theses did community-based research at LHA sites on issues defined in dialogue with LHA staff.
- **Schools, Literacy, and Education:** As has long been the practice, all Bates students taking an education course (277 this year) were required to spend 30 hours over the course of a semester in a local public school or other educational setting. In sending students into the schools, we continue to move away from a single-semester, single-classroom placement model, and towards long-term, in-depth undertakings with the local public schools that lead to richer learning opportunities for our students and more significant results for our



educational partners. Of particular note were opportunities at Longley Elementary School that arose from a \$10,000 grant from the Braitmayer Foundation to fund literacy and family involvement programming. As a result, two students were able to focus their thesis projects on helping administrators and teachers to design a family-involvement program, particularly for the parents of refugee students. Additionally, a group of students from an education course on early literacy helped to implement a family literacy project in which all 3<sup>rd</sup>-graders, along with their families, told, wrote, and illustrated stories that were developed into books. Another key partner this year was the McMahan Elementary School, where dozens of Bates students did targeted one-on-one tutoring with students in specific skill-deficit areas; pre- and post standardized testing data show that this approach had a statistically-significant impact on student achievement (see sidebar on p. 28 for more information). Bates students continued to have a strong interest in working with English Language Learners (ELL) from kindergarten through high school, and in particular worked closely with ELL teachers at Lewiston Middle and High Schools, as well as at after-school tutoring programs at the Hillview Housing Complex, Trinity-Jubilee Center, Lewiston Public Library, and Lewiston High School. Finally (as noted in the description of the Downtown Education Collaborative projects above) Bates students were active in DEC's after-school tutoring and academic support program.

- **Museum L-A:** Bates and the Harward Center continue to build a strong collaboration with Museum L-A, a community-based museum of work and industrial community in Lewiston-Auburn. In 2008-09, the centerpiece of our partnership was the June, 2008 opening of “Weaving a World: Lewiston’s Millworkers, 1920-2008,” a social-history exhibit based on oral histories and archival research by Bates students and written by Bates historian (and Harward Center Director) David Scobey. Faculty and courses from four programs and departments—History, American Cultural Studies, Anthropology, and Visual Arts-- contributed to this collaboration. Thousands of visitors to the Museum’s temporary home in Bates Mill #2 attended “Weaving a World.” At the same time, a team of Bates undergraduates, working with David Scobey, did supplementary historical research to turn the exhibit into a “coffee table book,” planned for publication in late 2009.

“Weaving a World” is closing in August, 2009 and will travel to museums and historical sites throughout New England and francophone Canada. At Museum L-A’s home space, it is being replaced by a historical exhibit on brickmakers and brickmaking in Lewiston-Auburn,

co-designed by Bates Museum of Art curator Bill Low. In late August, 2009, the Museum will also launch a special program on the experience of the Somali immigrant community in Lewiston, in partnership with local Somali organizations; Bates Anthropology professor Elizabeth Eames has been a leading collaborator and consultant on that project.

- **Rwanda Genocide Project:** Professor Alex Dauge-Roth of Romance Languages and Literatures has developed an original and important community-based research and learning project on the Rwandan genocide. Working with Rwandan NGO's and government officials, he helps to collect and contextualize testimonies of the genocide; at the same time, he has established a partnership with Tubeho, an orphans' village in Rwanda. This year Professor Dauge-Roth took a Short Term course to Rwanda; students did peer dialogues and oral histories with Rwandan survivors and (at the request of their partners) began to develop a website about their experiences before, during, and after the genocide. In addition, Dauge-Roth and his students have founded an independent non-profit, "Friends of Tubeho," to support and fund-raise for their partnering village.

## Key Initiatives

As the scope of Bates' community-based learning, community partnerships, and volunteer programs has grown in recent years, the Harward Center has launched important initiatives that cut across our various areas of work and weave them together. Readers of the *Year-End Summary* would not necessarily "get" the range of these strategic initiatives simply by noting the various projects, courses, or student programs that they helped to generate. For the first time, then, we include here an overview of the most significant of these cross-cutting themes and efforts. Four initiatives seem especially important to note.

**Bonner Leader Program:** The Harward Center and its predecessor Center for Service-Learning have long seen student leadership development as an important strand of its work. In the past year, however, the Center committed itself to a more ambitious and systematic effort to weave together students' leadership development, community service, and academic engagement. In 2008, Bates joined the Bonner Network, a national network of colleges and universities, brought together and supported by the Bonner Foundation, dedicated to integrating community engagement across campus culture and undergraduate education. This

year, guided by a working group of students, staff, and faculty led by Anna Sims Bartel, the Harvard Center began the development of an ambitious, new Bonner Leader Program.

Our goal over the next several years is to create a program in which ten Bonner Leaders in each class—a cohort of 40 altogether—receive small fellowships, participate in collective reflections, trainings, and retreats around community engagement, and serve as leaders and activists in a range of public work (both curricular and co-curricular). All Bonner Leaders will craft a coherent arc of experiences that integrates community and academic work, so that their participation becomes one key thread of their Bates narrative. At the same time, Bonner Leaders will be part of a peer community of practice, working, thinking, and learning together about their engaged work. And they will work alongside other non-Bonner student leaders as well; this initiative is aimed at anchoring and enlarging the Center’s student leadership opportunities, not displacing the many ways in which Bates students can move into and out of leadership roles in community work.

In 2008-09, our effort was well-launched by the Bates-Bonner working group. Anna Sims Bartel recruited an inaugural cohort of eight Bonner Leaders, from all years, who worked with staff and faculty to sketch orientation programs and materials, plan the trajectory of academic, volunteer, and leadership opportunities that future Bonner Leaders will be able to choose; design outreach materials for incoming first-year Bates students; and recruit and select a first-year group of seven Bonner Leaders for 2009-10. The group began to design the full-blown program, in short, and to model it themselves. Next year will see the formal launch of the Bonner Leader Program, with retreats, orientation, work commitments, and stipends. (As mandated by the Bonner Foundation, all Bonner Leaders will work an average of ten hours a week in specific community-engagement or program-building work.) There will be a total of 15 Bonner Leaders next year, encompassing all four years. We look forward to building on the past year’s achievements in developing and expanding this important initiative.

**Community-Based Research:** Undergraduate research is a hallmark of the Bates curriculum; nearly every department or program requires its concentrators to complete a thesis or capstone project. As a result, community-based research has been a crucial strand of academic civic engagement work at Bates. Several departments have built community-engagement tracks in their capstone requirement: French majors have the option of doing a Francophone oral history project for their thesis, and Psychology offers a community-based

research thesis seminar. In the past two years or so, the College's and Center's commitment to CBR has expanded and become more programmatic. As HCCP staffers Holly Lasagna and Ellen Alcorn have worked with faculty and community partners to extend our "collaboratory model" of longer, deeper partnerships, the opportunities for community-based research have grown; the past year saw the use of CBR in senior theses grow by some 30%.

Equally important has been the launch of the Community-Based Research Fellows Program, led by Anna Sims Bartel. Funded by a grant from Learn and Serve America, the program offers Bates undergraduates research fellowships to pursue community-based research projects crafted in collaboration with community partners and faculty mentors. At the same time, CBR Fellows participate in a non-credit seminar, taught by Anna Sims Bartel, in which they discuss the methodological and ethical issues raised by CBR and share progress on their projects. This year, the trend of students using the program for senior thesis support has become even more apparent than in the past; students report that the additional help, from colleagues and peers as well as from readings and discussion, provides valuable sustenance to their thesis projects. More than a dozen students work as CBR Fellows each year, across many departments and with a wide range of community partners. For more detail, please see the "Grants Awarded" section of this report.

**Downtown Education Collaborative:** The Downtown Education Collaborative (DEC) is one of the most exciting community-engagement initiatives in which the Harvard Center and Bates are involved. DEC is a seven-member partnership, including the four colleges of Androscoggin County (Andover College, Bates College, Central Maine Community College, and the University of Southern Maine, Lewiston-Auburn College) and three community organizations (Lewiston Public Library, Lewiston Adult Education, and Empower Lewiston), dedicated to pursuing community education in and with Lewiston's downtown neighborhood. Downtown Lewiston is one of the most economically-challenged neighborhoods in Maine, as well as being one of the most multicultural. DEC thus represents a unique experiment: an inter-institutional collaboration across different education sectors aimed at community collaboration, capacity-building, and empowerment.

In the spring of 2008, DEC hired Sherry Russell as Director of the Collaborative and leased a storefront at 219 Lisbon Street. Under Sherry's energetic leadership, the storefront opened in the fall of 2009, and DEC launched a range of new projects and programs (key programs are

described in the “Projects, Partnerships, and Collaboratories” section above.) The downtown storefront has become an active, welcoming space for community partnership projects, service-learning courses, summer programs, and other initiatives.

DEC sets priorities and makes decisions by consensus among the seven partners; David Scobey and Holly Lasagna of the Harvard Center represent Bates on the DEC Steering Committee. At the same time, the Center plays a special role as the administrative host for DEC, overseeing fund-raising, grants management, and budgetary and staff supervision. DEC Director Sherry Russell and Harvard Center Director David Scobey work together to raise the resources for DEC; the Collaborative has secured its basic staffing, office, and program needs for its first three years, having garnered approximately \$250,000 in grants from national, regional, and local foundations.

**Public Policy:** From the very beginning of the College's effort to build service-learning and community engagement programs in the mid-1990s, Bates students were engaged in policy research and volunteer advocacy work concerning public affairs. Four years ago, under the leadership of HCCP staffer (and Maine legislator) Peggy Rotundo, the Center made a commitment to deepen our policy thread. In collaboration with the Politics Department, we launched “Internships in Public Policy Research” (Politics 423), a seminar in which students pursued collaboratively-designed policy projects in and for state agencies and Maine NGO’s (see the description of Politics 423 in the “Academic Initiatives” section below.) Two years ago, we launched the Civic Forum, an annual series of panels and lectures bringing public leaders, advocates, activists, and policy experts to campus to discuss issues of importance to Bates, Maine, and beyond (for this year’s Civic Forums, see the section on “Convenings and Celebrations.”)

In 2008-09, our policy thread grew still longer. With a grant from Learn and Serve America, Bates joined the Policy Options project, a network of nearly two dozen colleges and universities convened by the Bonner Foundation to do policy research and prepare issue briefs for a national Policy Options wiki. Nicole Witherbee, a policy analyst at the Maine Center for Economic Policy, serves as Project Coordinator for the project, as well as the primary seminar instructor for Politics 423 (along with Kit St. John of the Maine Center for Economic Policy). Her students (and other Bates undergraduates doing policy research) prepared issue briefs for the Policy Options wiki. Although the policy internships seminar will remain the anchor of our

involvement in this network, our aim is to include more disciplines, faculty, and students in the national project and to use the Policy Options wiki as an opportunity to disseminate the wide, multidisciplinary array of policy research done at Bates.

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

This section details community-based learning and research, by department, across the Bates curriculum.

### **American Cultural Studies**

Fieldwork in American Cultural Studies, ACS 220, Margaret Creighton

In Professor Creighton's Fieldwork in American Cultural Studies course, students did individual community-based learning projects in the community. They engaged in service in culturally and economically diverse settings that informed their academic work in the classroom. Partner agencies included; Abused Women's Advocacy Program, Trinity Jubilee Center Soup Kitchen and tutoring program, Hillview and Lewiston Public Library tutoring programs, Hillview aspirations programs, Lots to Gardens, and Blake Street Towers.

*Eleven students committed to six hours per week placement in the community for 10 weeks (total of 660 student hours).*

### **Thesis Research**

Professor Creighton advised a student whose thesis focused on the enrollment of local public school students at Bates. Bates College has had a very complicated relationship with the town of Lewiston. As Bates has grown larger and gained more notoriety as a nationally recognized liberal arts college, it has courted and attracted a more geographically diverse student body, and distanced itself from the local community it once cooperated well with (*total of 60 student hours*).

## Anthropology

### Culture and Interpretation, ANTH 333, Charles Carnegie

Two students in Professor Carnegie's course worked with Museum L/A to look at aspects of how cultural meaning is conveyed. Students helped to organize a successful large community event, "Beyond Bates," that welcomed Bates students as visitors to the museum. Two other students worked with Western Maine Community Action Health Services to produce advertising materials that promote the work of the clinic on the Bates campus.

*Four students worked approximately 40 hours each for a total of 160 hours.*

### Encountering Community: Ethnographic Fieldwork and Community-based learning, ANTH 310, Loring Danforth

During short term, students worked at the Adult Learning Center teaching adults who are English Language Learners (ELL). Many of the learners were immigrants, primarily Somali and Somali Bantu. Students' experiences helped them understand the challenges facing illiterate refugees from a very different culture, who need to learn how to function in American culture. In addition to the work based at the Adult Learning Center, students did independent projects, all of which involved community research. These projects included research and presentation of findings about: the role of gender in special education, health education in the Lewiston School system, Christian Science healing, the treatment of alcoholism, and the ethics of journalism. In this way the students enriched their understanding of the theory and practice of anthropological research and writing.

*Sixteen students spent approximately three hours per week for four weeks (total of 192 student hours).*

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

Professor Eames took on a year-long community-based research project that engaged students in this course and in the Winter Semester course, Person and Community in Contemporary Africa (ANTH 228, see below). The goal of the project was to gather information in the Lewiston/Auburn Community that would expand upon and enrich the information contained in a Department of Labor report, "Analysis of the Employment Patterns of Somali Immigrants in Lewiston from 2001 to 2006". Many community members had commented on the inadequacy of the information in the report. Professor Eames had students in this course research and develop focus group projects to elicit information about the attitudes of constituents in the L/A

community that affect and are affected by Somali employment. Students developed and ran eight focus groups that included people currently employing Somalis, those who had employed them in the past but did no longer, currently employed Somalis (one group of women and one of men), unemployed Somalis, and Somali youth engaged in aspirations programming.

*Fourteen students spent approximately 40 hours each over the course of the semester (total of 560 hours).*

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

The aim of this course was to give students an understanding of problems confronting African peoples and nations in the world today and the indigenous responses to these problems. Students conducted follow up research to that done in ANTH 339 (see above). Students researched and developed their own focus group projects to elicit some of the culturally constituted perspectives of Africans in Lewiston/Auburn Maine on waged employment. The outcome of the focus group research in both courses was a supplement to the Department of Labor report on Lewiston Somali Employment Trends, delivered to several community partners, including the Career Center, the Chamber of Commerce and the City of Lewiston.

*Twelve students spent approximately eight hours per week for 11 weeks (total of 1056 hours).*

Introduction to Archaeological Fieldwork, ANTH s32, Bruce Bourque

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

Professor Bourque was part of a group led by Professor Beverly Johnson of the Geology Department that has received a grant from the National Science Foundation to conduct isotopic analyses on some of Professor Bourque's archive of 20,000 fish and human bones from this archaeological site. Such analyses done by Bates students at the College can often determine what these animals and humans ate, and lead to a fuller understanding of the ancient coastal food web. Other faculty involved in the grant are Professor Will Ambrose from the Biology Department and Professor Robert Steneck from the University of Maine (for more information on the research, please see the Bates Alumni Quarterly for summer 2009).

*Sixteen students averaged 120 hours of service-learning (total of 1,920 hours).*



## **Independent Study**

Professor Heather Lindkvist supervised a community-based independent project.

## **Art and Visual Culture**

Museum Internship, AVC 361, AVC s31, Rebecca Corrie

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

### AVC 361 FALL 2008

- Bates College Museum of Art, curating Collection Project III
- Bates College Museum of Art, curating Collection Project III
- Bates College Museum of Art, curating Collection Project III
- Smith College Museum Studies internship, summer 2008
- Shelbourne Museum, Shelbourne, VT, summer 2008
- Wadsworth Atheneum, Hartford, CT, summer 2008
- Yale University Art Gallery, summer 2008
- Bates College Museum of Art, curating Collection Project III
- Bates College Museum of Art, curating Collection Project III
- Whitney Museum of Art, summer 2008

*Ten students each did an internship equivalent to full time work during the summer, total of 3,200 hours (400 hours per student over 10 weeks).*

### AVC 361 WINTER 2009

- Bates College Museum of Art, Lewiston public school program
- Bates College Museum of Art, Collections Management
- Bates College Museum of Art, Curating
- Museum of Russian Icons, Clinton, MA, 2008
- Arts reviewing internship, New Yorker magazine, 2008
- Bates College Museum of Art, curating Bernard Langlais exhibition

*Six students each did an average of 88 hours per internship for a total of 528 hours.*

### AVC S31 SHORT TERM 2009

- Museum L-A
- Bates College Museum of Art, Bernard Langlais exhibition
- Bates College Museum of Art, curating Nicoletti/Heroux exhibition

*Three students each did an average of 40 hours for a total of 120 hours.*

## **Biology**

### **Thesis Research**

Professor Lee Abrahamsen supervised three community-based theses. One student worked with a teacher at Lewiston High School to compare hands-on labs to analogous computer simulations in four tenth-grade classrooms to determine the efficacy of each teaching method.

*50 hours.*

A second student looked at the MRSA virus in horses and how its occurrence differed between those that live in large, commercial barns (where the virus was prevalent) and those that lived on small farms (not prevalent). This research is important because Methicillin-Resistant Staphylococcus Aureus in horses represents a potential source of community-acquired MRSA in humans. This student visited the Maine State House to share her research with legislators.

*50 hours.*

Another student created an educational program about Human Papillomavirus in collaboration with a group of young women and Western Maine Community Action Health Center. The group created an informational pamphlet about HPV that will be used by the health center.

*50 hours.*

Professor William Ambrose supervised a student thesis that studied the long and short term effect of baitworm digging on the feeding behavior of ring-billed gulls on mudflats in Maine. Results showed no significant effect of baitworm digging on the gulls' behavior.

*50 hours.*

Professor Ambrose also directed a student thesis that looked at the growth rates and long-term abundance of bloodworms in mid-coast Maine. Results showed that bloodworm densities fluctuated dramatically, possibly in response to environmental conditions.

*50 hours.*

Professor Robert Thomas supervised a senior thesis that studied the effects of water stress on various plant species in the Los Pinos Mountain Woodlands in New Mexico. The goal of the research was to inform how climate change was affecting the local woodlands.

*50 hours.*

### **Independent Study/Special Projects**

Visiting Professor Ronald Barry worked with two Bates Biology majors to collect and analyze data about ticks that carry Lyme disease in Maine during July and August, 2008. Preliminary results suggest a burgeoning tick population in non-coastal regions of southwestern Maine.

*100 hours.*

### **Continuation Project from Short Term Bio39 (2008)**

See page 41 for more detail on two volunteer projects that grew out of Karen Palin's Short Term Bio 39. These involved creating an informational video and a series of workshops designed to educate female immigrant healthcare users about the value of using Vitamin D, in partnership with the B-Street Health Center and local pharmacists.

## **Chemistry**

### **Thesis Research**

Professor Rachel Austin supervised a student thesis focused on the characterizations of catalysis for the conversion of wood waste into fuels. This project helped to inform work that the University of Maine is doing to develop new technologies for use in alternative energy sources.

*40 hours.*

### **Independent Study**

This past year, Professor Paula Schlax worked with a senior and junior majoring in Biological Chemistry who did genetic research involving the bacterium that causes Lyme disease. They

studied messenger RNA that regulates the expressions of a protein connected with the microbe's transmission from ticks to mammals. The students attended the "Posters on the Hill" gathering in Washington, D.C. in May that was sponsored by the Council on Undergraduate Research and had the opportunity to present their research to members of Congress. They also attended a gathering at the Maine State House that enabled them to share their research with legislators.  
*100 hours.*

## **Dance**

Teach Tour Perform, DN/ED s29, Carol Dilley

Bates students spent two weeks learning how to create—and then creating—a performance piece, then going on tour to work with a range of elementary schools to teach movement classes and perform the work. Partner schools included: Durham, Farwell, Hall-Dale, Leeds, Libby Tozier, Martel, Manchester, McMahon, Pettingill, Readfield, Turner, and Winthrop.

A growing part of the Short Term in the last few years is an on-campus performance at the end of the year.

*Twelve students each spent a total of 36 hours (total of 432 hours).*

## **Economics**

Environmental Economics, ECON 222, Lynne Lewis

For the seventh year, students in Environmental Economics have successfully bid on permits to emit Sulfur Dioxide (SO<sub>2</sub>) at the annual EPA Auction. This year students bid on both current year permits as well as on a seven year advance permit, usable in 2015. Two tons of SO<sub>2</sub>, a leading cause of acid rain and contributor to high adult asthma rates in Maine, will now never be emitted into the air (*approximately 10 hours of student time*).

## **Thesis Research**

Professor James Hughes supervised a student who did research on the social and economic impact of a slot racino in Bangor, Maine.

*Approximately 40 hours.*

## Education

All of the courses given through the Education Department require a field-based experience and a community-based learning component. Two-hundred-and-fifty-five students completed 30-hour practicum experiences this past academic year. Seven student teachers taught in the local schools.

The field-based components of education courses included:

### Perspectives on Education, EDUC 231, Anita Charles, Anne Dodd, and Helen Regan

Students studied historical, sociological, political, and philosophical perspectives related to the American educational experience, as well as reflecting on educational practices as they experienced them in local classrooms, and exploring the possibility of teaching as a career. Placements were shaped to address the expressed needs of the local teachers.

*Eighty students each spent about 30 hours (total of 2400 hours).*

### Globalization and Education, ED/WS 280, Patti Buck

Students explored the impact of globalization on educational institutions and practices through course readings, class activities, and field placements in ELL classrooms in local elementary, middle, and high schools, as well as with adults at Literacy Volunteers.

*Twenty students averaged about 30 hours each (total of 600 hours).*

### Basic Concepts in Special Education, EDUC 362, Anne Dodd

All of the students from this course conducted their field experiences at McMahan Elementary School, attended by many of Lewiston's children with special needs. The school's principal, Althea Walker, met with each Bates student to determine his/her interests. Bates students engaged with a range of students, including those with identified behavioral, physical, and cognitive disabilities. In addition, in an effort to help McMahan School move off of the "failing schools" list (as defined by the federal legislation "No Child Left Behind") Bates students did targeted tutoring with students on specific deficit areas.

*Twelve students averaged 30 hours each (total of 360 hours).*

Teaching Through the Arts, DNED 265, Nancy Salmon

All of the students from this course explored the benefits and challenges of using the arts in teaching through placements at Lewiston elementary schools. In class, students developed and presented lesson plans which they then used in their placements. Students learned to use kinesthetic, theatrical, visual, and musical approaches to teaching academic content.

*Thirteen students averaged 30 hours each (total of 390 hours).*

Ethnographic Approaches to Education, AN/ED 378, Patti Buck

Students explored the theoretical assumptions, procedures, and standards of ethnographic research through work in a range of placements, including Longley Elementary School, the Trinity Jubilee after-school program, Museum L/A, and Casco Bay High School in Portland.

*Five students worked 30 hours each in the community (total of 150 hours).*

Race, Cultural, Pluralism, and Equality in American Education, ED/SO 242, Patti Buck

In this course, students explored the question, “What would equal educational opportunity look like in a multicultural society?” Students attempted to answer this question through readings, class discussions, and field experiences working with English Language Learners in elementary, middle, high, and after-school programs.

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

Teaching Math and Science: Curriculum and Methods, EDUC 235, Gretchen Feiss

Students worked with a teacher-in-residence to explore best practices in teaching math and science at the elementary and high school levels. Specifically, students broke into two groups. One worked at McMahon Elementary School, where they learned how to teach mathematics using kinesthetic techniques and technology such as smart boards. The other worked at Lewiston High School with a team of science teachers to help develop an outdoor learning curriculum.

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

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

Students engaged in a variety of programs and projects designed to boost the literacy skills of preschool- and elementary-aged children. In addition to regular classroom placements in Lewiston/Auburn schools, students read and played literacy games with 1<sup>st</sup>-4<sup>th</sup> graders through the Lewiston Public Library’s Book Buddies program; participated in Project Story Boost, a

literacy model engaging kindergarten children in book discussions and story retellings; volunteered with the after-school homework help program at the Hillview Housing Project; and helped to implement a family literacy project at Longley Elementary School, in which all 3<sup>rd</sup>-graders, with their families, told, wrote, and illustrated stories which were developed into books. This last opportunity was the result of a grant from the Braitmayer Foundation, which Harward Center staff wrote on behalf of Longley Elementary School.

*Twenty-five students averaged 30 hours each (total of 750 hours).*

#### ASSESSING THE IMPACT OF OUR WORK: SOME PRELIMINARY FINDINGS

Last year, three elementary schools in Lewiston were labeled as “failing schools” under No Child Left Behind. One of these was McMahon Elementary School, due largely to its high numbers of English Language Learners and students with special learning needs. Althea Walker, McMahon’s principal, developed a project in which Bates students from two different courses, *Concepts in Special Education (EDUC 362)* and *Teaching Math and Science: Curriculum and Methods (EDUC 235)*, tutored 54 McMahon elementary students on specific skill deficit areas in reading, mathematics, and language usage. Students were identified by a standardized test, the Northwest Evaluation Association (NWEA) assessment, which identifies potential skill gaps.

Following the tutoring, McMahon students retook the NWEA assessment. Last spring, Bates psychology student Kate Reilly, supervised by Professor Georgia Nigro, analyzed fall and spring NWEA scores both for students who received tutoring and those who did not. The results indicated that students who worked with Bates tutors made, on average, greater improvements in all three subjects than students who did not work with Bates tutors (see table below). The difference was statistically significant on both the math and language usage portions of the exam. While the difference was not statistically significant on the reading portion, students who received tutoring in this area nevertheless had higher test scores.

#### *Average Change Scores on NWEA Tests for Students with and without Bates Tutors*

	Mean Score	Standard Deviation	Number of Students
<b>Mathematics</b>			
Students without tutors	10.98	8.41	259
Students with tutors	14.00	9.32	53
<b>Reading</b>			
Students without tutors	7.64	9.09	257
Students with tutors	9.68	11.32	53
<b>Language Usage</b>			
Students without tutors	6.85	9.22	258
Students with tutors	10.67	12.40	54

*Contributed by Ellen Alcorn*

#### Community Education/Community Action, EDUC 320, Patti Buck

In the continuation of an on-going project aimed at broadening an understanding of diversity in Maine across racial, ethnic, gender, regional, religious, age, and other lines, students collected personal memoirs from various groups, including: middle-school students at Lewiston Middle School and King Middle School in Portland; high school students at Edward Little School; and

Bates students. Additionally, students from the class worked with Learning Associate Winfred Kiunga to create lesson plans from the memoirs, which will be made available on the memoirs website, [www.memoirsforchange.org](http://www.memoirsforchange.org).

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

Gender, Power, and Leadership, ED/WS 330, Helen Regan

Students in this course studied the concepts of gender, power, and leadership, and the intersections between them. For the community-based learning component of this course, students observed a variety of public meetings in Lewiston, including those of the school committee, city council, and strategic planning focus groups. Students also broke into small groups and worked on various projects for the Lewiston Public Health Committee and the energy office, both new city initiatives. Projects included conducting an energy audit of city employees' work stations; doing research to help the city to develop an open-spaces smoking policy; and helping to design a website for the Public Health Committee.

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

Creating Educational Experiences at Morse Mountain, EDUC s20, Gretchen Feiss

This course integrated elements of teaching methods, curriculum design, field research, and service-learning, into a field-based educational experience at the Bates Morse Mountain Conservation Area. Bates students worked extensively with one group of 10 middle school students in the Mt. Ararat Middle School Alternative Education program throughout the term on each step of the field study process, from exploring research options, to designing and implementing field studies, then finally presenting findings to a larger audience. Through their exploration, the middle school students chose to investigate four different topics: the movement of sands along the beach shore, the observation of human impact in the forests and in the marsh, the investigation of World War II bunkers to determine the impact of decay and natural succession on human structures, and the investigation of natural features along the existing trail from Sprague Marsh to Shortridge.

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



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

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

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

Literacy in the Community, EDUC s27, Patti Buck

Students explored effective strategies for working with ELL students in a variety of settings, including elementary and high school classrooms as well as formal and informal after-school tutoring programs. Placement sites included: Park Avenue Elementary School in Auburn, Lewiston High School, and after-school programs at Lewiston High School, the Lewiston Public Library, the Trinity Jubilee Center, and the Hillview Housing Complex.

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

### **Thesis Research and Independent Studies**

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

Students conducted the following thesis, research, and independent studies projects:

- Professor Patti Buck advised three thesis projects.
- Professor Anne Wescott Dodd oversaw an independent study on “Special Education” and “Student Teaching II.”
- Professor Helen Regan co-advised a thesis, “Breaking Barriers: Parental Educational and Power-Sharing in Schools” advised a thesis, “Parent and Staff Perceptions of Barriers to Refugee Parent Involvement: A Case-Study in an Ethnically Diverse Elementary School.” She also oversaw an independent study called “Informal Science Education.”

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

Kelly Griffin at Edward Little High School

Kolby Hume at Edward Little High School

Bailey Johnson at Lewiston Middle School

John Kaleczyc at Lewiston Middle School

Alvin Nguyen at Lewiston High School

Kaitlyn Smarse at Lewiston Middle School

Gabriella Vannoni at Lewiston High School

*Seven students worked 360 hours (total of 2520 hours).*

## **English**

Chaucer and the Child, ENG s11, Kerri Bowen

Students looked at the depiction of children in Chaucer's *Canterbury Tales*, and studied 19<sup>th</sup> and 20<sup>th</sup> century retellings of Chaucer's stories as children's literature. For the service-learning component of this course, students visited Martel, Farwell, and Montello elementary schools in Lewiston and did a range of Chaucer-related activities for 2<sup>nd</sup> and 3<sup>rd</sup> graders. Activities included sharing children's versions of the *Canterbury Tales*, having children write and illustrate their own versions, and introducing Middle English to them.

*Fourteen students worked 5 hours a week in the community (total of 70 hours).*

For the Love of Dogs, ENG s18, Lavina Shankar

Students explored the relationships, bonds, and boundaries between humans and dogs through literary and non-literary texts, as well as through community-based learning experiences: helping out in a variety of ways at the Androscoggin Humane Society; shadowing staff and completing administrative tasks at the Lewiston Veterinary Hospital; and working with a therapy dog trainer in Lewiston.

*Fourteen students worked 40 hours over the course of the short term (total of 560 hours).*

## **Environmental Studies**

### **Thesis Research**

Professor Holly Ewing supervised a student thesis, "Land Use History's Effect on Sediment Nutrients in Pleasant Lake, Casco, Me." Using GIS, the student attempted to determine if there is any correlation between land-use history and sediment nutrients in Pleasant Lake.

*50 hours.*

Professor Ewing also directed a student thesis that studied the bloom dynamics of algae in seven lakes in Maine and New Hampshire. Results showed significant levels of potentially damaging algae among many of the lakes, most notably, Lake Auburn a major reservoir.

*50 hours.*

Professor Rebecca Sommers supervised a student thesis that attempted to develop a cheaper and faster method to analyze dioxin levels in fish, which then could be applied to fish in the Androscoggin River.

*50 hours.*

## **Internships**

### Environmental Studies Internships, Camille Parrish

All Environmental Studies majors are required to do a rigorous community-based internship of at least 200 hours. Twenty-three students from the Environmental Studies Program were involved with internships between September 2007 and September 2008. Internship sites included:

- School for International Training
- Auburn Land Lab
- Natural Resource Council of Maine
- EarthWalk Vermont
- Lots to Gardens
- Willow Pond Farm
- EPA and Maine Healthy Beaches
- Nezinscot Farm
- Volunteer Lake Monitoring
- Acton Wakefield Alliance
- Nature Conservancy (Tallahassee, FL)
- Appalachian Mt. Club
- Maine Inland Fisheries and Wildlife
- Bates Dining Services
- Toxics Action Center
- Maine Preservation
- MA Public Health Dept.

- Healthy Androscoggin

*Twenty-three students each did 200 hours for a total of 4600 hours.*

### **First-Year Seminars**

Exploring Education through Narratives, FYS 300, Helen Regan

Students explored a variety of educational issues both through narratives and by working in K to 12 classrooms.

*Ten students averaged 30 hours each (300 total hours).*

Passion and Sustenance: On Crafting a Life, FYS 347, Anna Sims Bartel

This course explores concepts of work, vocation, community, and sustainability, and it invites students to integrate those in imagining a future. The goal of this first-year seminar is to introduce the skills, excitement, and challenges of college scholarship, and to craft understandings of what it means to anchor our work in human dignity and public purpose. The service-learning component of this course focused on the enterprise of increasing literacy in the community. Placements included: kindergarten classrooms in Lewiston, where Bates students implemented Project Story Boost, a reading intervention program that engages kindergarten children in book discussions and retelling activities; the College Transitions program, for adult education students in the Lewiston/Auburn area who are building language, computer, and other skills necessary for them to enter college; an after-school computer lab at Longley Elementary School, where children learned how to navigate computers as well as to access reading and math software; and a language-arts classroom at Lewiston Middle School, where students worked on a poetry memoir-writing project.

*Fourteen students averaged 20 hours each (280 total hours).*

Literature through Cataclysm, FYS 348, William Hiss

This course studies literature, non-fiction, and film concerned with historical cataclysms such as war, famine, and displacement. Students got involved in community-based learning opportunities that informed their course work and readings. Placements included the Lewiston Adult Learning Center, Trinity Jubilee Center, and after-school programs at Trinity, Hillview, Lewiston High School, and the Lewiston Public Library, and other organizations that serve the immigrant and refugee communities in Lewiston-Auburn.

*Fourteen students each averaged 40 hours over the semester (560 hours total).*

## Let's Play, PSYC 240, Georgia Nigro

Professor Nigro's First-Year Seminar focused on the role of play in child development and introduced students to basic concepts in psychology. Students participated in activities at various community pre-schools including: Riverview Montessori School, Sandcastle Preschool, Daisy Garden Y Preschool, and Farwell School Head Start/Pre-K.

*Sixteen students each worked an average of 20 hours in the community for a total of 320 hours.*

## **French**

This academic year, the French Department began a substantive redesign of the French program to incorporate community-based learning at all levels of the curriculum. The project was funded by an Engaged Department grant from Maine Campus Compact and a Program, Department or GEC Grant from the Harward Center. Community-based learning activities related to the Franco-American experience in Maine will be integrated into Introduction to the Francophone

“Thanks to the support of the Harward Center, I have been able to design courses that give students the opportunity to move away from the academically comfortable position of the observer who studies a community—in my case orphans of the genocide of the Tutsis in Rwanda—and explore what it means to learn with and for a community that is not your own. This is a radical shift within the learning process: it forces students to acquire a knowledge through dialogues and interaction with a community rather than through abstract sources and in a decontextualized context;

it invites students to be socially accountable of the knowledge they acquire and not only academically (here the main interlocutor is no longer the professor who becomes a facilitator, but the community partners); and finally it allows students to be engaged citizens by redefining the boundaries of their own community and the one they are studying since they become part of the community with which they are interacting.

It is this shift that inscribes students, professors, and community partners in a collaborative dynamic that represents one of the major impacts of the Harward Center for me; a shift that forces everyone to think about the finality of knowledge acquisition, its social conditions of possibility and the possibilities it should generate within society.”

*-Alex Dauge-Roth  
Associate Professor of French*

World (FR 208), Oral French (FR 205), Through the Eyes of a Child (FYS 318), and Advanced French Language (FR 235). Projects will be added to other courses in the following academic years.

### Orphans of Genocide in Rwanda, FR s38, Alex Dauge-Roth

This course was designed as an oral history project and field experience in Rwanda, focusing on the life of orphans of the genocide of the Tutsis fifteen years after the genocide of 1994. We worked in collaboration with orphans of the “Association Tubeho,” who live in artificially reconstituted families since 2001. Our goal was to evaluate the life, needs, challenges, sufferings, and hopes of these very vulnerable survivors and to identify forms of social resilience and long-term negotiation of trauma.

The final outcome of the course was both personal and

collective. Each student wrote a field and travel log during the whole course, and upon our return wrote a self-evaluation of the oral history project and reflexive paper on the value and lessons of community partnership.

*Thirteen students spent about 5 hours a day for three weeks working on projects (total of 195 hours).*

### **Thesis Research**

Professor Dauge-Roth directed a thesis by a student that focused on collecting oral histories of Franco-American women and their childbirth experiences.

*40 hours.*

Professor Mary Rice-DeFosse directed two student theses. One, a full-year study, focused on holiday traditions among Franco-Americans. The second one focused on how language helps to form identity.

*80 hours.*

### **Independent Study/Special Projects**

Professor DeFosse and two students participated in a program on Somali and Franco-American immigrant stories, along with University of Maine faculty and students, for a presentation at “La Rencontre,” the monthly cultural community gathering at the Franco-American Heritage Center in Lewiston.

*10 hours.*

## **Geology**

Sedimentary Processes, GEO 210, Mike Retelle

Professor Retelle’s class developed beach profiles at Sewall Beach in Phippsburg, Maine as a part of a long-term monitoring project. Professor Retelle gave a talk to the Small Point Association to share the findings and discuss how they relate to climate change and sea-level rise.

*Four students averaged 24 hours in the field (96 hours total).*

### **Thesis Research**

Professor Mike Retelle directed two students’ senior thesis work, which focused on Sewall Beach and Small Point in Phippsburg, Maine. In addition to looking at coastal processes in

relation to storm events and sea level rise, the students presented their findings to the community, guided field trips, and visited schools.

*Two students averaged 40 hours per week over 10 weeks (800 hours total).*

Professor Retelle also supervised a student's thesis that included work on the Lake Monitoring Project in New Hampshire.

*Approximately 40 hours total.*

### **Geology/Environmental Studies**

Field Geology in Maine, GEO 107, Dykstra Eusden (GEO), Camille Parrish (ENV)

Twelve students used GIS mapping technology to study diverse social, geological and environmental issues in Maine. Some of the projects were part of the Community Food Assessment project (see description in *Projects, Partnerships, and Collaboratories*). Others examined such issues as health and wellness, and ethnic change in the community. Projects included:

- Where Do the Children Play? Mapping Childhood Outdoor Play Areas in Lewiston, ME
- Changes in Vegetation Type and Vegetation Cover in Harvest and Nonharvest Plots, Madawaska, ME
- Contact Relations between the Ammonoosuc Volcanic and the Jefferson Dome, Northern NH
- GIS Approaches to Eminent Domain
- Possible Influence of Land Use on Water Nutrients and Trophic Status of Lake Auburn, ME
- Changes in Salmonid and Char species Distribution in Southern Maine Waterways 1800s to Present
- The Evolution of Maine's Population Documented with GIS Models
- Predictions of Shoreline Variation Due to Erosion from Camp Ellis, Me, to Pine Point, ME Using a GIS Model
- Mapping Food Security in Lewiston Using GIS (in collaboration with faculty at USM Lewiston/Auburn College)
- Evaluating the History of Land Use change During the Twentieth Century in Phippsburg, ME
- Potential Tidal Regions in the Gulf of Maine

- Analysis of Food Accessibility for Nutritionally at-Risk Single parent Households That Depend on WIC Vouchers to Obtain Nutritious Food Using an Arc GIS Model

*Twelve students each did approximately 40 hours for a total of 480 hours.*

## **German**

Wake Up!, INDS s17, Denis Sweet

German Professor Sweet has created a short term independent study course that attempts to get students to “wake up” to themselves as individuals, the natural world around them and the community in which they live. To connect students to the Lewiston community, ten students toured Lewiston and then spent a day working in a community organization, either with Lots to Gardens or the Lewiston Public Library after-school tutoring program.

*Ten students spent about 4 hours each in the community for a total of 40 hours.*

## **History**

Introduction to Archives and Archival Science, HIST s41. Kat Stefko

Students learned archiving methods through working on a community-based archiving project with the Leeds Historical Society, Leeds, ME. The class spent five weeks processing and preserving the records of the Brewster Collection, the Eula Russell Turner Carville Collection, the Leeds Subject Collection, and the Burhman-Newcomb Family collection. All materials were presented to the Leeds Historical Society. Students visited other archival repositories and worked collaboratively with professional archivists from Boston.

*Five students spent approximately 15 hours each (total of 75 hours).*

"This project is so helpful to a small historical society like ours. Not only did it organize, house, and produce finding aids for the collections the students worked on, but it also provided us a professional roadmap to build on for the rest of our collections and a foundation for the future. We couldn't afford to spend much on archival supplies as this project has on our collections. Now we can purchase more of the proper material over time to eventually provide our collections with the care they require."

*-Laura Juraska  
President, Leeds Historical Society*



Wabanaki History of Maine, s28, Joe Hall

This course helps students to learn some of the history and contemporary issues relevant to the Indian peoples of Maine, a group of nations collectively known as Wabanakis, or “People of the Dawnland.” During the fourth week of classes, students spent four days visiting Indian Island, the principal home of the Penobscots, and the two Passamaquoddy communities of Pleasant Point and Indian Township. Student research took place over the course of the entire Short Term. Student projects included three poster projects, which six students will present in the coming year at Parents' Weekend and the Mount David Summit; the proposal for an AESOP trip and service work on the Penobscot River in August 2010; a memorandum to Admissions assessing the early aspirations program they are running for Wabanaki middle-schoolers; a Wikipedia entry on the Penobscots; educational presentations by two students to an elementary class at Martel School and two ELL classes at Lewiston High School (organized with the help of Ellen Alcorn); a draft of a short story on a white student's efforts to understand her Wabanaki classmate's history; and two opinion pieces to be submitted to local papers on the importance of Wabanaki history. The entire class also met with Admissions to discuss how to further access to Bates on the part of Wabanakis.

*Total of 50 hours.*

The Civil Rights Movement, HIST 390W, Hilmar Jensen

Professor Jensen worked with students to connect the history of the U.S. civil rights movement with current local civil rights issues. Students were responsible for making their own connections with local groups that work on issues that would inform their course work and readings. Students worked with community organizations including: Maine Right to Life, Trinity After-school Program, Literacy Volunteers, Lewiston Middle School Civil Rights Team, Lewiston Adult Learning Center, Maine People's Alliance, Maine Fair Trade Campaign, and Longley Elementary School.

*Eighteen students averaged a total of 8 hours each in the community for a total of 144 hours.*

## **Thesis Research**

Professor David Scobey directed a thesis by a student that studied the history of youth civic engagement from the 1960s to the present with a focus on youth in the Lewiston/Auburn community. Of particular interest was the recent formation of an intergenerational dialogue and action project, called YADA, the goal of which was to make Lewiston/Auburn a better place for youth.

*800 hours.*

## **Mathematics**

Working With Data, MATH 101, Pallavi Jayawant

Five students from this course analyzed data from two early childhood assessments, the Brigance screening instrument and the Ages and Stages Questionnaire (ASQ). The goal of the analysis was to help community partner Linda Leiva, Consulting Teacher for Early Childhood with the Auburn Public Schools, determine whether or not the two tests correlate with one another, as well as to help locate holes in the test-takers' readiness for kindergarten.

*Five students spent approximately 10 hours each (total of 50 hours).*

## **Physical Education**

Methodology of Coaching, PE s20, George Purgavie

Students explored various methodologies of successful coaching, and received an American Coaching Education certification, widely recognized in secondary schools. As a part of their coursework, students developed and led playground activities for students at several local elementary schools. Students also helped to plan and run field days at Lewiston Middle School and Farwell Elementary School as a part of the Lewiston Public Schools' Wellness Week.

*Thirty-two students worked 30 hours (960 hours total).*

## **Politics**

Internships in Public Policy Research, PLTC 423, Nicole Witherbee and Kit St. John

The course looked, from both a practical and an academic point of view, at the political process by which public policy is formed in Maine. Students had the opportunity to participate in researching and developing public policy that was taken up by the Maine State Legislature.

Students worked with various state agencies, non-profit organizations and advocacy groups. They also had a tour of the State House and met with the Governor and the Speaker of the House to discuss the work they were doing in the community. Placements included:

- The office of Senator Peter Mills, conducting legal research for the drafting of legislation to change the tax structure for wind power projects;
- Maine Women's Lobby, researching legislation to include protection for care givers against discrimination in the Human Rights Act;
- League of Young Voters, researching the creation of green jobs and access to those jobs for young workers;
- Maine Equal Justice Project, conducting surveys to identify barriers that low-income households face when attempting to access the Low Income Heating and Energy Assistance Program;
- The Office of Minority Health, working with the immigrant community in Lewiston to analyze access to immunizations; and
- Service Employee International Union, researching the effects of a declining rate of union participation on Maine wages and worker outcomes.

*Six students spent approximately 80 hours each in community-based work (total of 480 hours).*

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

Over the course of this Short Term, students addressed questions about immigration theory and law through three levels of analysis: reading of scholarly literature on the subject; examination of film and media presentations; and participation in a service-learning project that concerned immigrants and/or immigrant rights. Students collaborated with community organizations including: Hillview After-school program, United Somali Women of Maine, Trinity Jubilee After-school program, Lewiston Public Library After-school program, Maine People's Alliance, and the Adult Learning Center.

*Nineteen students each averaged 40 hours over the course of the term for 760 total hours.*

#### **Thesis Research**

Community-based theses in Politics, directed by Professors John Baughman and Auslaug Asgeirsdottir, included:

- Judging Judicial Selection: The Effect of Judicial Elections on Court Decisions
- Preventive Health for Incarcerated Women

- A State House Divided: The Affects of Legislative Term Limits on the Policymaking Process of the Maine Legislature
- Interest Group Access and the Maine Clean Election Act

*Each student spent approximately 50 hours on community-based research for a total of 200 hours.*

## **Psychology**

### Developmental Psychology, PSYC 240, Georgia Nigro

Professor Nigro's Developmental Psychology course introduces students to basic developmental concepts and current research in developmental psychology. Eight students chose the community-based options; they observed children and engaged in programming in community organizations that included Daisy Garden Y Preschool, Sandcastles Preschool, Renaissance House, Hillview Boys' Aspirations Program, and Genesis House.

*Eight students averaged 22 hours each in the community for a total of 176 hours.*

### Health Psychology, PSYC 303, Susan Langdon

For the first time, all students in Professor Langdon's Health Psychology course participated in a community-based project that focused on health and wellness initiatives in the community. Projects included studying programs that addressed smoking patterns in a local high school, health issues in the alternative high school, the status of the drug and alcohol counseling program in a local high school, the effectiveness of the Bates College wellness incentive program, barriers to Bates staff accessing wellness programming, the creation of a brochure on obesity, assessment of the needs of Bates employees in terms of stress management, and a study of exercise, disordered vs. healthy eating, and the binge drinking culture on campus.

*Forty-four students did an average of 40 hours each in the community for a total of 1,760 hours.*

### Psychology of Sport, PSYC 375, Susan Langdon

One student in Professor Langdon's Psychology of Sport course requested to do a community-based learning project. The student focused on creating and implementing a work-out program for residents of a low income housing community.

*Total of 40 hours.*

Diversity in Adolescence, PSYC s36, Susan Langdon

Students in Professor Langdon's short term course had the option of doing a community-based project. Community partners included Lewiston Public Schools, Boys and Girls Club, and Hillview After-school program.

*Seven students did 40 hours each in the community for a total of 280 hours.*

Contemporary Psychotherapy Practicum, PSYC s30, Kathryn Low

Students in this course did community-based learning at a residential psychiatric facility for middle- and high school-aged girls. The class allowed students to experience the breadth and depth of psychotherapeutic practice in a community setting.

*Ten students did a total of 400 hours over the course of the term.*

Adolescent Psychology, PSYC 320, Krista Scottham

The course offered a comprehensive overview of contemporary theory and research on adolescent development. Students were offered a community-based learning option. Partners included; Hillview Boys Aspirations program, New Beginnings, Renaissance House, and the Lewiston Public Library's after-school program.

*Eight students did an average of 44 hours in the community for a total of 352 hours.*

**Thesis Research**

Senior Thesis/Community-Based Learning, PSYC 457 A/B, Georgia Nigro, Susan Langdon, Nancy Koven, Krista Scottham, Katherine Mathis, Amy Douglass, Rebecca Fraser-Thill, and Kathy Low

Psychology majors who elect to do a community-based senior thesis identify, through research and meeting with faculty and community organizations, a community issue around which they do an in-depth thesis-level study. This year, 28 students in the Department did 60 to 80 hours each of intensive work in the community. Projects included:

- Executive Function Differences in Children with ADHD and PDD (Renaissance School)
- "What Do Civil Rights Mean to You?" Conceptions of Civil Rights at the Lewiston Middle School
- Beliefs about Children's Competence: A Cross-Cultural Comparative Study of American and Danish Child Care Workers
- Effects of Relaxation on Pain and Stress in a Physical Therapy Setting

- Handwriting Instruction for Children with Autistic Spectrum Disorders: An Ethnographic Study
- Social Stories to Promote Social Language in Children with Developmental Delay
- A Process Evaluation of Mindfulness Sessions in a Group Home
- Moving for Math: Kinesthetic Learning in the ELL Classroom
- A Health Intervention's Impact on Well-being in At-Risk Girls
- Experience with Patient-Centered Education During Pregnancy and Childbirth
- Nonsense or Common Sense? Critical and Realistic Approach to the Current and Future Application of Neuroscience to Pedagogy
- Growing Up Somali-American: An Exploration of Somali Immigrant Female Adolescent Identity and Aspirations
- The Psychology and Emotional Responses of Division III Athletes to Injury
- Determining the Function of Aggressive Behaviors: A Case Study
- The Coming Out Process and Resiliency Outcomes in Jamaican Gays: An Exploration Study
- Think You're Stressed? Your Dog Probably is Too: The Emotional Connection Between Owners and Their Dogs
- Testing the Effectiveness of Motivational Interviewing as a Primary Weight Reduction Strategy for Obese Cardiac Patients (two students worked on this research project)
- From "Not Sure" to "Positive": Jurors' Perceptions of Eyewitness' Confidence Inflation
- Market Analysis: Globalization of American Professional Sports In China
- The Effect of Exposure to Forms of Breast Cancer Media on College Students' Perceptions of Body Image
- Nonmedical Prescription Drug Use in College Recreational Settings: Prevalence, Quantities, and Dosages
- Anti-Tobacco Social Marketing Campaign: Meeting the Needs of Young Adults
- A Service-Learning Experience at the Cancer Resource Center at St. Mary's Regional Medical Center
- Predictors of a Termination of Parental Rights
- The Effect of Cognitive Dissonance Intervention on Maladaptive Body Attitudes
- Barasho Ingriisi: Somali Children Learning English in Head Start
- Fitting Into A Jigsaw Puzzle: Minority Students' Perspectives of Bates College

*Twenty-eight students did an average of 70 hours for a total of 1,960 hours.*

### **Independent Study**

Professor Low supervised two independent study projects. One student worked with cancer programs at Central Maine Medical Center's Dempsey Center, and another student worked throughout the year at the Renaissance School.

*Forty hours at the Dempsey Center and 80 hours at the Renaissance School for a total of 120 hours.*

### **Religion**

Human Suffering, REL 313, Cynthia Baker

Professor Baker developed a unique aspect to this course when she asked students to incorporate a community-based learning component into their class work. The focus of the course was the Book of Job and each student had to reflect on their experience in the community and how it informed their reading. Students worked with community partners including; Trinity Soup Kitchen, McMahon School ELL classroom, Renaissance House, Lewiston Public Library after-school program, and the Abused Women's Advocacy Project.

*Ten students each averaged 44 hours in the community for a total of 440 hours.*

### **Rhetoric**

#### **Thesis Research**

Professor Stephanie Kelley-Romano supervised a student thesis the researched the effects of No Child Left Behind on Lewiston Public Schools. The student interviewed local school administrators and teachers and presented a study of how the components of NCLB had caused them to change their teaching style, class curriculum and student relationships.

*Total of 60 student hours.*

### **Sociology**

Privilege, Power and Social Inequality, SOC 250, Kimberly Simmons

Students in Professor Simmons' course had the opportunity to choose a community-based learning option to inform their classroom readings and discussion. Students partnered with the following organizations: Clover Health Center, Refugee Resettlement, Hillview Girls' Aspirations

Program, Abused Women's Advocacy Project, Tri-County Mental Health Social Learning Center, Adult Learning Center, Sexual Assault Crisis Center, and the Lewiston Middle School Civil Rights Team.

*Fifteen students each averaged 20 hours over the course of the semester for a total of 300 hours.*

Sociology of Health and Illness, SOC 230, Heidi Chirayath

Students in Professor Chirayath's course visited Museum L/A and spoke with a retired mill worker about issues that effected the health of those that worked in the local mills over the past 50 years.

*Thirty students spent a total of 30 hours.*

Activism and Social Change, SOC 255, Kimberly Simmons

This course draws on a variety of case studies of progressive social movements to examine strategies for creating social justice and social change. Students studied traditional movement tactics, such as protests and direct action, as well as more contemporary tactics, including Internet activism. Students interviewed local activists and reflected on how their stories mirrored or differed from what students were learning in class.

*Thirty-three students each did an average of about 10 hours in the community (total of 330 hours).*

### **Thesis Research**

Three students did community-based theses in Sociology:

- Breaking Barriers: Parent Educational Involvement and Power-Sharing in Schools
- How Local Actors Mediated U. S. Influence in the Transition to Neoliberalism in Nicaragua
- Nurse-Doctor Relationships in Lewiston Hospitals

*Each student did approximately 50 hours of community-based research for a total of 150 hours.*



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

The Community Volunteerism and Student Leadership Development Program helps Bates students find ongoing volunteer opportunities at local agencies, as well as providing opportunities for one-time service activities. Much volunteer work is done independently or in response to requests posted on our listserv, making it difficult to track. Students contribute many hours to local agencies on such tasks as sorting food, preparing and serving meals, translating, and caring for children. Regular mentoring is an important part of the CVSLD programming, but other activities are also described briefly at the end of this section.

### **Americorps/VISTA**

Aubrey Nelson, Bates College class of 2008, was this year's AmeriCorps/Maine Campus Compact VISTA at the Harward Center. In the fall, Aubrey worked on a number of winterization/energy efficiency initiatives with other community organizations in Androscoggin County. She compiled an inventory of pre-existing initiatives and organizations contributing to this effort, and she worked to fill some of the gaps that remained. Her involvement included organizing workshops and leading volunteer efforts to install Keep ME Warm winterization materials for those who needed assistance.

In the spring, she focused a great deal of energy on the "Get Down(town) To Business" Campaign, which seeks to bridge the "gown-to-town" gap, and encourage college students to support local businesses and community. As part of the initiative, she collaborated with the Downtown Education Collaborative to generate a college guidebook to Lewiston-Auburn. Throughout the year, Aubrey took on a number of other projects, including two book drives for Better World Books, coordinating the Boys' and Girls' Aspirations Clubs at Hillview, working with Bates students and Lewiston High School teachers to create an outdoor classroom and curriculum at LHS, creating an inventory of leadership training programs at Bates, and working to connect the Harward Center to environmental work on campus.

(For more information on the Winterization Effort, the "Get Down(town) to Business" Campaign, or the Better World Book Drive, please see the *Campus and Community-Wide Initiatives* section).

## **Student Volunteer Fellows Program**

For the seventh year, a group of Student Volunteer Fellows worked together to lead key volunteer programs at Bates. This year there were seven SVFs. They each took responsibility in different areas, working as a team to expand volunteer programming at Bates and to explore leadership issues. Fellows who ran site-based programs also worked with community work-study and service-learning students to facilitate student work at their agency. The Fellows met weekly to update each other, exchange ideas, and plan for future events. In addition, the Fellows worked hard to increase the visibility on campus of volunteer opportunities through volunteer fairs, tabling, and the communitylinks listserv. The Fellows also administer the Volunteer Grants, which provide up to \$300 each for student volunteer projects (see Service Awards); this year they awarded \$4178 to student applicants to support a range of service activities. Current Fellows participate in the selection process for their successors. Information on Student Volunteer Fellows and their programs in 2008-2009 follows.

*“The centerpiece of my Bates education has been my experiences at the Hillview low-income housing community; so many people contributed to that experience that I cannot possibly thank them all. In addition to my thesis work, my volunteer work at Hillview After-School definitely impacted my academic learning. Every minute I spent there in any capacity, added to my personal growth and to my academic understanding of my area of study.”*

*-Jess Adelman '09*

Jessica Adelman '09 coordinated the Hillview After-School Program, a program she participated in for the four years she was at Bates. She recruited and trained a total of 35 students, both volunteer and service-learning, to work two afternoons a week for two hours. They helped students with homework and planned other recreational activities for them. Jess also helped to get a Boy Scouts program started, referring boys and

recruiting 2 students to help with the troop. During Short Term, Jess continued to run this program. In addition to the After-School Program, Jess planned a clean-up day as part of the spring Make a Difference Day. Thirteen volunteers spent two hours picking up trash throughout the Hillview neighborhood. They involved about forty resident children in the project. After working, they had ice cream bars and played games such as duck duck goose, tag, jump rope, and soccer. Jess also organized activities for Neighbor Night and recruited 15 volunteers to help with set up, clean up, activities, food serving, and the raffle.

Christine Chiu '09 took on the newly created position of volunteer recruitment for adult English Language Learners. She worked with Lewiston Adult Education this year. She recruited volunteers and worked with service-learning students, scheduling and training them. Christine was also able to work on recruiting and orientation materials.

Annie Fischer '09 was responsible for the Longley Elementary School Mentoring Program, a program she participated in throughout her years at Bates. The program matches Bates students with fifth and sixth graders at a local elementary school. The mentors visit their mentees for an hour a week. In addition to recruiting and training 24 Longley mentors, Annie planned two field trips at Bates for the mentors and mentees, each involving an activity and a meal. She arranged a concert by the Crosstones (an a cappella group) for the fall field trip and a t-shirt-decorating event for the winter field trip.

*"The partnership I found in the Harward Center offered me not only the structure I needed in order to successfully run the mentoring program, but also the care and comfort I needed to determine how to make community work a part of my life after graduation."*

*-Annie Fischer '09*

Erin Gilligan '09 was responsible for coordination of the America Reads/America Counts program. She helped to recruit, interview, train and place 17 tutors in the local schools, working closely with Harward Center staff. She also organized an orientation, a reflection session, and a literacy training for participants.

Julie Miller-Hendry '09 coordinated programming for senior citizens and the disabled at Blake Street Towers and Meadowview. Highlights of her work included planning events and recruiting volunteers to help socialize with residents around breakfasts, regular card games, seasonal parties, dinners, and concerts. She also brought a group of residents to the Dining Commons several times for lunch.

Chelsea Pennucci '11 was responsible for the Trinity Jubilee Center soup kitchen program, recruiting and scheduling 45 regular volunteers. Some served meals and others helped with the after-school tutoring program.

Diane Saunders '11 developed volunteer opportunities for athletic teams and student organizations. Highlights of club and team volunteering included:

- Thirteen members of the softball team helped with the Lewiston Recreation Department Halloween Party.
- Five members of the baseball team helped tutor at the Trinity After-School Program.
- The Manic Optimists and the Merimanders sang at the Advocates for Children Holiday Festival

- The men's basketball, golf, softball, and volleyball teams contributed generously to the holiday gift drive.
- Northfield sang at an ice cream social at Oak Park Apartments.
- One hundred fifty student-athletes, organized by Nate Kellogg, Izzy Alexander, and the Student Athletic Advisory Council, hosted over 100 children at a field day on campus.
- Fifteen students participated in the National Alliance on Mental Illness walk in May.

Each Student Volunteer Fellow organized a one-time event that was open to everyone on campus. Examples include:

- organizing 13 Bates students to help with activities at the Lewiston Recreation Department Halloween Party
- recruiting 8 volunteers to help with activities at the Advocates for Children Holiday Festival and 2 a cappella groups to perform
- organizing the MLK Read-In at Martel School, in which 18 students and staff read to fourth-through sixth-graders from books with a multicultural theme.
- organizing a spring clothing drive for New Beginnings.
- facilitating a spring greeting-card project in which students in commons could participate by making a card for residents of local nursing homes.

The Student Volunteer Fellows also organized two Make-a-Difference Days, one in the fall and the other in the spring. The fall event included the following:

- Children from Hillview decorated pumpkins, gave them to residents of Blake Street Towers and they all had lunch together.
- Volunteers at Trinity Jubilee Center cleaned, swept and raked the grounds.
- Volunteers at the Greater Androscoggin Humane Society cleaned animal cages.

In the spring:

- Volunteers served lunch and helped clean up at Trinity Soup Kitchen.
- Volunteers walked dogs and helped care for animals at the Greater Androscoggin Humane Society.
- Volunteers participated in a 5K walk in Portland in support of the National Alliance on Mental Illness.
- Students planted flowers and shared a snack with residents at Blake Street Towers.
- Students participated in a clean-up day at Hillview, working with children to clean the grounds and then to play outdoor games.

Student Volunteer Fellows also participated in personal and professional development workshops. They joined Carignan Grant Committee members in two workshops presented by Patricia Butler, one on non-profits and the other on grant writing.

The Student Volunteer Fellows organized a ‘Students in the Community’ dinner in March for students who have participated in volunteer programs. A presentation to the group by the Fellows and by David Scobey was followed by small group discussions of students’ impressions of Lewiston, their experiences volunteering, and how their work connects to classes they are taking.

## **Mentoring**

Fifty-eight Bates students volunteered this year to be mentors in the Lewiston/Auburn public schools, contributing about 2300 hours of service. Mentors visited their mentees weekly at the child’s school for at least one hour, over the full academic year.

“The presence of our Bates volunteers certainly leads to fewer discipline problems at recess because kids are getting lots of positive adult attention. Our kids look forward to weekly visits with their Bates mentors or Bates buddies and classroom helpers. These programs help to address the social and emotional needs, and they may make a difference in school attendance. Our truancy numbers are down and I believe that the Bates programs may contribute to these positive results.”

*-Jane Collins  
Volunteer Coordinator  
Longley School*

- At the Longley School, 24 Bates students were mentors to fifth and sixth graders. This included a commitment of one hour per week in the school as well as a willingness to help supervise two field trips to Bates College during the year. These visits also included dinner in the Bates Commons.
- 34 Bates students mentored in Lewiston elementary schools and Lewiston Middle School through the Big Brothers/Big Sisters program. Ten of these participated in Cats and Cubs, a biweekly mentoring

program that brings children to Bates College for activities. There was an end-of-year celebration dinner on campus in April.

## **Other Volunteer Activities**

Some examples of other volunteer work include:

- Meg Loeb ’09 and Alvin Nguyen ’09 led an AESOP trip with 8 participants. The trip involved a river clean-up with Androscoggin Land Trust, a visit to Museum LA, farm chores at Nezinscot Farm, tutoring at Trinity After-School Program, gardening at Lots to Garden’s

Knox Street Garden, and farm help with the New American Sustainable Agriculture Project at Packard-Littlefield farm in Lisbon.

- The annual Volunteer Fair was held on September 10, 2009. Eight agencies and six student groups recruited at the event.
- Ninety-one students participated in the Bates Buddies program. This student-led group schedules volunteers to go to Longley Elementary School once a week at lunch and join groups of students during recess.
- Three students volunteered regularly for the newly-formed Court House Assistance Program in Lewiston, run through the Maine Volunteer Lawyers Project. The students received over 20 hours of training to help interview walk-in clients at the District Court. They learned to provide initial interviews, to coordinate with the attorneys on duty and to assist clients with filling out family law *pro se* materials. Each then volunteered three hours a week during winter semester and Short Term.
- Several holiday gift drives were organized:
  - Harward Center staff sponsored a drive and collected items from wish lists for Renaissance House and Genesis Residential Treatment Facility and for Spring Harbor Hospital.
  - At the Holiday Reception, the President's Office collected over \$400 in donations and 422 pounds of food for the Good Shepherd Food Bank.
  - The Bates Office Professionals Network sponsored a drive and donated gifts and money to youth at New Beginnings
- Ten members of the Women's Resource Center met bi-weekly on Bates' campus with a group of fourteen female students from Poland Regional High School. Their visits to campus included service projects, aspirations programming, and dinner in Commons.
- Fourteen students volunteered at St. Mary's Regional Medical Center.
- Students in the Bates Christian Fellowship cared for children at Hope House while the mothers attended classes to develop parenting skills.
- The Robinson Players produced *The Vagina Monologues* and raised \$1,754 for the Western Maine Community Action Health Clinic.
- Twelve students each volunteered a minimum of 20 hours a week over Short Term. They worked in various community agencies including Thorncrag Bird Sanctuary, the League of Young Voters, the Maine People's Alliance, the Boys and Girls Club, and the Central Maine Medical Center Wellness Program.

- A group of student volunteers continued to work throughout 2008-09 on projects which they started in Bio s39, a Short Term course in 2008. One major project involved creating a video, in collaboration with the B-Street Health Center and local pharmacists, to help familiarize Somali families with pharmacy use. For this video, volunteers solicited input from the local pharmacists, both American and Somali, and from health care providers who work within the Somali community. They also worked with a cultural broker and media center staff at Bates. Ten students "seriously" participated, all as volunteers, and 5 others had at least some involvement. Over the course of the year, students devoted about 1000 hours total of volunteer time. They researched and wrote the script, revised it, made a story board, did the video shooting, did the editing. They presented a rough clip at Mt David, and the final product at Parent's Weekend. A second volunteer project stemming from the Bio Short Term course involved students with informational Vitamin D workshops, funded by a PEAP grant. Student participants have so far conducted one educational workshop for pregnant and breastfeeding women about Vitamin D, shown the video on how to use the pharmacy (mentioned above), and conducted 6 home visit interviews. Six students are involved in this project at the present time, and have contributed about 100 hours total.
- Catherine Elliot, class of 2012, organized a project to gather yoghurt lids in competition for the \$50,000 "Double Play" grant from organic yogurt maker Stonyfield Farm and KaBOOM!, a nonprofit dedicated to bringing play into children's lives. She successfully collected 4,500 lids, winning the prize. The contest actually provided grants for two deserving organizations. Elliott's partner, the Boys & Girls Club of Auburn-Lewiston, won first prize, \$50,000 worth of play-related improvements to the Clubhouse, including renovation of a gym floor. The first-place winners also got to choose a second \$50,000 grant recipient: Elliott and Boys & Girls Club unit director Andie Hannon awarded this prize to the PTA at Laurel Elementary School in Laurel, MD.

### **Trainings and Student Development**

Ellen Alcorn led or organized the following trainings for students in community work:

- Meetings with 291 students in 16 courses to discuss placements, as well as tips for working in school settings. Talks focused on the nuts and bolts of placements, as well as on various issues such as reliability, professionalism, confidentiality, health and safety, and ways to get the most out of a service-learning placement.
- Training and reflection sessions for America Reads/America Counts tutors.

- Trainings for tutors at the Lewiston Public Library and Lewiston High School after-school programs, co-facilitated with Learning Associate Winfred Kiunga.
- Two trainings at the Downtown Education Collaborative for after-school tutors at various programs throughout Lewiston.
- Meetings with 22 students from two different courses to offer tips and strategies for working with English Language Learners.

Anna Sims Bartel and Marty Deschaines led, organized, or worked with students on:

- Two workshops for Student Volunteer Fellows, Bonners, and other students interested in participating in the Carignan Group. Both sessions were led by local grant writer Patti Butler; the first focused on basics of non-profits, and the second focused on grant writing skills and strategies.
- A two-day orientation for Student Volunteer Fellows, involving games, community-building, discussions of the nature of service, and planning for the year's activities.
- A process to plan and pilot our Bonner Leader Program, spanning Winter and Short Terms 2009.

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

The Bates-Morse Mountain Conservation Area is a remarkable educational resource. Morse Mountain itself is an ecologically diverse granite headland at the end of the Phippsburg peninsula. The mountain is bordered by the Morse and Sprague rivers to the east and west, and fronted by a mile-long barrier beach and the Gulf of Maine to the south. Morse Mountain's upland forests, much of the Sprague and Morse river marshes, and the dunes bordering Seawall Beach constitute the Bates-Morse Mountain Conservation Area (BMMCA). The area is embedded in a 3,550 acre focus area designated as having "statewide significance" for its unique natural resources and relevance to the larger Kennebec Estuary ecosystem.

The Bates-Morse Mountain Conservation Area provides unique opportunities for both research relevant to changing coastal processes and the arts. With renovations at the Shortridge Coastal Center completed in September, 2008, faculty and students are now able to stay for periods of time conducive to on-going field and community-based research and in-depth reflection and inspiration.



This year marked Laura Sewall's first as the Director of both BMMCA and the Shortridge Center. Initiatives at Shortridge included the development of a Summer Residency program, allowing students to live on-site while doing research and internships at Morse Mountain and in the Phippsburg community. Initiatives focused on BMMCA included the development of a comprehensive management plan, partnerships with US Fish and Wildlife Services and the State Planning Office, and the construction of a new gatehouse.

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

During the 2008-2009 academic year, Bates College used BMMCA for introducing students to field research methods in geology and wildlife biology, conducting on-going geological research, and introducing students to experiential education methods. Most notable was the thesis work of two seniors, Emily Chandler and Dana Oster. Working under the supervision of Geologist Mike Retelle, Emily and Dana documented barrier beach processes with respect to seasonal changes and storm events. Emily also archived historical data documenting changes in the geomorphology of Seawall Beach over several generations. Dana's work largely focused on long-term, projected changes to Seawall Beach and the Sprague River Marsh as a result of sea level rise associated with climate change. Emily and Dana offered four presentations to the Small Point community during the 2008 summer season, and a final presentation in May, 2009. Presentations introduced their research methodology and questions; identified issues associated with building barriers to prevent beach erosion; opened discussions regarding climate change and sea level rise; and stimulated much interest. In response, the Small Point Association offered to provide \$6,000 in annual funding for on-going geology research on Seawall Beach in order to better understand long-term environmental changes to coastal systems.

*“Our ongoing work on the Maine coast deals with changes in the coastal environments over short to long-term time scales. We've done this work for over 20 years in somewhat of a bubble, but last year was the first opportunity we've had to forge strong ties with the Small Point community and share information from their perspective as long-term residents and our perspective as researchers. Given the critical importance of understanding the potential impacts of climate change in coastal environments, working with the community only makes sense. My students and I have given lectures and reports, offered field trips and visited classrooms. We've also developed a website that features a tutorial on coastal environmental change and an online archive to which Small Point residents have contributed personal photographs, documenting changes in the beach system since the early 1900's. I feel that the community benefits from research results that are not shelved in a library; the research attempts to answer questions that are relevant to their lives. My students and I benefit from working with a community in societally relevant geoscience research.”*  
*-Mike Retelle  
Professor of Geology*

Mike Pickoff's senior thesis, also under the direction of Mike Retelle, focused on geologic and land-use history surrounding Meetinghouse Pond, behind the Shortridge Coastal Center. His data were derived from core samples gathered from Meetinghouse Pond and from archives at the Totman Library in Phippsburg.

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

- Geology 103. *Earth Surface Environments and Environmental Change*; Mike Retelle. 1 day of field work at Seawall Beach
- Geology 210. *Sedimentary Processes and Environments*; Mike Retelle. 3 days of field work at Seawall Beach
- Biology s36, *Mammology*, Ron Barry, field trips over 3 days
- Education s20, *Creating Educational Experiences at Morse Mountain*; Weslene Marble. Students worked with grade-schoolers from both Phippsburg and Blue Hill, including several day trips to Morse Mountain.
- Environmental Studies, INDS s34. *The Soundscape*, Jonathan Skinner, 3 days and nights at Shortridge and visits to Morse Mountain

### **Other Educational Uses**

The Bates-Morse Mountain Conservation area serves a variety of additional educational interests. Fifteen different grade schools visited the conservation area, bringing 544 students to the site. Because visitor records are maintained for only 189 days of the year, and not all school groups make prior arrangements, these numbers under-represent the degree of use for educational purposes. Bowdoin College utilized the site on at least three different occasions, including Nordic team practice and an introduction to environmental research methods. Maine College of Art brought twelve art students on a field trip to BMMCA.

### **Special Projects and Events**

**National Day of Service:** On April 19<sup>th</sup>, 2008, 13 Bates alumni gathered at BMMCA to pick up garbage and remove lobster traps from the beach. In the 2009 calendar year, 22 alumni volunteered their time for the National Day of Service and for beach clean-up at Seawall Beach. Prior to the NDS, arrangements had been made through the Department of Marine Resources

and the State Planning Office for returning usable traps to lobstermen and disposing of the remaining traps.

**Purple Loosestrife:** Purple loosestrife is a particularly aggressive invasive plant species that has been growing within the BMMCA for a number of years. During the loosestrife flowering season in 2008, and on two different occasions, the Director and six volunteers cleared a dozen large trash bags of flower heads from the half-acre site. Two of the volunteers had done this process in previous years and judged the patch of loosestrife to be “about the same” in extent, suggesting that the method of control minimizes the plant’s spread, at best. In 2006, beetles were also used as a form of biological control, but were found to be ineffective due to periodic flooding of the area, which killed the beetles.

At the 2008 annual meeting of the BMMCAC trustees, there was agreement to investigate a more aggressive form of eradication. After conversations with managers at several sites (including Acadia National Park), Gary Fish of Maine’s Board of Pesticides Control, Nancy Sferra, Director of Science and Stewardship at The Nature Conservancy, and others, the Director requested technical and funding support from US Fish and Wildlife Services to apply herbicides. In March 2009, the site was visited by the licensed applicator, Mike Morrison, Ron Joseph, wildlife biologist for USF&WS, Nancy Sferra and Laura Sewall. Ron Joseph generously agreed to provide \$3,000 for the application, which began in July 2009. Funding will be drawn from USF&WS’s salt marsh restoration funds.

**Salt Marsh Restoration:** The USF&WS is also supporting research to investigate the efficacy of restoration efforts begun in the Sprague River Marsh in 2000. This research, begun in June 2009 will address the question of food web recovery in the marsh by measuring carbon isotopes. Contributions from USF&WS to fund two student interns to collect and analyze data total \$7500. Students are working under the supervision of geology professor Bev Johnson; analysis

will occur through her laboratory during the 2009 summer season.

“BMMCA is an extraordinary natural area. It is a sanctuary for a remarkable diversity of migratory birds. Its conservation value is underscored each fall when thousands of migrant shorebirds from the Canadian high arctic stop, rest, and feed on the exposed flats during low tide. Many will end up wintering in southern Argentina. The area is unique in its capacity to feed so many migrants, and its critical value will only increase as much of Maine’s coastal habitat is degraded by development.”

- Ron Joseph  
Wildlife Biologist  
US Fish and Wildlife Service

### **Endangered Species**

**Piping Plovers:** The Nature Conservancy, Maine Audubon, Bates College and the St. John family co-sponsored a workday to stake areas designated for

piping plover nesting habitat in April 2008. Piping Plovers did not nest on Seawall beach during the summer of 2008, representing the first year since data collection began (1981) during which no attempt at nesting was made. In the 2009 season, staking occurred in early May, with three pairs of plovers nesting in the aftermath. Two pairs were lost to predation and the third to particularly high tides.

**Least Terns:** No least terns nested at Seawall Beach in 2008. In 2007, there appeared to be a large amount of suitable nesting habitat near both the Sprague and Morse Rivers. Perhaps because both of these areas had experienced significant predation in previous years, least terns did not establish nests in either 2007 or 2008.

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

During the 2008 gate-keeping season, gatekeepers recorded 15,690 visitors over 189 days—an increase of over 2,213 visitors from the previous year. Of the more than 15,000 visitors, one in six was visiting for the first time. Public use has increased each year, implying the importance of developing a management plan that clarifies the BMMCA Corporation’s mission and purpose. The development of a comprehensive Management Plan for BMMCA was initiated during 2008 and will be continued in the 2009-2010 academic year.

Eight different camps brought 255 campers to BMMCA during the “gate-keeping season.” Also during the 189 days of record-keeping, four conservation organizations were recorded as having visited the site. In addition, seven conservation organizations and state agencies visited BMMCA for specific research and/or monitoring purposes. Beyond the gate-keeping season, several trips to the site were made by USF&WS, The Nature Conservancy, the Department of Conservation, and others for purposes of research, monitoring and management.

### **Shortridge Coastal Center**

As mentioned above, renovations of the Shortridge Center were completed in September, 2008. Shortridge was used by the Crosstones, one of the college’s a capella groups, even before the “paint had dried” in August. They found the acoustics of the living room area to be particularly conducive to their practice and returned again in September. Other uses during the fall included:

- Oceanography Lab Set-up (October, 2 days)
- Geology thesis and seminar research (October, 5 days)
- Christian Fellowship retreat (October, 2 days)

During January, February and March, 2009, the Director introduced Shortridge to faculty, staff and students on the main campus through one-on-one meetings, an “enviro-lunch” presentation, a presentation to the Arts Planning Group, and as part of a “Public Works in Progress” presentation. Utilization of Shortridge has increased in the aftermath of this outreach. During May, 2009, two courses, *Creating Educational Experiences at Morse Mountain* (taught by Gretchen Feiss), and *The Soundscape* (taught by Jonathan Skinner), totaling 44 students, used Shortridge for overnight stays. *Animal Behavior*, taught by Ron Barry, utilized the center for a day of exploration. In addition, the Chaplain’s Office, the Dean’s Office, and the Environmental Studies Program all held retreats at Shortridge in May and early June.

**Residency, Internships and Partners:** Since the re-opening of Shortridge, the facility has also provided a venue for both forging new partnerships and strengthening existing ones. The Nature Conservancy (TNC), a long term partner in managing BMMCA, utilized Shortridge for a Director’s Retreat in October. In addition, four meetings were held to discuss conservation and stewardship efforts shared by Bates College and TNC, USF&W and the Phippsburg Conservation Commission. In December, for example, Ron Joseph (USF&WS) assisted members of the Phippsburg Conservation Commission in assessing the wildlife community on the Town-owned property adjacent to Shortridge.

During the winter and into the spring of 2009, student internships and partnerships were solidified, creating the foundation for the Shortridge Summer Residency. As a result, four students are currently doing research at the conservation area and on Seawall Beach, and are using Shortridge as home base for the summer. Although still in its infancy, the Shortridge Residency has contributed to the educational mission of BMMCA and is serving to strengthen community partnerships in Phippsburg. Other 2009 summer uses will include staff retreats by the Environmental Studies Department, Campus Compact, the College Access Corps, and Kid’s Consortium.

## **Events Management**

The Events Coordinator manages the Harward Center’s own events programming and summer programs. Equally important, this office oversees all community use of Bates’ facilities, playing an ambassadorial and support role that is crucial to the Center’s mission of bridging campus and

community. Examples of events hosted on Bates' campus for our community partners include:

- Center for the Prevention of Hate Violence Unity Projects;
- Young Writers workshops, Arts and Contemporary Issues; for kids in the Gifted and Talented programs in our local High School
- Maine Folk Art Symposium
- Lewiston/Auburn Chamber of Commerce breakfast;
- Auburn Community Band concert;
- KinderKonzerts;
- Special Olympics Swim and Track meets;
- Central Maine Physics Alliance workshops;
- Literacy Volunteer of Maine Meetings;
- Girls Get It Math and Science Workshop;
- College for ME, Androscoggin celebration and awards luncheon;
- 39th International Arctic Workshop
- Summer Concert Series;
- Civic Forums ...and many more.

### **Convenings and Celebrations**

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

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

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

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

The Harvard Center completed the third year of our lunch-time discussion series, “Public Works in Progress.” PWIPs take place on Tuesdays at the Harvard Center over lunch, offering faculty and staff an opportunity to present and discuss community partnerships, service-learning, community-based research, and other public projects. Open to the public and the Bates campus community, PWIPs continue to draw a wonderfully mixed audience of community partners, faculty, staff, and students, averaging roughly 30 participants per session. For the first time this year, we were able to include presentations by colleagues from Bowdoin, Colby, and the University of Southern Maine, Lewiston-Auburn.

This year’s Public Works in Progress series featured:

- October 21: Mike Retelle, Emily Chandler, and Dana Oster (Geology), "An Environmental Archive of the Changing Coastline: Small Point, Maine"
- November 11: Patti Buck (Education), “‘They Were Very Beautiful. Such Things Are’: Sharing Memoirs from Dadaab to Lewiston and Beyond”
- November 18: Myron Beasley (African American Studies), “What Androscoggin County Eats: Food, Performance, & Pedagogy”
- December 2: Holly Lasagna and Ellen Alcorn (Harvard Center for Community Partnerships), “Study Circles: A Collaborative Model for Civic Participation”
- January 27: Michelle Vasquez Jacobus and David Harris (University of Southern Maine, Lewiston-Auburn College), "Food Insecurity in Lewiston: Mapping Community Needs"
- February 3: DeWitt John (Bowdoin College), “Re-Imagining the Androscoggin Valley: A Study of Public Attitudes and Environmental Change”
- February 10: Catherine Besteman (Colby College), “A Refugee Odyssey: The Somali Bantu Experience”
- February 24: Carol Dilley (Dance), “The Maine Exchange: Building a Regional Dance Community”
- March 10: Anna Sims Bartel (Harvard Center for Community Partnerships), “Why Literature Matters, and How”
- March 17: Cindy Visbaras (Bates Health Center), “Paint Your Heart Out: Expressive Arts and Healing”
- March 24: Laura Sewall (Harvard Center for Community Partnerships), “Partners in Place: Thoughts About a Conservation Curriculum for Bates”

- March 31: Anita Charles (Education), “Adolescent Multiliteracies: Interactions with Text Across Social Spaces”
- April 28: Helen Regan and Bill Mortimer (Education), “Resolving a Policy Dilemma: Achieving Equal Access to Quality Education and Property Tax Equity in Maine”
- May 5: Nate Tefft (Economics), “Combating Childhood Obesity through Soft Drink Taxes: Good Policy or Just another Non-Nutritious Solution?”

### **Civic Forum Series**

The Civic Forum Series explores civic, political and policy issues significant to the Bates community, Maine, and beyond. This year the Civic Forum featured two “mini-series.” The first two Forums, both of which took place in the run-up to the historic 2008 Presidential canvass, focused on the theme of “Engaged Citizenship and the Election.” The next three Forums dealt with “Maine in a Trans-National World.” A few of the speakers on the “Women’s Rights and Women’s Activism” panel visited classes the day of their talk and met with students and faculty informally to discuss their work. All five Forums drew large audiences (with more than three hundred people attending Bill McKibben’s electrifying talk on climate change), and most were recorded and re-broadcast on Maine Public Broadcasting Network’s radio show, “Speaking In Maine.” We are grateful for MPBN’s cooperation in bringing the Civic Forum series to a wide audience.

- September 24: Peter Levine (Director, the Center for Information and Research on Civic Learning and Engagement, Tufts University), “What Happens on November 5? Activating Citizenship (No Matter Who Wins)”
- October 22: A panel of students, active in a variety of issues, “Why November 4th Matters: Student Voices On the Stakes of the Presidential Election”
- November 19: Matthew Dunlap (Maine Secretary of State), Shenna Bellows (Executive Director, Maine Civil Liberties Union Foundation) and Warren Bamford (Special Agent in Charge, Federal Bureau of Investigation), “Homeland Security, Terrorism and Our Civil Liberties”
- January 21: Debra Schultz (Historian and Human Rights Consultant), Jael Silliman (Women’s Rights Program Officer, The Ford Foundation) and Shalom Odokara (Executive Director, Women in Need Industries), “Women’s Rights and Women’s Activism: An International Perspective”
- March 12: Bill McKibben (Scholar-in-Residence in Environmental Studies, Middlebury College), “Global Warming: Fighting Against It, Living With It”



## Grants

### Grants Awarded by the Harvard Center

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

Harvard Center Grants for Publicly-Engaged Academic Projects are awarded twice each year. PEAPs offer any member of the Bates faculty and staff significant support for publicly-engaged teaching, research, artistic, policy, and other projects. In 2008-09, seven projects were awarded grants totaling approximately \$32,000. Grantees included members of the Bates staff and the senior, junior, and non-tenure-stream faculty. Their projects represented an exciting breadth of field and type of work: research into environmental economics and preschool curricula, the piloting of health education programs and writing camps, an international course-based partnership in Rwanda, to cite only some of the projects that were funded.

The PEAP grant recipients for 2008-09 were:

- Anita Charles (Education), “Adolescent Interactions With Text Across and Within Social Spaces, Phase II.” This grant funds Professor Charles’ research, conducted through both ethnography and interviews, into the ways that teens negotiate and switch among diverse types of literacy in different social domains.
- Alexandre Dauge-Roth (Romance Languages and Literatures), “Learning With Orphans of the Genocide in Rwanda.” This grant helped to fund student travel and academic activities in Professor Dauge-Roth’s Short Term field experience in Rwanda, during which students did peer dialogues and oral histories with survivors of the Rwandan genocide.
- Pat Hager (Bates Writing Center), “Summer Digital Storytelling Project.” This grant supported the piloting of a two-week Digital Storytelling Camp for a multicultural group of Lewiston middle-school students, hosted at the storefront center of the Downtown Education Collaborative.
- Pallavi Jayawant (Mathematics), “Interactive Modular Origami Exhibit.” This grant funded a series of workshops and exhibitions that will use modular origami to teach geometric thinking in Lewiston schools and the Downtown Education Collaborative.
- Lynne Lewis (Economics and Environmental Studies), “Measuring and Incorporating Stakeholder Values Into River Restoration Decisions.” This grant funded a survey of

residents and property-owners along the Androscoggin River, part of a larger research project on the economic and social effects of river restoration and dam removal on local land-owners and communities.

- Georgia Nigro (Psychology), “Playful Learning and Cortisol Levels In a Preschool Population.” This grant helped to support a study comparing “play-oriented” and “cognitively-oriented” curricula for preschoolers, in order to advise policymakers on developmentally appropriate learning environments for preschools.
- Karen Palin (Biology), “Increasing Understanding About Vitamin D and Prescription Drug Use Within the Immigrant and Refugee Population in Lewiston.” This grant supported an intercultural health literacy project, in which Bates students tested pictographic materials designed to educate non-English-speaking immigrants about the value of using Vitamin D during pregnancy.

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

In contrast to the individual faculty and staff projects supported by PEAP grants, the Harvard Center’s Grants for Programs, Departments, or GECs (or P-DoGs, in the argot of the Center) are designed to fund curricula, courses, capstone opportunities, training, or other resources that institutionalize community engagement in the Bates education. P-DoGs are available to all departments, interdisciplinary programs, and General Education Concentrations. One unique feature of P-DoG’s is that they carry an automatic, supplemental “Act II” grant, available to the grantees once their initial funded project is complete.

Two Program, Department, or GEC grants were awarded in 2008-09:

- The Program in Environmental Studies received P-DoG funding to support the revision of the Junior Seminar for concentrators to include community partnership projects and community-based research. The grant helped to underwrite the hiring of a student Research Assistant, as well as a series of summer workshops with visiting faculty speakers from ES programs in peer institutions.
- The Department of Sociology received “Act II” supplemental funding for three years to hire student Research Assistants to continue the development and support of projects for its Public Sociology course and other courses that use community-based learning and research.

### **Staff Volunteer Grants**

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

- Sue Dunn, Office of the Registrar and Academic Systems, for her work with Adopt a US soldier, an outreach to soldiers who serve in Iraq. Funds were used for postage to send fleece blankets.
- David Larrabee, Physical Plant, for his work with Smithfield Plantation on the Litchfield Forestry Day.
- Sarah Potter, College Store, for her work with the Lewiston and Auburn Community Development Departments on the L/A Homeowner “How To” Fair. She and a small group of Bates volunteers made draft stoppers to help people winterize their homes.
- Jennifer Richard, Office of Advancement, for her work with the Young Professionals of the Lewiston-Auburn Area. Funds were used to purchase backpacks and supplies for area children returning to school.

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

The James W. Carignan '61 and Sally Larson Carignan '62 Fund for Community Programs provides grants to community organizations to support programming that fosters new and strengthens existing connections between Bates College and our community. The aim of the Fund is to support sustainable initiatives that address community needs through partnership with the College. Bates students, working with Harward Center staff, constitute the selection committee. This year's student selection committee included Jessica Adelman '09, Erin Bond '09, Christine Chiu '09, Jordan Conwell '12, Eleanor Down '10, Annie Fischer '09, Shameena Khan '11, Ellen Sabina '09, Rachel Salloway '09, Tierney Tobin '09, and Anne Sheldon '09. Students participated in two trainings led by Patricia Butler, the first on non-profit agency structure and the second on grant-making. The following awards were granted:

- The Franco-American Heritage Center received a grant to help purchase a new convection oven for their kitchen. This improvement to their kitchen will support *La Rencontre*, their monthly noontime meal, which is often attended by Bates students studying Franco-American history, culture and literature.
- The Lewiston School Department received a grant to support the *Digital Storytelling for Peace* project at Lewiston Middle School. This program addresses conflict between student

groups by helping them to develop empathy and respect for each other. Four Bates students and a Bates alumnus are working with the middle school students.

- The Maine Humanities Council received a grant to support a history camp: *Immigration: Perspectives for ME*. This program plans to help high school students investigate their own heritage, to draw parallels concerning the immigration of their own ancestors to those of present-day immigrants, and to introduce them to the use of primary sources in their research of the past. The event will take place at Bates and will involve a Bates professor.
- The Nutrition Center of Maine received a grant to support the community engagement and participatory research component of the Community Food Assessment project, which includes Bates faculty, student and staff participants.
- Outright/LA received a grant to document the history of Outright/LA: *Celebrating Our History—Creating Our Future*. Bates student videographers will help with this project.

#### THE COMMUNITY FOOD ASSESSMENT

**The Community Food Assessment (CFA) is an innovative long-term collaboration with the St. Mary's Hospital Nutrition Center of Maine and a number of community organizations and colleges. The goal of the project is to assess food security and insecurity in Lewiston/Auburn Maine through quantitative and qualitative community-based research and to develop solutions through a process that engages all segments of the community.**

**The collaboration has offered unique opportunities for student and faculty engagement. The discrete projects that make up the assessment cut across disciplines, student interests, and faculty research. At the same time, this distinctive collaboration has presented challenges. The project itself is broad and wide-ranging, demanding expertise in a wide variety of research methods, as well as the participation of community members who represent the populations that are served by the food programs we are researching, yet who have low English literacy skills.**

**An additional challenge has been to create a workable process for research among four diverse institution of higher education: Bates College (a small, private liberal arts college), University of Southern Maine-Lewiston/Auburn College (a branch of the state university system), Central Maine Community College (CMCC), and Andover College (a for-profit institution). The CFA has worked to integrate the particular expertise of faculty and resources of each campus. For example, Andover College has a nutrition program that can inform survey content; USM-LAC has a GIS course that helps with mapping food sources; CMCC helps with creating PR pieces that engage low literacy community members in the work; and Bates has courses on Public Sociology and Action Research Methods that will help to design, implement and interpret survey information.**

*Contributed by Holly Lasagna*

## **Faculty Discretionary Grants**

Faculty Discretionary Grants are offered to faculty in amounts up to \$1000 to support community-based learning activities in existing courses. Discretionary grants may also be used as seed funding for the planning and development of larger community-based grants such as the Harvard Center Grants for Publicly-Engaged Academic Projects. Grants can enhance community-based learning, community-based research, and community engagement activities in the curriculum through the support of new materials, transportation, honoraria, and the like. Faculty Discretionary Grants awarded for the 2008-2009 academic year include:

- Leila Kavar, “PLTC s18; Immigrant Rights in Theory and Practice”  
This course provided students with first-hand knowledge of how community organizations work for immigrant rights. This grant funded four in-class presentations by immigrant rights experts in the local community.
- Anita Charles, “EDUC 245; Early and Elementary Literacy Development”  
This grant helped to fund a project in which third-grade students at Longley Elementary School worked with their parents on personal stories that were later published. The goal was to engage parents in the acquisition of literacy.
- Gretchen Feiss, “EDUC 235; Teaching Math and Science: Methods and Curriculum”  
The goal of the course was to give Bates students direct experience planning and implementing field experiences for K-12 school students, using the research opportunities provided by the Bates-Morse Mountain Conservation Area. The Bates students designed an inquiry-based, field-based research curriculum to Mt. Ararat Middle School students, working with the middle-schoolers on ecological research at BMMCA.
- Elizabeth Eames, “ANTH 228; Person and Community”  
This grant supported an ongoing community-based research project, carried out by the students in AN 228. The project focused on the meaning of money, the morality of wealth, and culture of work among recent East African immigrants to Lewiston; it grew out of an earlier research project.
- Carol Dilley, “DNED s29a; Tour, Teach, Perform”  
This grant supported the course’s dance workshops and performances in regional public schools. Carol Dilley and her students once again worked with Laurence Miller as the guest artist, with the assistance of Gina Petracca ’10.
- Anna Sims Bartel, “FYS 347; Passion and Sustenance: On Crafting a Life”  
This grant supported course partnerships with Project StoryBoost, the College Transition Program, and the new computer lab at Longley Elementary School.

- Patti Buck, “ELL Workshop Support”  
Faculty Discretionary funds supported four four-week ELL workshops, organized by the Education department and facilitated by Winfred Kiunga. Winfred has a vast experience in ELL, having worked in two refugee camps teaching EFL (English as a Foreign Language) and ESL (English as a Second Language), and she shared her expertise on the same during the first and final days of the workshop.
- Karen Palin, “Vitamin D Treatment among Patients at the B Street Health Center”  
Discretionary Grant funds were used to continue the project *Vitamin D Treatment Among Patients at the B Street Health Center*, initiated during short term 2008 by students in Biology s39. Students worked with their community partner, the B Street Health Center, to identify possible barriers to compliance with and successful treatment of vitamin D deficiency within the local Somali patient population. They identified two barriers. First, among patients interviewed, there was a lack of understanding about chronic conditions such as vitamin D deficiency and the concept of preventive treatment. Second, they found the patients did not read either English or Somali, yet the prescription labels were written in English. To address these issues, funds were used to plan educational programming, with input from staff at B Street, the Maine Pharmacy Association, and Bedard’s Pharmacy, including the production of a short video addressing pharmacy use and how to obtain prescription refills.
- Nancy Salmon, “DNED 265; Teaching through the Arts”  
Discretionary Grant funds supported community placements designed to give students opportunities to explore teaching through the visual and performing arts, and the use of the arts as teaching practice. Guest artists/presenters provided some hands-on learning experiences and demonstrated how their art discipline can be used as a tool for teaching other content subjects. All students taking this course were placed at McMahan Elementary School. In addition to assisting their host teachers, the students were required to develop a lesson plan which incorporated an art discipline to teach or support another academic concept.
- Elizabeth Eames, “Supplementing the Department of Labor Report on Lewiston Somali Employment Trends”  
Faculty Discretionary funds were used to support a community-based research project, the goal of which was to address the limitations in the Maine Department of Labor’s study of employment trends among Lewiston’s Somali immigrants. Students used focus group

interviews with employers and employees to explore each group's perceptions of the barriers to Somali employment.

### **Arthur Crafts Service Grants**

Arthur Crafts Service Grants provide funds for students who design an academic community-based learning project. Arthur Crafts funds are intended to cover such expenses as supplies, fees or research expenses. Awards are competitive and are available to students in all disciplines and classes. Crafts recipients for 2008-2009 include:

#### **Fall 08**

- Jessica Adelman '09, *Thesis work at Hillview Family Development, Lewiston Housing Authority, Lewiston, ME.*
- Erin Bonney '09, Cara Gomberg '11, Jennifer Flanagan '12, *Thesis and service-learning work with the Hillview Aspirations Club at Hillview Family Development, Lewiston Housing Authority, Lewiston, ME.*
- Julia Merriman '09, Daisy Hackett '09, *Work on Lewiston Somali Employment Trends, Lewiston, ME*
- Irene Wood '09, *Thesis work at the Transitional Living Program of New Beginnings, Lewiston, ME*

#### **Winter 09**

- Jessica Adelman '09, *Thesis work with McMahan Elementary School and the Hillview After-School Program, Hillview Family Development, Lewiston Housing Authority, Lewiston, ME.*
- Katie D'Angelo '11, Jorie Ohlson '10, *Work on Lewiston Somali Employment Trends, Lewiston, ME*
- Sabrina Miess '09, *Thesis work with Healthy Androscoggin, Lewiston, ME*

#### **Spring 09**

- Ashley Booker '12, *Work with Trinity Jubilee Center After-School Program, Lewiston, ME*
- Alexandra Hyman '11, *Work with the Boys and Girls Club, Auburn, ME*
- Michelle Ladonne '09, *Oral history project with St. Mary's Health System, Lewiston, ME*
- Gillian Leibach '09, *Diversity work with Longley Elementary School, Lewiston, ME*
- Julie McMillan '09, *Reader's Theater work at Lewiston Middle School, Lewiston, ME*
- Chelsea Pennucci '11, *Work with the Boys and Girls Club, Auburn, ME*

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

**Helen A. Papaioanou Service-Learning Grants** are awarded on a competitive basis to students who seek up to \$100 to support expenses related to academic service-learning projects in the community during the academic year. Students may submit a proposal at any point during the semester. Papaioanou recipients in 2007-2008 include:

- Isabel Alexander '09, *Thesis work with Lewiston Middle School Civil Rights Team, Lewiston, ME*
- Isabel Alexander '09, Nathan Kellogg '09, Eleanor Prowell '09, *Digital Storytelling for Peace project at Lewiston Middle School, Lewiston, ME*
- Erin Bond '09, *Work on educational programs at Museum LA, Lewiston, ME*
- Kate Doria '10, *Trinity Jubilee Center After-School Program, Lewiston, ME*
- Bailey Johnson '09, *Work with students at Lewiston Middle School, Lewiston, ME*
- D. Russell Ritchie '09, *Thesis work with preschool centers, Lewiston and Auburn, ME*
- Tierney Tobin '09 and Mira David '09, *Parent-Teacher Planning Group at Longley School, Lewiston, ME*
- Kyra Williams '09, *Seed-starting workshop for the New American Sustainable Agriculture Project, Lewiston, ME*

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

#### **Fall 08**

- Katherine Bernier '11, *America Reads, Lewiston, ME*
- Corin Liantaud '12, *Multi-Purpose Center, Lewiston, ME*
- Jennifer Morse '10, *Androscoggin Children's Advocacy Center, Lewiston, ME*

#### **Fall 08 and Spring 09**

- Erin Bond '09, *Museum L/A, Lewiston, ME*
- Sarah Davis '10, *New American Sustainable Agriculture Project, Lewiston, ME*
- Eleanor Down '10, *America Reads, Lewiston, ME*
- Charlie Emple '12, *Androscoggin Home Care and Hospice, Lewiston, ME*
- Nicole Fox '10, *America Reads, Lewiston, ME*
- Sam Geller '09, *America Counts, Auburn and Lewiston, ME*
- Cara Gomberg '11, *Lewiston Middle School, Lewiston, ME*
- Alexandra Hare '11, *America Reads/Counts, Lewiston, ME*
- Nathan Kane '11, *Lewiston Auburn Economic Growth Council, Lewiston, ME*



- Molly Ladd '09, *Lots to Gardens, Lewiston, ME*
- Dylan Mogk '09, *America Reads/Counts, Lewiston, ME*
- Matthew Morgan '09, *Pine Tree Legal Assistance, Lewiston, ME*
- Emily Mulligan '11, *America Reads/Counts, Lewiston, ME*
- Ellen Sabina '09, *Lewiston Public Library, Lewiston, ME*
- Diane Saunders '11, *America Reads, Lewiston, ME*
- Erin Sienkiewicz '09, *Lewiston High School, Lewiston, ME*
- Benjamin Tilton '12, *America Reads/Counts, Auburn and Lewiston, ME*
- Sasha Villahermosa '11, *Lewiston Public Library, Lewiston, ME*
- Sheena Washington '09, *Trinity Jubilee Center, Lewiston, ME*
- Amy Werblin '09, *America Reads, Lewiston, ME*
- Sadie White '09, *America Reads/Counts, Auburn and Lewiston, ME*
- Rosalie Winslow '11, *Advocates for Children, Lewiston, ME*

### **Spring 09**

- Justin Adams '12, *America Reads, Lewiston, ME*
- Rachael Garbowski '09, *Lewiston Housing Authority, Lewiston, ME*
- Sade Greene '10, *America Counts, Lewiston, ME*
- Kelvin Gutierrez '12, *America Reads, Lewiston, ME*
- Tuyet-Mai Hoang '09, *Androscoggin Children's Advocacy Center, Lewiston, ME*
- Erin Kintzing '11, *America Reads, Auburn, ME*
- Linda Lam '09, *Multi-Purpose Center, Lewiston, ME*
- Corin Liantaud '12, *America Reads, Lewiston, ME*
- Sandra Mancilla '10, *America Reads, Auburn, ME*
- Alyssa Pagano '10, *Humane Worlds Center for Maternal and Child Health, Hallowell, ME*
- Emma Pedrin '09, *Lewiston Public Library, Lewiston, ME*
- Meredith Poore '11, *Multi-Purpose Center, Lewiston, ME*
- Danielle Scherer '11, *New American Sustainable Agriculture Project, Lewiston, ME*
- Sarah Simpkins '10, *Lewiston Housing Authority, Lewiston, ME*

### **Summer 09**

- Alyse Bigger '12, *Teen Voices, Boston, MA*
- Sarah Davis '10, *New American Sustainable Agriculture Project, Lewiston, ME*
- Theresa Dokus '10, *Lots to Gardens, Lewiston, ME*
- Kate Doria '10, *The Willowell Foundation, Bristol, VT*

- Andrew Fitzgerald '12, *Coalition Against Poverty, New Bedford, MA*
- Alicia Gilman '10, *Western Maine Community Action Health Services, Lewiston, ME*

“Being able to receive this funding has not only made my summer a lot more enjoyable; it gave me an amazing opportunity to expand my professional horizons, as well as to give back to the community I love so much. . . . I worked with the Maine Immigrant Rights Coalition, a group of agencies and individuals working with national counterparts to push comprehensive immigration reform in the U.S. While I maintained an observer’s roll, my time with this group acquainted me with the needs of the immigrant community in Maine, and with what needs to be done to ensure that this country upholds its responsibilities to some of its most vulnerable residents.”

*-Ben McCall '11*

- Sade Greene '10, *Advocates for Children, Lewiston, ME*
- Benjamin McCall '11, *Maine Civil Liberties Union, Portland, ME*
- Melissa Pryor '11, *Lewiston Housing Authority, Lewiston, ME*
- Emily Russell '11, *Westport River Watershed Alliance, Westport, MA*
- Danielle Scherer '11, *New American Sustainable Agriculture Program, Lewiston, ME*
- Patrick Williams '11, *Trinity Jubilee Center, Lewiston, ME*

### **Volunteer Service Grants**

These grants are awarded by the Student Volunteer Fellows to support students’ community service activities. Awards in 2008-09 include:

- Jessica Adelman '09, *After-School Program at Hillview Family Development, Lewiston, ME*
- Isabel Alexander '09 and Nate Kellogg '09, *Field Day sponsored by the Student Athlete Advisory Committee, Lewiston, ME*
- Leah Citrin '09, *Women’s Resource Center/Poland Regional High School Project, Poland, ME*
- Kelly Cox '11, *Cats and Cubs end-of-year dinner, Big Brothers Big Sisters, Auburn, ME*
- Sarah Davis '10, *L/A Time Dollar Bank and Bates Immigrant Rights Advocates, Lewiston, ME*
- Rachael Garbowski '09, *Work at Blake Street Towers, Lewiston Housing Authority, Lewiston, ME*
- Jared Golden '11, *New Beginnings, Lewiston, ME*
- Emma Halas-O’Connor '09 and Anne Sheldon '09, *Bates Arts Lewiston Arts Project with Lewiston High School in collaboration with YADA Arts and Culture, Lewiston, ME*

- Melanie Harkins '10 and Steven Fukuda '10, *Cats and Cubs programming, Big Brothers Big Sisters, Auburn, ME*
- Tuyet-Mai Hoang '09, *Androscoggin Children's Advocacy Center, Lewiston, ME*
- Margaret Koerber '10, *Quilting project for D'Youville Pavillion, Lewiston, ME*
- Ellen Sabina '09, *Organizing work for Camp Middle Jubba, Lewiston, ME*
- Danielle Scherer '11, *New American Sustainable Agriculture Project, Lewiston, ME*
- Sarah Simpkins '10, *Aspirations Program at Hillview Family Development, Lewiston, ME*
- Susannah Stone '09, *Partners in Health of Maine, North Haven, ME*

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

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

- Priya Brandes '09, *Androscoggin County District Court, Lewiston, ME*
- Emily Chandler '09, *Research at Seawall Beach, Phippsburg, ME*

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

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

- Erin Bond '09, *Brain Gym work with McMahan Elementary School, Lewiston, ME*
- Leah Citrin '09, *Thesis work with Morrison Developmental Center, Portland, ME*
- Kathryn Conkling '09, *Thesis work with francophone immigrant women in Lewiston, Portland and Augusta, ME*
- Sulochana Dissanayake '09, *Thesis work with Friends of Prisoners Children in Sri Lanka*
- Jared Golden '11, *Work with School of Leadership in Afghanistan*
- Luke Hasselbeck '09, *Experiential learning work with Casco Bay High School in Portland, ME*
- Doug Kempner '12, *Education placement work at Park Avenue School, Auburn, ME*
- Molly Ladd '09, *Work with Lots to Gardens, Lewiston, ME*
- Robert Little '12, *Education placement work at King Middle School, Portland, ME*
- Molly Madzellan '09, *Thesis work at Margaret Murphy Center for Children, Monmouth, ME*
- Ben McCall '11, *Public policy work in Augusta, ME*
- Saybel Nunez Crespo, Spanish T.A., *Volunteer work at Literacy Volunteers, Auburn, ME*

- Susannah Stone '09, *Medical translating for rural doctors in Nicaragua through Partners in Health of Maine, North Haven, ME*
- Elise Walsh '09, *Work with Healthy Androscoggin, Lewiston, ME*

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

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

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

Recipients of these grants for the summer of 2009 include:

- Jane Chandler '11, *STAR Alaska (support for victims of sexual abuse, assault, harassment; community education), Anchorage, AK*
- Jared Golden '11, *Peace Action Maine, Portland, ME*
- Juliana Kirkland '12, *Androscoggin County District Court, Lewiston, ME*
- Matthew Marienthal '10, *Maine Green Energy Project at Wolfe's Neck Farm, Freeport, ME*
- Molly Nelson '11, *Art and Culture Programming at the Lewiston Public Library, Lewiston, ME*

"I learned how to build solar panels, and perfected my technique by building two practice solar panels. . . Maybe most importantly, I spent a lot of time learning about solar energy and other renewable energy sources. I studied everything from the chemistry to the politics of energy production. After gaining sufficient knowledge I designed an educational curriculum for the two-week camp."

*-Matt Marienthal '10*

"It is clear that language learning does not happen in a vacuum. That is to say, cultural and linguistic tensions arise in the education process. This happens not only in the teaching and learning itself, but also in the relationships of teachers, parents, students, and the greater community. I have learned that community organized work, which in this case includes cross-cultural work, can be difficult. I have seen tension between Somalis and other people of Lewiston through this work, too. I'm coming to more highly value communication and I'm asking questions about the role cultural difference plays in it."

*-Catherine Wilson '10*

- Sydney Perkins '10, *Volunteer Lawyers Project, Portland, ME*
- Gina Petracca '10, *Nutrition Center of Maine, Lewiston, ME*
- Peter Senzamici '10, *Peace Action Maine, Portland, ME*
- Katrina Sondermann '12, *Colorado I Have A Dream Foundation, Denver, CO*

- Catherine Wilson '10, *Lewiston Adult Education and Camp Middle Jubba, Lewiston, ME*
- Andrew Wong '12, *Auburn School Department, Auburn, ME*

### **Community-Based Research Fellowships**

In the summer of 2008, eight students served as CBR Fellows. Five of those students continued in the program serving as CBR Peers in the fall semester with three new Fellows; one of those summer Fellows stayed on for a second term as a peer, supporting and six new Fellows in the winter of 2009. Their research was far-ranging and important, spanning eleven academic departments and sixteen community partner organizations. CBR Fellows (with community partners) include:

#### **Summer 08**

- Annie Fischer (Planned Parenthood of Northern New England) studied community information and organizing around women's rights through the Maine Waves program;
- Matthew Morgan (Pine Tree Legal) studied issues of family law and surveyed clients about their experiences with services;
- Ariel Garfinkel (Nezinscot Farms and Bates College) studied and designed educational and community programs around food systems/foodshed education;
- Anne Sheldon (Maine Women's Policy Center) researched policy and drafted legislation around family leave and flex time;
- Emily Chandler (Small Point Association of Phippsburg, Maine) studied the geology of Small Point as well as community use and understanding of beach; created environmental education programs for Small Point summer camp; offered a series of popular public lectures on beach erosion;
- Emma Halas-O'Connor and Clara Finley (Museum L/A) created take-away text supplement for the traveling exhibit of labor history and mill-workers.

#### **Fall 08**

*“Although graduating is terrifying, I feel incredibly passionate and driven to continue doing the work that I started here. I feel equipped to confront the difficult intellectual, emotional, and spiritual questions that arise with community-based work. For this sense of preparedness, I must thank the Harvard Center for all that it has given me. I honestly would not be who I am today had this institution not existed.  
Thank you.”*

*-Mira David '09*

- Jess Adelman (Hillview Family Development of Lewiston Housing Authority) researched family interaction around stories of migration;
- Mira David and Tierney Tobin (Longley Elementary School) researched, developed, and implemented parental involvement strategies with school and community leaders.

## Winter 09

- Winthrop Rogers (Maine People's Alliance) gathered stories of non-unionized laborers;
- Julie Miller-Hendry (St. Mary's Hospital/American Cancer Society) created and implemented evaluation of ACS's Cancer Resource Center at St. Mary's;
- Sabrina Miess (Healthy Androscoggin) created and analyzed an online survey of youth tobacco use and media strategies to reach them;
- Maren Vouga (Androscoggin Head Start) designed and tested an eight-week intervention to engage ELL students in literacy activities;
- Kyra Williams (New American Sustainable Agriculture Project) created a history of NASAP, including interviews with farmers; studied the cultural significance of social justice agriculture programs more broadly and located NASAP within that context;
- Devon Mulligan (Add Verb Productions) developed youth programming and researched the creation of queer spaces through youth theater and writing projects.

## Summer 09

- Tess Dokus (Lots to Gardens) explored the effectiveness of youth nutrition programming at Hillview Family Development;
- Molly Nelson (Lewiston Public Library) created and studied the impact of cross-cultural arts programming for youth;
- Matthew Marienthal (Wolfe's Neck Farm) designed energy education programming for high schoolers and explored educational strategies to motivate youth toward action;
- Peter Senzamici (Peace Action Maine) worked with Veterans for Peace;
- Jared Golden (Peace Action Maine) did a community needs assessment of the Afghani community in Portland, Maine;
- Gina Petracca (Lots to Gardens) worked with the Community Food Assessment, exploring similar assessment models elsewhere and determining program strategies;
- Danielle Scherer (New American Sustainable Agriculture Project and Lots to Gardens) led the Lewiston Farmer's Market and studied how it meets the individual needs of participants while building community.

"My work this summer was to evaluate whether the St. Mary's Nutrition Center 'Summer Youth Gardener' program is effective at changing young people's knowledge of and behavior and attitude toward food and nutrition. I have become more passionate and interested in all aspects of nutrition education for youth. I have decided to conduct my senior thesis based on this work, and now I know what I would like to do with my future with regard to my career and choice of graduate school."

*-Gina Petracca '10*

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

**The Professor Leland Bechtel Fund** supported the outstanding work of two psychology majors, Hannah Giasson '09 and Devin Wigler '09. Hannah worked with a research team and Dr. Robert Weiss at Maine Research Associates to provide a motivational interviewing intervention for weight loss in cardiovascular patients. She and another student met with more than 40 patients from the community over six months to assist them with weight loss. She is an Honors student, and defended her thesis in April. Devin worked for the Patrick Dempsey Cancer Center at CMMC. She entered and analyzed data collected on cancer patients for the center, assisting them in understanding the needs of their patients with a variety of different cancer diagnoses. The data will be used to plan interventions to support patients in the future.

**The Robert S. Moyer Award for the Prevention of Domestic Violence**, given to a Bates College student for exceptional work related to the prevention of domestic violence, went to Tamara Wyzanski '09. A Women and Gender Studies major at Bates College, she worked tirelessly on issues of domestic violence through her commitment to women and girls at local community clinics. Tamara also bridged her volunteer and academic work through formal research presentations at the Mt. David Summit in March and at the annual Maine Women's Studies Association conference in Farmington.

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

- Christian A. Johnson Endeavor Foundation (\$232,203.08): for multi-year support of Harvard Center faculty and departmental grants for community partnerships, student community-based research fellowships, and an annual forum of public scholarship by Bates faculty and students.
- William K. Kellogg Foundation (\$100,000): for multi-year support of Harvard Center faculty and departmental grants, long-term collaboratories, and conference travel, visiting speaker programs, and publications that disseminate and discuss Bates' civic engagement work.
- The Corella and Bertram F. Bonner Foundation (\$10,000): for the support of the launch of the Bonner Leader Program in 2008-09.

- Learn and Serve America (\$10,000): for the support of Bates' Community-Based Research Fellows Program in 2008-09.
- Learn and Serve America (\$15,000): for the launch of Bates' participation in the Policy Options Project, a national policy research effort by approximately two dozen colleges and universities in the Bonner Network.
- Ford Foundation (\$75,000): for support of the Downtown Education Collaborative in 2008-10.
- Empower Lewiston (\$23,940): for support of staffing, programs, and computer technology for the Downtown Education Collaborative.
- Androscoggin Bank, Main Street Foundation (\$7500): for DEC Academic Success (after-school support) project.
- Maine Community Foundation (\$2500): for DEC Photo-Voice project and exhibit.
- Bank of America (\$5000): for DEC Digital Divide project.

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

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

Bates continues its Adopt-A-School partnership with Lewiston Middle School. The partnership supports a variety of academically-based service-learning and community service projects. In 2008-2009, highlights included:

- Nine Bates students enrolled in the Big Brothers/Big Sisters Androscoggin County school-based mentoring program and worked with individual middle school students.
- Bates Dining Services Office co-sponsored a celebratory promotion breakfast during the last week of school for all 8<sup>th</sup> grade students.
- College students from education classes used their own course content to prepare and deliver curriculum-relevant lessons for middle school students.
- Bates students, as volunteers and through service-learning placements, worked with the Lewiston Middle Civil Rights team in various ways, including on a digital storytelling project designed to promote understanding and decrease violence among middle-school students.
- Anthony Shostak from the Olin Art Museum worked with language arts teachers on using the museum's collection to support instruction. He delivered student workshops from the museum's Thousand Words Program that uses art as a tool to enhance writing skills.



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

- Bates students and employees supported the school's efforts to help student meet Maine Learning Results in Career Preparation by conducting job interviews and reviewing resumes.
- Lewiston Middle School provided a supportive school environment where dozens of Bates students combined practical experience with their academic learning in education, child development, social justice, and other areas

## **Federal Programs**

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

America Reads and America Counts are federal programs that allow college students who qualify for work-study funds to earn money while tutoring children in local elementary and middle schools. Under the guidelines of the America Reads program, Bates students work with children in grades K-3 and with family-based programs designed to increase literacy. America Counts provides support for children from grades K-9 in mathematics. This year, students were recruited, trained and placed by Student Volunteer Fellow Erin Gilligan '09, working closely with Harvard Center staff. Bates students were further trained and supervised by staff in their host schools. This year seventeen different students worked in one or more of the following aspects of the programs:

- **School day classroom support:** Upon teacher and/or school request, Bates students supported math, literacy, and English Language Learners. They worked with individuals and small groups under the supervision of classroom teachers.
- **Targeted literacy programs:** Two elementary schools have developed programs specifically designed to focus on targeted learning standards. Students are trained in pre- and post-assessment and instructional strategies. The Pettingill Elementary Program focuses on reading fluency. The Longley School Program addresses reading comprehension and construction of verbal and written open-ended responses.
- **After-school tutoring:** Bates students worked with schools to provide assistance in reading and mathematics. In 2008-09, schools included were Lewiston Middle School and Auburn Middle School.

### **Americorps Education Awards**

Michelle Ladonne '09 participated in the AmeriCorps Education Award Program. By completing 300 hours of service over the year, Michelle earned a voucher payable to the College

for tuition or to a student loan institution for payment toward loans. The program is administered through the Harvard Center and SERVE Northern New England.

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

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

- For the third year in a row, Bates was included in the President's Higher Education Community Service Honor Roll with Distinction, sponsored by the Corporation for National and Community Service.
- Professor Alex Dauge-Roth (Romance Language and Literatures) was one of three state-wide recipients of the Donald Harvard Faculty Award for Service-Learning Excellence, given annually by Maine Campus Compact. (Professor Dauge-Roth's project about and with Rwandan genocide survivors is described in the Projects, Partnerships, and Collaboratories section of the *Summary*.)
- Catherine Elliott ('12) won a \$50,000 grant for new playground equipment for the Boys and Girls Club of Lewiston-Auburn; Elliott won a national contest for the grant, sponsored by Stonyfield Farms and KaBOOM! (a national non-profit that supports children's play), by organizing the collection of more than 4500 yogurt lids around the Bates campus.
- Sam Nagourney ('09) and Jake Nudel ('09) won a \$10,000 award from Davis Projects for Peace (one of 100 given annually to U.S. undergraduates), to create a microcredit and agricultural support project in Shimbwe, Tanzania.
- Rachel Salloway '09 received the William Stringfellow Award for Justice and Peace in March through the Multifaith Chaplaincy. This award is given annually to a student whose work has significantly promoted justice and peace. Rachel was recognized for her work as a Bates student through many organizations including the Office of Minority Health, United Somali Women of Maine, Catholic Charities, the Rhode Island Adult Correctional Institute, and Temple Shalom.

## Affiliations

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

- the Downtown Education Collaborative, a seven-member partnership of four colleges and three community organizations, that pursues community educational work in and with Lewiston's downtown neighborhood (described in the Projects, Partnerships, and Collaboratories and the Key Initiatives sections of this *Summary*);
- Maine Campus Compact, a state-wide consortium of colleges and universities (and affiliate of 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;
- Project Pericles, a national consortium of 22 colleges and universities committed to role of liberal arts education in citizenship; along with our membership, David Scobey serves on the National Advisory Board of Project Pericles;
- Imagining America, a national consortium of nearly 80 higher education institutions in all sectors committed to civic engagement in the arts, humanities, and design;
- the Bonner Network, a group of more than 80 colleges and universities convened and supported by the Bonner Foundation, to make a culture of service a central aspect of campus life and undergraduate education; Bates' participation in three Bonner initiatives (Community-Based Research, Policy Options, and the Bonner Leader Program) is detailed in various sections of this *Summary*;
- the National Community-Based Research Networking Initiative, a collaboration of the Bonner Foundation and Princeton University, devoted to advancing theory and practice of community-based research;
- the Kellogg Foundation Civic Engagement Learning Community, a two-year initiative that brought together grass-roots community organizations, citizens' lobbies, labor unions, media groups, and academic institutions to chart new approaches to civic engagement; the Harvard Center was one of three grantees from higher education;
- Bringing Theory to Practice, a project sponsored by the Association of American Colleges and Universities, and led by Bates President Emeritus Don Harward, that works with dozens of academic institutions to research and reinforce the linkages among engaged learning, civic development, and student well-being. Professor Kathy Low (Psychology)

received a grant from BTTOP to assess the impact of engaged classroom learning, community engagement, and athletics on student mental health. David Scobey and Professor Rebecca Herzig (Women's Studies) serve on the National Advisory Board of the project

## **Presentations, Publications and Consultations**

- Holly Lasagna and Ellen Alcorn presented a Public Works in Progress lunch, "Study Circles: A Collaborative Model for Civic Participation," that discussed their involvement in a four-week community dialogue program that brought together over 100 youth and adult community members with the goal of creating actions to make Lewiston/Auburn a better place for youth.
- Ellen Alcorn, Anna Bartel and Holly Lasagna visited Pitzer College and Occidental College to meet with staff and faculty who are engaged in community-based learning and research both locally and abroad.
- Holly Lasagna and Ellen Alcorn are currently working with the Five College Consortium (Mt. Holyoke, UMass Amherst, Smith, Hampshire, and Amherst) to create a curriculum to prepare and orient students for community-engaged work.
- Holly Lasagna and Ellen Alcorn presented, with student Jessica Adelman and community partner Carla Harris (Lewiston Housing Authority), at the NE Regional Campus Compact meeting. The focus of their presentation was how to sustain community partnerships, and they presented the Harward Center/Hillview collaboratory as an example.
- Ellen Alcorn and Holly Lasagna were invited to author a paper for the *Michigan Journal of Community Service Learning* that focuses on the collaboratory model of community partnership.
- Holly Lasagna and Ellen Alcorn attended the International Association for Research into Service Learning and Community Engagement in New Orleans.
- Anna Sims Bartel chaired a panel entitled "Why Literature Matters" at the Northeast Modern Language Association's annual convention in Boston. Her paper was entitled "Why Literature Matters, and How" and was presented alongside contributions from Keith Morton at Providence College, Deborah Bowen at Redeemer University, and Lucia

Prada-Gonzalez at UMass Amherst. (She also presented the paper, in revised form, at a Public Works in Progress lunch.)

- Anna Sims Bartel did a range of consultation and presentation on campus: she was a panelist during the Presidential Symposium, speaking on a panel entitled “Digital Media and Technology: Tools for Social Justice and Civic Engagement”; she assisted the Psychology department on its “Diversity and Domains of Life” process for curricular self-study; she consulted with the Environmental Studies department on their curricular development process; and she chaired a panel of alumni working in sustainable agriculture and food justice as part of the President’s “Bates Contemplates Food” initiative.
- Regionally, Anna Sims Bartel served as a consultant on Common Good Ventures’ “Springboard” discussion for Tedford Housing’s expansion to the L/A area, as well as serving on the boards of two local non-profits.
- Anna Sims Bartel was a participant in the NERCHE Engaged Scholarship Think Tank and the Kellogg Foundation’s Civic Engagement Learning Year.
- Anna Sims Bartel sits on the editorial board of the *Journal of Community Engaged Scholarship*.
- David Scobey completed two publications on issues related to civic engagement and liberal education. He published “Meanings and Metrics,” an essay on assessment in the humanities, in the March 19, 2009 issue of *Inside Higher Ed*, an online publication about U.S. higher education. His article, “Across: The Heterogeneity of Civic Education,” will appear in Michael B. Smith, Rebecca S. Nowacek and Jeffrey L. Bernstein (eds.), *Citizenship Across the Curriculum*. Bloomington: Indiana University Press, forthcoming 2009.
- David Scobey lectured on the history of urban development in midtown Manhattan at the Gotham Center for New York City History, the City University of New York, in December 2009. He also gave presentations on the current landscape of civic engagement work in higher education to the Presidents’ Leadership Coalition, a series of convenings of college presidents and leaders sponsored by the Sally Engelhard Center and the Association of American Colleges and Universities.
- David Scobey serves as co-leader (with Professor Tim Eatman, Syracuse University) of Imagining America’s tenure project, encouraging efforts across higher education to integrate support for public scholarship and civic engagement in tenure, promotion, and faculty rewards policies. He presented on Imagining America’s report, *Scholarship in*

*Public*, and the larger tenure project, at several conferences and meetings, including the Program Directors conference of Project Pericles, the President's Council of Project Pericles, the Sally Engelhard Center's Presidents' Leadership Coalition, and "No Better Time," a conference on deliberative democracy and academic civic engagement, sponsored by the Democracy Imperative, at the University of New Hampshire, June 2009.

- David Scobey was part of a team from the Downtown Education Collaborative that led a half-day Institute on DEC at the New England Region Campus Compact conference in Amherst, Massachusetts, March, 2009. In addition, he served as a faculty facilitator for "New Paradigms for Faculty Rewards," a workshop on civic engagement and faculty development sponsored by Northern New England Campus Compact at the University of New Hampshire, May, 2009. Finally he consulted with Bennington College concerning the launch of its new Center for the Advancement of Public Action.
- Peggy Rotundo delivered the Senior Honors Dinner talk in April, entitled "Your Turn, Your Time: Finding the Courage to Serve."

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

### **Admissions Office Maine Day**

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

### **Admissions Office Prologue**

As part of Prologue, a series of events to welcome multicultural students to Bates, the Admissions Office organized a panel of Bates staff, including partners from the Harvard Center for Community Partnerships, the Multicultural Affairs Office, the Chaplain's Office, and the Dean of Students. Each staff member gave a brief overview of his/her work, highlighting ways that students can engage in community on and off campus through our offices.

### **Bates Arts Lewiston Arts (BALA)**

For the second year, a group of Bates staff and students worked with faculty and administration from Lewiston High School to lead an arts initiative during the short-term semester in which

Lewiston High School students came to Bates twice a week to work with Bates students. In groups, students developed and revised creative writing pieces; developed outdoor installation art; and learned the art of turntablism. BALA culminated at the end of May in a performance and celebration at Bates at the RONJ Coffee House.

### **Bates/Lewiston Wellness Dance Pilot**

As a part of Bates' participation in the Lewiston Public Schools wellness initiative, three Bates dancers worked with elementary students at Farwell and Longley schools during short-term. With training and supervision from Nancy Salmon, Associate Director for the Bates Dance Festival, and Learning Associate for the Education Department, each dancer offered 4-5 dance sessions in the schools.

### **Better World Book Drive**

Over 29 full boxes of books were donated, collected, and shipped to Better World Books over the course of two campus-wide "book drives for better lives." Better World Books will resell these textbooks online, and the proceeds of these sales will be donated to the National Center for Family Literacy, a non-profit organization whose mission is to build "a more literate and prosperous nation by helping parents and children learn together."

### **Center for the Prevention of Hate Violence Mentoring Program**

Two Bates students worked with local high school students to help them develop service-learning projects designed to address racial, religious, sexual, and sexual orientation harassment over the course of the year. One Bates student worked with Edward Little High School students to plan and implement a series of meetings with students at Park Avenue Elementary School in Auburn, where 5<sup>th</sup> and 6<sup>th</sup> graders got a chance to discuss bullying and other issues at their school. During the last meeting, the elementary students made posters to hang in their school to inform others about ways to make the school a more accepting place. The other Bates student worked with Lewiston High School students to help them organize a peace walk, which took place in April and attracted 31 participants, including mayor of Lewiston, who spoke at the event. Dunkin Donuts and Bates Dining Services donated refreshments.

### **Earth Week and Clean Sweep**

Many important campus-wide environmental initiatives were undertaken this year, with some of the most notable stemming from the work of the Bates Energy Action Movement (BEAM), the

Environmental Coalition (EC), and the Bates College Office of Sustainability. March 9-13 was designated Earth Week at Bates, as the campus was on break for the week of Earth Day (April 22). It included a presentation by Pete Didisheim (Natural Resources Council of Maine) on the state environmental legislation, as well as a drive to lower use of bottled water on campus (see Take Back the Tap). Renowned environmental writer Bill McKibben gave a speech on “Global Warming: Fighting Against It, Living With It” as part of the Harvard Center’s Civic Forum series. The following day Bates hosted Soren Hermansen of Samsø, Denmark, who spoke of green power experiments in Samsø.

At the end of the year, Bates held its annual Clean Sweep effort, organized to enable students to recycle their unwanted items, and the Bates community to interact with the L-A area. Clean Sweep bins are placed in campus residences, and after students leave for the summer, volunteers from campus and local organizations tag the collected items and hold a giant garage-sale. The proceeds from the sale are distributed among local non-profit organizations. Last year, Bates donated hundreds of pounds of unwanted items, less than one percent of which ended up in the trash, and generated almost \$11,900 for community organizations.

### **Get Down(town) to Business Campaign**

This year’s Bates Americorps VISTA, Aubrey Nelson, launched "Get Down(town) to Business." This campaign, in conjunction with similar initiatives at other local colleges, aims to encourage support of downtown Lewiston-Auburn. The hope is that it will stimulate the local economy and help make students, staff and faculty feel more connected to the community. The campaign officially ‘kicked-off’ with a Get Down(town) to Business Lunch, which brought together more than 30 students, faculty, staff, influential community members and business owners to discuss and record how to better bridge the “gown-to-town” gap. Suggestions included the appointment of a Bates-Business Liaison, provision of on-campus advertising space for local businesses, holding a “college night” event downtown, and offering coupons or discounts to college students.

As part of this initiative, a group of students at the Downtown Education Collaborative (DEC) created *The College Connection*, which includes information about things to do, places to go, and events to see. The DEC group is also working to create an online, interactive map of L/A to complement the guide.

It is the hope of the “Get Down(town) to Business” organizers that Bates, the other colleges of Lewiston-Auburn, and the greater community can all learn from each other through the



dialogue and action this campaign generates, enriching the downtown and the college experience alike.

### **Girls Get It! Math and Science Day**

Mathematics Professor Bonnie Shulman, through a project called “Master Teachers of Maine,” spearheaded a day-long math/science day for approximately 60 middle-school girls from Portland, Falmouth, Cape Elizabeth, and Brunswick. The girls, along with accompanying teachers and parents, spent a day at Bates College, participating in a variety of activities, including a series of interactive workshops designed and led by Bates math and science students.

### **Good Neighbor Night**

For the eighth year in a row, Bates students helped to organize, support and host a neighbor get-together at Hillview Family Development. Fifteen Bates students helped with many aspects of the event including face painting, cookie decorating, and mural painting. The Bookstore and Dining Services also contributed to making this afternoon a big success. Originally started to introduce Somalis to their new community, the event has become a much anticipated spring event. Somali and non-Somali families participate equally.

### **LEADS (Leadership Effectiveness and Development Series)**

Sara Noyes, the Assistant Coordinator of Student Activities and Residence Life Assistant, organized and ran a series of eight leadership trainings, open to the Bates community, which were held throughout the winter semester. The sessions addressed a variety of issues, from recruitment and budget trainings, to stress relief and meditation tips. Sara is hopeful that the program will grow and eventually offer leadership certification for students.

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

For the ninth year, Bates students worked with science teachers at Lewiston High School to help organize and run a science fair. This year’s science fair featured 230 projects by sophomores; 75 members of the Bates community and the community at large served as evaluators for over 300 science fair projects. This year, the Bates Biology Club, a student organization, donated the cash prizes, which ranged from \$100 for first place to \$40 for fourth place.

### **Lewiston Housing Authority Art Exhibit**

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

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

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

### **Mount David Summit**

The 2009 Mt. David Summit, an annual, college-wide celebration of undergraduate research, featured many examples of important community-based work. These included: CBR Fellow Win Roger's presentation in a panel entitled "Civic Activism: Between the State and Society," moderated by Professor Bill Corlett; and CBR Fellow Mira David's presentation on parental involvement in schools in a panel on "Sociological Perspectives on Health, Education, Law, and Politics." Of the roughly 110 students presenting posters, some 40 involved community-based research projects, including "The Social and Economic Impact of Slot Machines in Maine" (Economics), "Censoring Culture: A Qualitative Study of Cultural Conflict in the Classroom" (Anthropology/Education), "Barriers to Vitamin D Treatment in the Somali Community of Lewiston, ME" (Biology), "Mapping Food Security in Lewiston" (Geology and Environmental Studies), "Creating YADA in Lewiston, ME: A History of Rising Youth Civic Engagement in American Communities" (History), and "Anti-Tobacco Social Marketing Campaigns: Meeting the Needs of Young Adults" (Psychology).

### **Museum Of Art**

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

### **National Day of Service**

287 Bates alumni, parents, students, staff, friends, and prospective students across the nation contributed over 1215 hours of service on Saturday, April 25 in the College's fifth annual National Day of Service, sponsored by the Office of Alumni and Parent Programs. Activities included sorting donated food at food banks, preparing meals for guests at soup kitchens, and painting and repairing houses.

Events took place in 20 sites across the U.S.: Cambridge, Cape Cod, and Worcester (MA); Charlotte (NC); Lewiston-Auburn, Phippsburg, and Portland (ME); Hartford (CT); New York City (NY); Dover (NH); East Orange (NJ); Providence (RI); Chicago (IL); Denver (CO); San Francisco and Los Angeles (CA); Madison (WI); Minneapolis (MN); Seattle (WA); and Washington DC. One Lewiston project and the Phippsburg project were coordinated through the Harward Center. In Lewiston, twenty-two people volunteered with Rebuilding Together Lewiston-Auburn, a national organization that does repair work so that low-income people can continue to live safely in their homes. This year the group worked on Hope House, a local non-profit that supports pregnant and parenting teens and young adults. The crew scraped, primed, and painted the building, and did some repairs and yard work. In Phippsburg, twenty-two Bates alumni gathered at Bates Morse Mountain Conservation Area to pick up garbage and remove lobster traps from the beach.

### **Nourishing Body and Mind: Bates Contemplates Food**

This year-long initiative, prompted by a generous donation to the college to support purchase of local and sustainable foods, engaged campus and community in an effort to raise awareness and discussion about food and its production and consumption. Significant events included alumni panels on land use, nutrition, and food justice; visits by Michael Pollan, Paul Rozin, Per Pinstrup-Andersen and Mark Winne, all of whom spoke about issues of local and global food supply and food justice; a panel for parents; cooking classes; student presentations; a Harward Center Public Works in Progress talk on the Community Food Assessment in Lewiston; a student's thesis research potluck supper, exploring food traditions across communities. Bates Dining continues to support our local communities through food purchases, extensive meal donations, and composting relationships with local farmers.

### **Phillips Fellowships**

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

- Barbara Byers '10, West Java, India, *Arts Immersion in Indonesia*
- Chomba Kaluba '10, Guatemala City, Guatemala, *Using Art to Fight Poverty and Empower Children of Guatemala*

### **Planetarium**

Sam Boyer '10, Ryan Langendorf '10, Professor Gene Clough and Professor Eric Wollman gave a total of 19 planetarium shows to 330 visitors during the academic year. Shows were presented to groups from Turner Elementary School, Farwell School, Walton Elementary School, Mt. Abram High School, Montello School ESL, The Life Center, Temple Shalom Preschool, The Early Learning Center, Kids Camp Preschool and Pettengill School.

### **Somali Language and Culture Class**

The Harvard Center and the Anthropology Department co-sponsored a free, informal 8-week course to teach basic Somali language and culture. The course, which met every Thursday night for an hour and a half, was taught by Abdi Musa, Somali Community Liaison for the Lewiston Public Schools, and an adjunct instructor at the University of Southern Maine. There were 31 participants, including Bates students, faculty, and staff, and members of the Lewiston community.

### **Take Back the Tap**

“Take Back the Tap” was inspired by Professor Simmons’s Activism and Social Change class. Lucy Neely and Janneke Petersen, disturbed by the increasing consumption of bottled water, its environmental impacts and its social implications, decided to address the issue locally with a campus-wide campaign. Three others from the class joined to form the Bates chapter of the national Take Back the Tap movement. The initial goals of the campaign were to both to engage the campus in dialogue about bottled water, and to persuade the administration to ban or significantly reduce the distribution of bottled water on campus. The campaign quickly became a hotly debated topic leading to numerous debates in the student newspaper and a panel discussion attended by eighty people. The group is currently working with Dining Services to

find ways to make tap water a more visible option, and a new group of Bates students will continue the effort next year.

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

The Student Activities Office hosted the fourth annual Taste of L-A, held in the Gray Cage. Thirteen restaurants from the Lewiston-Auburn area brought their delicious foods to the event. Not only does this event happen at an ideal time (about a week before Parents' Weekend, when students and their families are likely going to go out to area restaurants), it has become a wonderful community builder. This year's Taste of L-A raised over \$2000 for Operation Keep ME Warm, a charity that focuses on heating the homes of those who can't afford rising oil costs. This event has become a tasty and gratifying tradition at Bates and within the surrounding community.

### **Winterization: Keep ME Warm, Workshops and Draft Stoppers**

A new winterization initiative sought to help our community save money, stay warm, and simultaneously reduce energy consumption and CO2 emissions. Aubrey Nelson, the Americorps VISTA at the Harward Center, was the primary coordinator of this project. Aubrey compiled information about other efforts in the region; networked with a variety of community stakeholders (including Community Concepts Inc., Empower Lewiston, LAASH, the Economic and Community Development departments of Lewiston and Auburn, and many others); coordinated workshops for homeowners and tenants; distributed Keep ME Warm winterization kits to area residents; organized volunteers (community members as well as Bates students, faculty and staff) to install Keep ME Warm materials for those who needed assistance; and provided hands-on winterization trainings.

## Appendix

### *Community Agency and Institutional Partners*

- Abused Women's Advocacy Project
- Action Wakefield Alliance
- Add Verb Productions
- Adopt a US Soldier
- Advocates for Children
- Androscoggin Children's Advocacy Center
- Androscoggin County District Court
- Androscoggin County Soil and Conservation Agency
- Androscoggin Head Start
- Androscoggin Historical Society
- Androscoggin Home Care and Hospice
- Androscoggin Land Trust
- Appalachian Mountain Club
- Auburn Middle School
- Auburn Public Library
- Auburn School Department
- B Street Community Center
- B Street Health Center
- Big Brothers/Big Sisters
- Blake Street Towers
- Boys and Girls Club
- Camp Middle Jubba
- Casco Bay High School
- Catholic Charities of Maine
- Center for the Prevention of Hate Violence
- Central Maine Medical Center
- Christie's New York
- City of Auburn
- City of Lewiston
- Colorado I Have a Dream Foundation
- Downtown Education Collaborative
- Downtown Neighborhood Task Force
- Dunn Elementary School
- Durham Elementary School
- Earthwalk Vermont
- Edward Little High School
- Empower Lewiston
- Energy Office, City of Lewiston
- Environmental Protection Agency
- Farmington Middle School
- Farwell Elementary School
- Franco-American Heritage Center
- Friends of Prisoners Children (Sri Lanka)
- Genesis Residential Treatment Facility
- Good Shepherd Food Bank
- Greater Androscoggin Humane Society
- Hall-Dale Elementary School
- Healthy Androscoggin
- Hillview Family Development
- Hope House

- Humane Worlds Center for Maternal and Child Health
- King Middle School
- L'Attitude Gallery and Sculpture Garden
- League of Young Voters
- Leeds Central School
- Leeds Historical Society
- Lewiston Adult Education
- Lewiston Adult Education's Adult Learning Center
- Lewiston/Auburn Chamber of Commerce
- Lewiston/Auburn Economic Growth Council
- Lewiston/Auburn Time Dollar Bank
- Lewiston Department of Recreation
- Lewiston High School
- Lewiston Housing Authority
- Lewiston Middle School
- Lewiston Multi-Purpose Center
- Lewiston Public Library
- Lewiston Regional Technical Center
- Lewiston School Department
- Lewiston School Department's English Language Learners Program
- Lewiston Veterinary Hospital
- Libby Tozier School
- Literacy Volunteers
- Longley Elementary School
- Lots to Gardens
- Maine Audubon Society
- Maine Campus Compact
- Maine Civil Liberties Union
- Maine Department of Labor
- Maine Department of Marine Resources
- Maine Equal Justice Partners
- Maine Healthy Beaches
- Maine Humanities Council
- Maine Human Rights Commission
- Maine Inland Fisheries and Wildlife
- Maine People's Alliance
- Maine Preservation
- Maine Research Associates
- Maine Volunteer Lawyer's Project
- Maine Women's Lobby
- Maine Women's Policy Center
- Manchester School
- Margaret Murphy Center for Children
- Martel Elementary School
- Massachusetts Department of Public Health
- McMahan Elementary School
- Meadowview Housing Development
- Minot Consolidated School
- Montello Elementary School
- Morrison Development Center
- Mount Ararat Middle School Alternative Education Program
- Mount Vernon Elementary School
- Museum L-A
- Museum of Fine Arts (Boston, MA)
- NAACP, Portland chapter

- National Alliance on Mental Illness
- Natural Resources Council of Maine
- New American Sustainable Agriculture Project
- New Beginnings
- New Britain Museum of American Art
- Nezinscot Farm
- Nutrition Center of Maine
- Oak Park Apartments
- OUTright, Lewiston/Auburn
- Park Avenue Elementary School
- Partners in Health of Maine
- Peace Action Maine
- Pettingill Elementary School
- Phippsburg Land Trust
- Pine Tree Legal Assistance
- Planned Parenthood of Northern New England
- Poland Regional High School
- Public Health Committee, City of Lewiston
- Readfield Elementary School
- Rebuilding Together
- Renaissance School
- Sandcastle Preschool
- School for International Training
- School of Leadership Afghanistan
- Sherwood Heights Elementary School
- Small Point Association
- Smithfield Plantation
- Sotheby's New York
- Spoke Folks
- Spring Harbor Hospital
- St. Mary's Regional Medical Center
- Stanton Bird Club (Thorncrag Bird Sanctuary)
- STAR Alaska
- Teen Voices
- The Nature Conservancy
- The WAGE Project
- The Willowell Foundation
- THRIVE (a program of Tri-County)
- Toxics Action Center
- Tri-County Mental Health Services
- Trinity Catholic School
- Trinity Jubilee Center
- Turner Elementary School
- United States Fish and Wildlife
- United States Forest Service
- United Way
- Visible Community
- Volunteer Lake Monitoring
- Wayne Elementary School
- Western Maine Community Action Health Center
- Westport River Watershed Alliance
- Whitney Museum of Art
- Willow Pond Farm
- Winthrop Grade School
- Wolfe's Neck Farm
- YADA (Youth + Adults + Dialogue = Action)
- Yellowstone Ecological Research Center



- YMCA Childcare
- Young Professionals of the Lewiston/Auburn Area
- YWCA

Note: No Bates College partners are listed here, though they include the college Museum of Art, Dining Services, the Chaplain's Office, the Office of Institutional Research, and the Office of Environmental Health and Safety.

## 2009 HARVARD CENTER AWARDS

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

- **Rick Speer**, Director of the Lewiston Public Library, recipient of the 2009 James and Sally Carignan Award for Career Achievement;
- **Jess Adelman '09** and **Erin Bond '09**, recipients of the 2009 Harvard Center Student Award for Outstanding Community-Based Academic Work;
- **Michelle Ladonne '09**, **Julie Miller-Hendry '09** and **Erin Sienkiewicz '09**, recipients of the 2009 Harvard Center Student Award for Outstanding Community Volunteerism and Student Leadership;
- Assistant Professor of Dance **Carol Dilley**, recipient of the 2009 Harvard Center Faculty Award for Outstanding New Community Partnership Initiative;
- Associate Professor of Anthropology **Elizabeth Eames**, recipient of the 2009 Harvard Center Faculty Award for Sustained Commitment to Community Partnership;
- **Holly Lasagna**, Director of the Community-Based Learning Program at the Harvard Center for Community Partnerships, recipient of the 2009 Harvard Center Staff Award for Outstanding Support of Community Partnership;
- **Ed Plourde**, Budget Manager, recipient of the 2009 Harvard Center Staff Award for Community Volunteerism and Leadership;
- **Shayna Malyata**, English Teacher and Civil Rights Team Leader at Lewiston Middle School, recipient of the 2009 Harvard Center Community Partner Award for Outstanding New Initiative;
- **Ron Hood**, Director of Big Brothers Big Sisters of Androscoggin and Oxford counties, recipient of the 2009 Harvard Center Community Partner Award for Sustained Commitment to Partnership;
- The **Governor James B. Longley Elementary School**, recipient of the 2009 Harvard Center Award for Outstanding Community Project/Partnership;
- **Lucy Neely '09** and **Janneke Petersen '09**, recipients of the 2009 Bates-Morse Mountain Award for Environmental Stewardship;
- The **Androscoggin Land Trust**, recipient of the 2009 Bates-Morse Mountain Award for Environmental Lifetime Achievement.