

Civic Engagement at Bates 2014-2015



Bates | Harvard Center for
Community Partnerships

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

MESSAGE from the Director, Darby K. Ray

Since its founding by abolitionists in 1855, Bates has been committed to education as a means to individual and social transformation. According to the college's current-day mission statement, a Bates education aspires to cultivate "informed civic action" and "responsible stewardship of the wider world." Bates students, faculty, and staff enact the college's civic mission through partnerships that connect the college and the community in mutually beneficial and transformative ways.



The Harvard Center for Community Partnerships was founded in 2002 to strengthen the College's long-standing commitment to civic engagement as a hallmark of a Bates education. Harvard Center staff and programs reach across and beyond the Bates campus to build the capacity of students, faculty, staff, alumni, and community partners for collaborative work in pursuit of thriving communities and planetary well-being.

The Harvard Center may be specially tasked with the cultivation of civic awareness, inquiry, and action, but as this report documents, during the 2014-15 academic year we were by no means working alone. Bates faculty and staff from across the college invited students to connect theory to practice through a wide range of community-engaged experiences, courses, and research projects. These experiences increased students' investment in their learning and deepened their mastery of course content. Well over 100 community partners, some of them Bates alumni, were co-educators of Bates students, providing volunteer, work-study, internship, and research opportunities that not only addressed pressing societal needs but also helped students develop important intellectual, ethical, and personal skills. Not surprisingly, Bates students themselves took the lead in pursuing a wide range of projects, from recruiting and training their peers for sustained volunteer work, to conducting research with community partners, to creating new programs and partnerships that connected their skills and passions to the needs of the wider world.

Because civic engagement is a hallmark of the academic program at Bates, this report begins by highlighting the publicly-engaged academic work undertaken during the 2014-15 school year—community-engaged learning courses offered, research projects undertaken, and faculty development programs offered. Because a great deal of learning and "informed civic action" happens outside of formal curricular channels, the report also presents a wide range of co-curricular and extra-curricular initiatives that also characterized the year at Bates. From academics to athletics and from Lewiston, Maine to Addis Ababa, Ethiopia, civic learning and action were abundantly evident during the 2014-15 academic year. Harvard Center staff were delighted to be in the thick of it!

ACADEMIC Initiatives

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

Community-Engaged Courses

The cultivation of civic awareness and informed civic action is at the heart of a Bates education and is embraced by many faculty as an innovative pedagogy that enhances student engagement with course content while developing important academic and life skills such as critical thinking, problem-solving, collaboration across differences, and ethical reasoning, and while contributing to the flourishing of communities near and far. The 48 community-engaged courses listed below were offered during the 2014-15 school year and produced over 42,000 hours of community-engaged work. Many of these courses met a threshold of community-engaged practice that allowed them to be tagged in the course catalog as Community Engaged Learning (CEL) courses. All contributed to the cultivation of civic awareness and informed civic action. A brief summary of each course's community-engaged work is available in the Appendix.

- American Cultural Studies
 - Introduction to American Cultural Studies, ACS 100, Professor Bessire
- Anthropology
 - Introduction to Archaeological Fieldwork, ANTH 103, Professor Bourque
 - Production and Reproduction, ANTH 339, Professor Eames
 - Encountering Community, ANTH s10, Professor Danforth
- Art and Visual Culture
 - Museum Internship, AVC 361 and AVC s31, Professor Corrie
- Biology
 - Virology, BIO 313, Professor Abrahamsen
 - The North Woods, BIO s37, Professor Huggett
- Dance
 - Tour, Teach, Perform, DN/ED s29, Professor Berg
 - Teaching Through the Arts, DN/ED 265, Professor Sale
- Education
 - Teaching English in Ethiopia, EDUC s31, Professor Buck
 - African Perspectives on Justice, Human Rights, and Renewal, INDS 100, Professor Eames and Professor Buck
 - Perspectives on Education, EDUC 231 (3 sections), Professor Charles, Professor Sale, Professor Tieken
 - Teaching in the Sciences, EDUC 235, Professor Wallace

- Literacy in Preschool and Elementary Years, EDUC 245, Professor Charles
- Teaching Through the Arts, DN/ED 265, Professor Sale
- Community-Based Research Methods, ED/PY 262, Professor Nigro
- Internship in Education, EDUC 290, Professor Buck
- Learning and Teaching, EDUC 343, Professor Sale
- Basic Concepts in Special Education, EDUC 362, Professor Charles
- Education, Reform, and Politics, ED/SO 380, Professor Tieken
- Seminar in Educational Studies, EDUC 450, Professor Buck
- Environmental Studies
 - Community-Engaged Research in Environmental Studies, ENVR 417, Professor John Smedley and Professor Sonja Pieck
 - Internship in Environmental Studies, ENVR s46, Camille Parrish
- First-Year Seminars
 - What's For Dinner? FYS 431, Professor Williams
 - The Sporting Life, FYS 395A, Professor Langdon
 - Tobacco in History and Culture, FYS 419, Professor Plastas
 - Remaking Movies, FYS 434, Professor Cavallero
 - The Seven Deadly Sins, FYS 436, Professor Ray

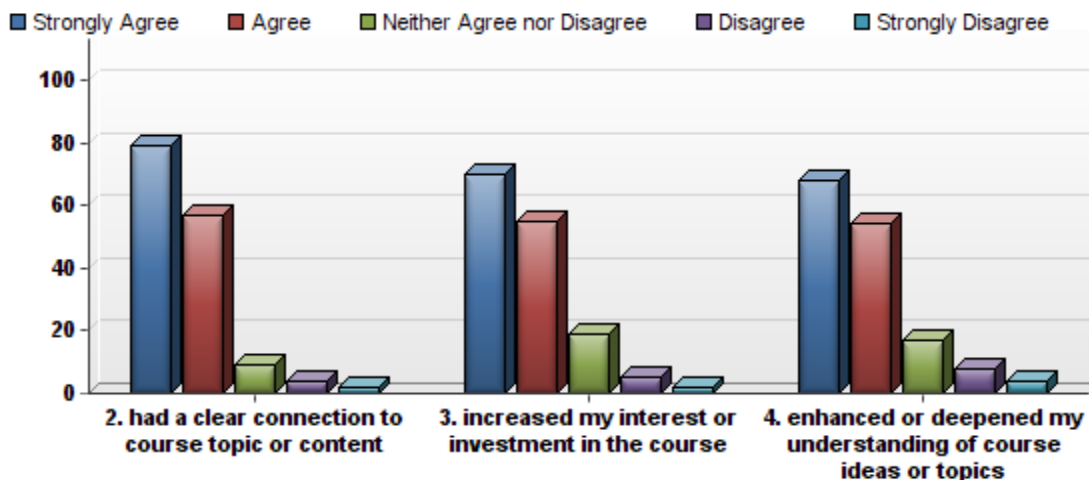
"Community-engaged learning has changed my time at Bates in so many positive ways. It is probably one of the major reasons why I stayed here after freshman year, and it has shaped where I will go after my time at Bates."

- Community-engaged learning student survey response, Fall 2014

- French and Francophone Studies
 - French in Maine, AC/FR 240, Professor Rice-DeFosse
- Geology
 - Sedimentary Processes and Environments, GEO 210, Professor Retelle
- History
 - The Civil Rights Movement, HIST 390, Professor Jensen
 - Muslims in Europe and America, HIST s13, Professor Nutting
- Interdisciplinary Studies
 - Health, Culture and Community, INDS s15, Professor Palin
 - Place, Community and Transformation, INDS s34, Professor Carnegie
 - Race, Sport and American Life, INDS 338, Professor Rubin
- Mathematics
 - Numerical Analysis, MATH 355A, Professor Ott
- Physical Education
 - Methodology of Coaching, PE s20, George Purgavie

- Politics
 - Women, Power and Political Systems, PT/WS 155, Professor Plastas
 - Public Policy and Social Welfare, PLTC, 234, Professor Owens
- Practitioner Taught Courses
 - Mediation and Conflict Resolution, Barbara Blazej, Margaret Micolichek, and Elaine Bourne
 - Better Streets, Better Places: Planning and Designing the 21st Century City, Mike Lydon
 - Social Change Organizing and Advocacy, Craig Saddlemire
- Psychology
 - Developmental Psychology, PSYC 240, Professor Nigro
 - Women, Culture and Health, PY/WS 343, Professor Langdon
 - Infancy, PSYC 340, Professor Fraser-Thill
 - Psychological Perspectives on Sex, Reputation, and Power, PSYC s34, Professor Sargent
- Sociology
 - Crime, Justice and Society, SOC 211, Professor Rocque
 - Privilege, Power and Inequality, SOC 250, Professor Kane
 - Race, Class, Gender and Childhood, SOC s20, Professor Kane
- Women and Gender Studies
 - Tobacco: Gender Matters WGST 335, Professor Plastas
 - Gender in African Art, AVWS 299, Professor Bessire

Student responses to the survey prompt: "My community-engaged learning experience. . . " (Winter 2015, n=155)



Publicly-Engaged Research, Independent Studies, & Internships

During the 2104-15 school year, 48 students completed community-engaged senior theses under the direction of Bates faculty members. These projects occurred in disciplines from across the college. An additional 36 students completed independent study projects or academic internships that had significant community-engaged aims and content. Summaries of projects are available in the Appendix.

Community-Engaged Research Fellowships

The Community-Engaged Research (CER) Fellows program supports students' undertaking of significant research projects with the off-campus community. During a semester-long seminar, students learn about the history, methods, and ethics of community-engaged research across different disciplines while moving their own projects forward in an interdisciplinary learning community. This year, seven outstanding Fellows conducted research in diverse fields, including Environmental Studies, Sociology, Psychology, Education, and American Cultural Studies. Projects explored place-based education, girls' empowerment, minority youth aspirations, the stigma and invisibility of homeless women in the Boston area, effective campus-community partnerships, resilience-building among adolescents with cancer in the family, and the links between past and present in a burgeoning arts community in Texas. The CER Fellows eventually presented their research together at Mt. David Summit in a well-received program entitled, "Back Country CER."

"The Community- Engaged Research Fellowship is one of the best academic resources I have experienced in my time at Bates. My year-long honors thesis project was an incredibly challenging project, and this seminar allowed me to feel heard and nurtured throughout the process."

~Martha Schnee '15

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

The Harvard Center's Short Term Action/Research Team (STA/RT) provides students and community partners the opportunity to combine students' research skills with community-developed research needs during a focused five-week program. After a competitive application process, the team of eight students worked approximately 20 hours per week during Short Term on diverse community-engaged research projects and research-based action projects. Projects were identified by Harvard Center staff in consultation with community partners. This year's projects:

- Continuation of research on a three-year pilot program to assess the Outpatient Family Medicine Teaching project for the Central Maine Health Center Residency Program. The student produced a final analysis of the program as well as shadowed residents in Family Medicine.
- Synthesis of existing literature on community paramedicine (CP) in collaboration with the Muskie School of Public Service and the United Ambulance Community Paramedicine Program. The student created a video

and final report on how community paramedicine reduced emergency department visits.

- Continuation of community lead poisoning awareness programming, in partnership with the Green and Healthy Homes Initiative, and development of an assets map of community resources to support the work of GHHI
- Development and implementation of an aspirations-themed event for middle school students from the 21st Century program at Lewiston Middle School. LMS students spent a day on the Bates campus engaging in various aspiration activities.
- Analysis of data from a Project Story Boost reading program at a local elementary school. The analysis will inform assessments of the impact of this program on reading levels.
- Implementation of a parking study in downtown Lewiston to establish the number of on-street parking spaces available in the study area and to determine the number of cars actually utilizing on-street parking. The results of this study will inform city policy on how parking impacts and is impacted by housing needs in the neighborhood.

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- Research on innovative approaches to public education in other communities to inform potential new programs in Lewiston. This information was presented to the Lewiston School Committee.

- Assistance with the creation of a database of community employers who are willing to hire and train local youth for internships and, potentially, jobs upon graduation. The resulting database will be used to develop a sustainable, long-term strategic plan for youth services, ensuring the best possible environment for Auburn youth to grow and develop.

New General Education Concentration

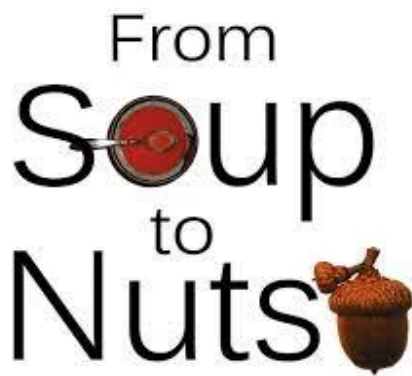
A group of faculty members and Harward Center staff designed a new General Education Concentration entitled *Knowledge, Action and the Public Good*. The concentration is designed to recognize and cultivate two elements of the college's mission: informed civic action and responsible stewardship of the wider world. The concentration focuses on coursework and other learning experiences related to civic and community engagement at the local, state, regional, national and global levels, as well as exploration of the reciprocal co-creation of knowledge and its role in promoting the public good. The new GEC attracted its first students during the 2014-15 academic year. Its faculty coordinator is professor Emily Kane.

Faculty Development

To grow faculty members' understanding of and appetite for publicly-engaged work, a range of services and programs is offered throughout the year. During the 2014-15 school year, Harward Center staff worked with numerous faculty on an individual basis. In addition, the following faculty development programs were offered:

- Adventures in Community-Engaged Learning – a lunchtime program highlighting the CEL experiences of faculty from diverse disciplines

- Progressive Dinner – an evening of learning, connecting, and celebrating diverse approaches to community-engaged academic work; held in downtown Lewiston
- Public Works in Progress – a series of lunchtime programs (approx. one per month) featuring presentations by faculty, staff, and students about their publicly-engaged work
- Emeritus Faculty Luncheon – a luncheon for emeritus faculty, featuring updates from officers of the college and information about Harward Center programs and support for emeritus faculty members' civic engagement



- From Soup to Nuts – a hands-on workshop for faculty interested in moving their understanding and practice of community-engaged learning to the next level; included a session on the learning/teaching benefits of CEL and of the range of successful CEL models employed at Bates and elsewhere, followed by a one-to-one coaching session with CEL veterans

Faculty Grants

Faculty members' publicly-engaged work is also seeded and supported through several mini-grant programs administered through the Harward Center. The following people

projects received grant support during AY 2014-15:

Harward Center Grants For Publicly-Engaged Academic Projects

Harward Center grants for Publicly-Engaged Academic Projects (PEAP grants) are awarded on a competitive basis in support of the development and implementation of publicly-engaged academic initiatives with strong potential for sustained and noteworthy impact on teaching, learning, scholarship, and/or the arts. During the 2014-15 academic year, seven noteworthy projects were awarded grants that totaled \$29,500:

- “Place, Community, Transformation: Kingston, Jamaica” – awarded to professor Val Carnegie (Anthropology) to support a new course featuring community-engaged projects related to green development initiatives in Kingston, Jamaica
- “Gendered Community Responses to Border Dynamics” – awarded to professor Claudia Aburto Guzmán (Spanish) and staff member Hannah Miller to support the development of a community-engaged Short Term course to be offered in 2016, as well as a co-authored book and a performance piece exploring women's responses to border dynamics in the community of Bellavista, Nogales, Mexico
- “Understanding Proficiency-Based Learning: Workshop Series for Parents and Teachers” – awarded to professor Anita Charles (Education) to support the development and implementation of a workshop series for Lewiston High School teachers struggling to understand and implement proficiency-based learning.

- “Rethinking DNED s29: Tour Teach Perform” – awarded to professors Carol Dilley and Michael Reidy (Dept. of Theater and Dance) to support a revision of the Short Term course, “Tour, Teach, Perform,” for better alignment with K-12 curricular content
- “Development and Implementation Assistant for a Short Term Study Abroad Course” – awarded to professor Patti Buck (Education) to support the hiring of an experienced student to assist with the development and oversight of diverse community partnerships and site-based work undertaken by students in the community-engaged course, “Teaching English in Ethiopia.”
- “The Shetland Islands Climate and Settlement Project 2015: Oral History Recording and Primary School Learning Activities” – awarded to professor Gerald Bigelow (History) to support the deepening of community partnerships and the implementation of community-engaged activities by the Shetlands islands Climate and Settlement Project
- “Beethoven and Community: Cross-Generational, Cross-Cultural Collaboration” – awarded to professor John Corrie (Music) to support the development of partnerships among four music groups, including the two local high schools, for collaborative performance of two chorale works by Beethoven
- “F.A.B.: 10th Anniversary” – awarded to professor Carol Dilley (Dance) to support the 10th anniversary of the F.A.B. (Franco & Bates) Winter Dance Concert, which has over the years contributed in important ways to the cultural literacy and opportunity of Maine and Lewiston/Auburn residents.

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

The Harvard Center’s grants for Programs, Departments, Offices, or GECs (or P-DOG) support departments, programs, offices, GECs, or interdisciplinary faculty teams in developing curricula, courses, ongoing partnerships, training, or other resources that institutionalize community engagement opportunities within or across departments, programs, offices, or General Education Concentrations. Four projects were approved for funding that totaled \$15,000 during the 2014-15 academic year. Two P-DOG grants were awarded to faculty:

- “Science and the Civic” - awarded to professor Stephanie Richards (Biology) to support the infusion of civic engagement in the Science Fellows Program, a year-long course intended to help students from underrepresented groups become successful in the sciences at Bates and beyond
- “Teaching Philosophy’ Short Term Course – awarded to professors Susan Stark and Paul Schofield (Philosophy) to support the community-engaged Short Term course, “Teaching Philosophy,” which was originated by professor Schofield and, with grant support, will be expanded and institutionalized as part of the Philosophy department’s curriculum. The course includes a significant partnership with Lewiston High School.

(Two other P-DOG grants were awarded to staff. See below for details.)

Faculty Discretionary Grants

Faculty Discretionary Grants are offered to faculty in amounts up to \$1000 to support community-engaged learning activities in

existing courses. Discretionary grants may also be used as seed funding for the planning and development of larger community-engaged grants such as the Harvard Center Grants for Publicly-Engaged Academic Projects. Grants may enhance community-engaged learning, community-engaged research, and community engagement activities in the curriculum through the support of new materials, transportation, honoraria, and the like. Faculty Discretionary Grants awarded for the 2014-15 academic year totaled more than \$4,000 and included these projects:

- Professor Krista Aronson, Psychology; to support the purchase of multicultural children's books to start an archive of such books for research
- Professor Aimee Bessire, American Cultural Studies; AVC/ACS 100: Introduction to American Cultural Studies, to help defray the costs of producing a website and book that commemorates the 25th anniversary of the American Cultural Studies/African American Studies Programs at Bates
- Professor Anita Charles, Education; EDUC 362: Special Education, to support, at Farwell School, a guest speaker, a staff and faculty appreciation party, and a stipend for teacher workshops
- Professor Brett Huggett, Biology; BIO s37: The North Woods, to fund, in collaboration with Laura Sewall, the revamping of self-guided natural history
- tour of the Bates-Morse Mountain Conservation Area
- Professor Mark Owens, Politics; PLTC 234: Public Policy and U. S. Welfare, to fund a charter bus to take students in the course to present fact sheets on

legislative issues to State Senators and Representatives in Augusta

- Professor Darby Ray, Religious Studies; FYS 436: The Seven Deadly Sins, to support a downtown dinner and discussion of "Gluttony" as a cause of human suffering
- Mara Tieken, Education; EDUC 231: Perspectives on Education, and ED/SO 380: Education, Reform and Politics, to support an honoraria for guest speakers who addressed differing perspectives on education
- Larissa Williams, Biology; FYS 431: What's For Dinner, to support activities at the Nutrition Center of Maine.

During the 2014-15 academic year, Bates faculty members were awarded over \$42,000 in mini-grants from the Harvard Center to undertake a wide range of community-engaged projects, from new course development to public performance

Co-CURRICULAR Initiatives

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

Bonner Leader Program

The 2014-15 school year marked the completion of the seventh year of the Bonner Leader Program, part of the Princeton, NJ-based Bonner Foundation's national network of 65 campuses dedicated to student leadership, community service, and academic engagement. Program elements include: 4-6 hours per week of community service (this can take many forms, including academic community-engaged learning, volunteerism, and community-engaged research and/or thesis); weekly opportunities for training and reflection; and cornerstone activities such as service exchanges with other campuses and program planning. This year, 27 Bonner Leaders, first-years through seniors, contributed 2,700 hours of service to community organizations working on a range of issue areas. Highlights from this year's program include:

- Significant efforts on the part of several Bonner Leaders to increase college aspirations for local youth (Maine has the lowest college attendance rate in New England, and Androscoggin County, where Bates is located, has one of the lowest college attendance rates in Maine.)
- Founding of a program that allows Bates students to mentor and form long-term

friendships with adults who have developmental and intellectual disabilities (This same student was elected to serve on the Board of Directors for the Autism Society of Maine, and also leads a monthly social group for teens on the autism spectrum.)

- Development of an audio storytelling and production program for students at the local middle school. Participating students shared their productions at a local café, and traveled to Portland, Maine to be guests on a radio show.
- Coordination of the new Bates Civic Action Team (BCAT, see below). This Bonner Leader also wrote a year-long thesis entitled, "Building Mutually Beneficial Partnerships: An Exploration of Effective Strategies for Building and Sustaining Campus-Community Partnerships," and is currently working with a Bates sociology professor to write and publish a paper based on her research.
- Increased political engagement, most notably on the part of a Bonner Leader who was a finalist for the Project Pericles "Letter to an Elected Official" competition, with an entry entitled, "A Letter to Governor Paul LePage (R-ME) in Support of Temporary Assistance for

Needy Families (TANF) and General Assistance Benefits for Non-Citizens.” This student traveled to NYC to present her paper to a mock panel of legislators and subsequently lobbied Maine legislators to restore funding for TANF and General Assistance. In the fall, she also led a significant GOTV campaign on the Bates campus.

The Bonner Leaders participated in a wide range of activities (some already captured above) during 2014-15:

- Kenisha Allen-Daley '16 tutored middle school students at Tree Street Youth, and worked with adults attending citizenship classes at Maine Immigrant and Refugee Services (formerly the Somali Bantu Youth Association of Maine).
- Melody Altschuler '17 founded the above-mentioned mentor program for Bates students and adults with developmental disabilities attending the Social Learning Center; volunteered in a self-contained autism classroom; and worked as a classroom assistant at the Daisy Garden pre-school program.
- Monet Blakey '17 taught cooking classes for middle school students at the St. Mary's Nutrition Center, and volunteered in a math classroom.
- DeAundre Bumpass '17 provided math and science tutoring for high school students in Auburn as well as in Lewiston.
- Katie Carlton '18 co-led a girls' empowerment group at Tree Street Youth and volunteered with an early literacy program, Project Story Boost, at Montello Elementary School.
- Rachel Chappell '18 worked as an assistant in a 5th grade classroom at

Farwell Elementary School, co-led a girls' empowerment group at Tree Street Youth, and taught photography at Lewiston Middle School's 21st Century after-school program.



- Keila Ching '18 worked with Outright L/A to help develop their youth summit, a workshop-centered event for teens to educate them about queer issues, and she volunteered with Project Story Boost at Montello Elementary School.
- Emma Davies '16 worked with adults attending citizenship classes at Maine Immigrant and Refugee Services.
- Jason DeFelice '17 tutored and taught enrichment classes (Spanish, time management, and study skills) for youth at the Boys and Girls Club.
- Zsofia Duarte '18 was a teacher's assistant in a pre-K classroom at Montello Elementary School, and she taught an environmental enrichment class at the same school called "Connect to Protect."
- Sofia Gnabasik '17 worked as an assistant at the Center for Wisdom's Women, an organization that supports and empowers women living in downtown Lewiston; she also taught cooking classes and recruited Bates volunteers for the Nutrition Center.

- Allen Kendunga '18 provided mentoring and tutoring for children attending Tree Street Youth.
- Samuel Lagerstrom '18 tutored elementary children living at the Hillview public housing complex and provided mentoring to Lewiston Middle School students attending the College Access Mentor Program (CAMP).
- Meghan Lynch '17 assisted in an arts program for elementary youth at Hillview, a low-income housing complex, and was politically active in campaigns related to fair housing and General Assistance.
- Alexandra Morrow '16 created the above-mentioned audio storytelling and production program for students at Lewiston Middle School.



- Tenzin Namdol '15 helped to coordinate a Stand Against Racism event for the YWCA and conducted mapping work for a project called the Green and Healthy Homes Initiative.
- Jessica Nichols '15 (mentioned above) coordinated the new Bates Civic Action Team, comprised of students working as America Reads/America Counts tutors.
- Kate Paladin '15 conducted several projects for Healthy Androscoggin's Green and Healthy Homes Initiative, including pre/post home assessment surveys, a housing systems map, and a lead database with data on houses with

residents who have been identified with lead poisoning, as well as the status of the lead abatement process.

- Naima Qambi '15 spent the entire year working as a student teacher in an English classroom at Edward Little High School, earning her teaching certificate in the spring.
- Thomas Sacchetti '16 worked with math faculty to develop and implement math community outreach programs, including a computer science program for middle school youth and a "math circle" for middle and high school students and their parents. He also helped to analyze data from the America Reads/America Counts program.
- Madelene Santizo '16 volunteered with residents at Blake Street Towers, a low-income residence for elderly and younger-disabled people.
- Jonathan Schwolsky '15 wrote and directed a play (staged at the Unitarian Universalist Church in Auburn) highlighting the issue of hunger, as well as local services available to those who need it, for the Good Shepherd Food Bank. In the spring, he worked on a narratives project with Grace Street Services, an addiction/mental health recovery group. He hopes to turn this project into a film.
- Max Silverman '16 coordinated the College Access Mentor Program (C.A.M.P.) at Auburn Middle School.
- Anna Sucsy '17 worked as a classroom assistant in a 1st grade classroom at Montello Elementary School; at the same school, she led a French program for students attending the after-school program. This summer, she is continuing her work there as a summer school assistant.

- Deepsing Syangtan '18 volunteered with residents at Blake Street Towers, a low-income residence for elderly and younger-disabled people.



- John Woodward '16 worked as a day surgery assistant for St. Mary Hospital, where he supported the nursing staff in whatever they required, including sorting supplies, spending time with patients, and other general assistance.
- Fidelia Zelaya Aleman '15 tutored middle and high school students at the Lewiston Public Library's after-school homework help program.

This year, five of our juniors completed Study Abroad programs. As a part of their experience, they submitted regular posts about their experiences to a Bates Bonner Abroad blog.

Bates Civic Action Team (BCAT)

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

(BCAT) was established in Fall of 2014. Similar to the Bonner Leader program, BCAT is a co-curricular initiative in which a small cohort of students engages in sustained community work and participates in regular civic reflection and leadership development activities under the guidance of caring mentors. However, BCAT is a one-year experience instead of a four-year one, and it is only for first-year students. During the 2014-15 academic year, fourteen BCATs worked at Farwell and Longley Elementary Schools, as well as the Lewiston Public Library and Tree Street Youth after-school programs, as America Reads/America Counts tutors. Students worked, on average, six hours per week at their community sites, and they met on a monthly basis for skills-building and reflection.

Student Volunteer Fellows Program

In its thirteenth year, the Student Volunteer Fellows Program engages Bates students in significant leadership development as they work to recruit, train, and oversee their fellow students in targeted community partnership work. During the 2014-14 school year, seven Fellows worked together to lead key volunteer programs at Bates. The Fellows each took responsibility in different areas, working as a team to expand volunteer programming at Bates and to explore leadership issues. Fellows ran site-based programs, working with volunteers, community work-study students, and community-engaged learning students to facilitate student service at the agency. The Fellows met regularly to update each other on their work, exchange ideas, and plan for future events. They also met once a month with Bonner Leaders and participated in fall and winter retreats. In addition, the Fellows worked to increase the visibility on campus

of volunteer opportunities through a volunteer fair and an email listserv. The 2014-15 Student Volunteer Fellows, and their community partners:

- Camden Bock '16 worked with Big Brothers Big Sisters to recruit and coordinate Bates mentors. He was responsible for the Longley School mentoring program as well as for Cats and Cubs, a weekly mentoring program that takes place on campus. Fifty-three mentors visited their mentees for an average of an hour a week.



- Brenna Callahan '15 coordinated programming and recruited volunteers for the Montello Elementary School Project Story Boost program. Each student worked one-on-one with a young child, reading and retelling a story in order to develop literacy skills. An average of 17 students volunteered each semester for 2 hours twice a week. As part of her thesis work, Brenna also studied the impact of reading books with multicultural themes on children from diverse backgrounds. As a result of her efforts, Montello was able to make a significant increase in its library of multicultural books.
- Matt Gee '16 coordinated programming for senior citizens and residents with disabilities at Lewiston Housing

Authority's Blake Street Towers, and he expanded his efforts by providing some programs at LHA's Meadowview facility.



Matt's work included planning events and recruiting volunteers to help socialize with residents around Sunday brunches, game days, and occasional seasonal craft activities. Seventy-two students helped with the programs.

- Kara McGowan '15 coordinated volunteers, America Counts tutors, and community-engaged learning students for the after-school at Lewiston Public Library. The program provides homework help to middle- and high-school students. Over the year, 46 Bates student tutors participated in the program. Kara also developed and led a new college aspirations program at the library.
- Lydia Rosenfield '16 coordinated volunteers for the Homework Help program at Lewiston Housing Authority's Hillview Family Development. She had about 7 volunteers each semester who helped Hillview youth with their academic work and also provided enrichment activities.
- Alex Ulin '16 coordinated Bates student volunteers at Tree Street Youth. Students assisted in many ways

including tutoring, college preparation, enrichment activities, and athletics.

- Katie Stevenson '17 served at ArtVan, a mobile arts therapy program with regular activities at several local non-profits. Katie recruited volunteers to help with art projects at the weekly Lewiston Public Library program and the winter Farmers' Market. Volunteers were given the opportunity to work together with ArtVan staff to plan a project.

Short Term Community Service Program

Thirteen seniors participated in the Harward Center Short Term Community Service Program. Each student volunteered between 8 and 15 hours per week in various community agencies including Lewiston schools, Good Shepherd Food Bank, Tree Street Youth, St. Mary's Regional Medical Center, and the Eighth District Court. Students also attended an orientation/training and wrote brief weekly reflections on their experience.

EXTRA-CURRICULAR Initiatives

In addition to the community-engaged work Bates students undertake within the formal academic program or as part of a co-curricular program that includes intentional learning goals and activities, most also participate in community work through various extracurricular pathways. In these instances, civic learning still occurs, and often to great effect, but it is typically not the result of formal or systematic learning activities. When it comes to extra-curricular civic engagement, individual students sometimes connect on their own to a community agency or project; in other cases, they connect informally as a friend or interest group. Oftentimes, students participate in extra-curricular civic engagement activities organized by the college. College-sponsored extra-curricular activities for the 2014-15 academic year that were reported to or supported by the Harward Center are included below.

Adopt-A-School

Bates invested fresh energy in its Adopt-A-School partnership with Lewiston Middle School. The partnership supports a variety of academic community-engaged learning projects. In 2014-2015, highlights included:

- 40 education students contributed 1,200 hours in classrooms and after-school programming;
- Bates students taught after-school enrichment classes on computer programming, photography, audio storytelling and production, and college access;
- Bates students and staff led mock interview sessions for 7th and 8th graders;
- Bates students, staff, and faculty hosted 375 graduating 8th graders on three consecutive days for activities including a campus-wide scavenger hunt; movie-viewing and discussion; and conversations about gender-related issues such as body image and masculinity, hosted by a panel of college-aged women and staff from Maine Boys to Men. Each 8th-grader received a Bates t-shirt.



America Reads and America Counts

America Reads and America Counts are federal programs that allow college students who qualify for federal work-study funds to earn money while tutoring children in local elementary and middle schools to increase literacy. America Counts provides support in mathematics and science. This year, 8 students from the Bates Civic Action Team and an additional 23 work-study students participated in one or more of the following aspects of the America Reads/America Counts programs:

- School day classroom support: Bates students supported math, literacy, and English Language Learners. They worked with individuals and small groups under the supervision of

classroom teachers at Farwell and Longley Elementary Schools.

- After-school tutoring: Bates students provided assistance in reading and mathematics. In 2014-2015, students worked at the Lewiston Public Library, the PAL Center, and Tree Street Youth after-school programs.
- In addition, a Bonner Leader who is a Math major analyzed standardized test scores and compared scores of Longley children who received AR/AC tutoring with the total population. While his results failed traditional confidence interval tests due to the small sample size, he was able to show positive growth for Longley youth who participated in AR/AC programming. In particular, there was a clear linkage between content-specific tutoring (e.g. numerical operations) and standardized test results.

College Access Programming

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

- Hillview Community Center: Boys & Girls Aspirations, Arts, Cooking, Homework Help Programs (*30 volunteers, 1,200 hours*)
- Tree Street Youth BRANCHES College Planning and Career Exploration Program (*2 volunteers, 160 hours*)
- College Access Mentor Program (C.A.M.P.) at Edward Little High School (*6 volunteers, 240 hours*)
- C.A.M.P. at Auburn Middle School (*7 volunteers, 330 hours*)
- C.A.M.P. at 21st Century Lewiston Middle School (*8 volunteers, 320 hours*)
- Lewiston Public Library Academic Success Program (*52 volunteers, 1,138 hours*)

At the Lewiston Public Library, the VISTA and Student Volunteer Fellow (SVF) incorporated three new aspirational components into the Academic Success program: a) tutor training on college-positive dialogue; b) physically transforming the homework help room (computer lab) with college-going resources and goals-oriented messaging; c) a free series of bi-weekly aspirations workshops to local middle and high school students. The purpose of these workshops was to increase local students' access to higher education and career opportunities by introducing methods, tools, and other resources for youth and their families for financial and academic support. Through these workshops, students were able to: engage with college students and local experts on issues of college-access and opportunities post-high school, address individual concerns pertaining to social and academic issues, and understand resources provided by their school(s) and community. Over the course of a semester, five workshops were held to serve a total of 34 students (from Lewiston Middle and High Schools) that attended the homework help/college-prep programs at the public library and Tree Street Youth. Of these student attendees, 32 said they were more likely to attend college after attending one or more of the workshops. In addition to college-access program support, the VISTA collaborated with local schools to facilitate "Aspirations Days" throughout the year.



- On October 3, 8, & 9, 2014 Bates hosted approximately 300 8th graders from Auburn Middle School for a series of Aspirations Days. Their schedule included an Aspirations conversation, facilitated by the VISTA and Bates student volunteers (15 total) who presented on their own journeys through high school.
- The Short Term Action/Research Team, guided by the VISTA, planned and implemented an Aspirations Day for students from the 21st Century Program at the Lewiston Middle School. On May 4, 2015 the STA/RT group and additional student volunteers (12 total) engaged twelve middle school students with activities including dining in commons, attending classes, completing a campus-wide scavenger hunt, and discussing healthy food choices at the Bates garden. Each of these activities placed provided an emphasis on the areas of physical health and wellness, academics, and character – values that are focused on in the 21st Century programming.
- On June 15-17, 2015 Bates (14 volunteers) hosted approximately 400 8th graders from Lewiston Middle School for a series of Aspirations Days as a part of their annual Kick START program. The VISTA collaborated with

the middle school to plan and implement each day framed around self, positive choices, and transitioning to high school. Activities included an aspirations conversation with Boys to Men (boys) and college graduates (girls), a movie and discussion, and a campus-wide scavenger hunt.

EcoService Day and Clean Sweep

Bates held its fifth annual EcoService Day on Saturday, May 9, 2015. More than 30 volunteers turned out, working on and off campus to clean up litter, clear trails, maintain trails, and plant gardens. Sites included Lewiston Middle School, Pine Street Community Garden (Lots to Gardens), David Rancourt Nature Preserve, Wood Street Garden (Bates Dining Services), and Thorncrag Bird Sanctuary.

On Saturday, June 20, 2015, Bates held its 15th annual Clean Sweep effort, organized to enable students to recycle unwanted items, and the Bates community to interact with the L-A area. This year, Patricia Pelliccia, a retired Auburn school teacher and volunteer with the Share Center, and Camille Parrish from the Environmental Studies Department, organized the event. Clean Sweep bins are placed in campus residences, and as students leave for the summer, volunteers from local organizations collect items for a giant garage sale. The proceeds from the sale are distributed among participating local non-profit organizations. This year, Bates once again filled its ice arena with everything from furniture and fridges to clothes and kitchenware and generated over \$21,000 for community organizations. Organizations who participated include:

- The Caleb Group (River Valley Village)

- Catholic Charities of Maine's Seek Elderly Alone
- Renew Courage and Hope (SEARCH) Program
- Maine Franco-American Genealogy Society of Auburn-Lewiston
- Life Center at John F. Murphy Homes
- Lots to Gardens (St. Mary's Nutrition Center)
- Share Center
- TriCounty Mental Health Services and its Social Learning Center
- Trinity Jubilee Center

Grants

Two Harvard Center grants were awarded in 2014-15 to support the institutionalizing of civic engagement in Student Life extra-curricular programming:

- "Residence Life Civic Infusion: Part II" – awarded to the Residence Life program to support the continued integration of civic awareness, deliberation, and action in residence hall programming
- "Campus Life Civic Infusion: Part II" – awarded to the Campus Life program to support the continued integration of civic awareness, deliberation, and action in student club programming

Martin Luther King, Jr. Day

The Center, in conjunction with the Bates College MLK Committee, sponsored a "Read-In" at Martel Elementary School in Lewiston. Fourteen students and staff read to fourth, fifth, and sixth graders at Martel School. This year, based on research about high-quality multicultural children's literature conducted by Student Volunteer Fellow Brenna Callahan, the Bates MLK Committee provided funding that allowed us to donate 20 civil-rights-themed books to Martel classrooms. The event culminated in a presentation to 6th graders by Dean James Reese and his father (via cell phone) about

MLK's "I Have a Dream Speech," which Dean Reese's father attended.



Mentoring

Fifty-three Bates students volunteered this year to be mentors with the Big Brothers Big Sister program, contributing 1200 hours of service. Mentors visited their mentees weekly at the child's school for at least one hour, over the full academic year. Twenty-five students mentored at Longley Elementary School, six at Geiger Elementary School, one at Lewiston Middle School and one at Tree Street Youth. The other eighteen participated in Cats and Cubs, a weekly mentoring program that brings children who are on the Big Brothers Big Sisters waiting list to Bates College for activities. Two additional Bates students helped to lead programs. Camden Bock '16 worked with Big Brothers Big Sisters staff to recruit volunteers and coordinate programming.

Neighbor Night

Bates students, led by Courtney Porfido '18, helped to organize, support and host an annual neighborhood get-together at Lewiston Housing Authority's Hillview Family Development. Students helped with many aspects of the event. Originally begun as a way to introduce Somalis to their new community, it continues with the goal of building community.

Project Storyboost

This program, created by researchers at the University of Southern Maine in the mid-1990s, is designed to increase the literacy skills of younger elementary children. Volunteers are trained to read to children one-on-one, and then to engage the students in discussions and retelling activities that are meant to boost an understanding of basic story language and architecture critical to literacy. This year, Student Volunteer Fellow Brenna Callahan focused her efforts at Montello Elementary School, where a total of 33 Bates students offered 2-4 hours per week to read to kindergarten, first-, and second-grade children. In addition to coordinating volunteers, Brenna conducted a year-long thesis in which she studied the impact of reading multicultural books on children with diverse backgrounds. As a result of her efforts, Montello was able to make a significant increase in its library of multicultural books. During the spring, student leader Camden Bock helped to update program assessment strategies, including the use of an online data collection system that will help us better determine programmatic impacts on participants.



Residence Life Programming

In the fall of 2014 the Harward Center launched or refined several programs designed to invite and equip increasing numbers of students to participate in the civic mission of the college. One such program, undertaken in partnership with Student Affairs, focused on students who serve as leaders within residence halls. As part of their training in late August, 60 student leaders enjoyed a three-hour program that included a reception with local city and non-profit leaders, a guided walking tour of downtown Lewiston, a short program at a downtown museum featuring the history of Lewiston-Auburn and some of the ways Bates students have become involved off campus, as well as dinner featuring local fare. By the end of the evening, residence hall leaders reported feeling motivated and equipped to be sources of civic information, encouragement, and programming for their fellow students. In the ensuing school year, and with the support of the VISTA member and Student Affairs staff, 36 student staff members led community-engaged programs through their residence halls, including programs featuring:

- Lewiston Farmer's Market
- Blake Street Towers Sunday Brunch
- Common Ground Fair
- Dempsey Challenge
- Hillview Girls Aspirations
- Walk around downtown L-A & Dinner at Mother India
- Portland Art Walk
- Taste of L-A
- Tree Street Youth
- Hillview Homework Help
- Meet a local business: The Cupcakery

- She Doesn't Like Guthries Lecture Series
- Lewiston Public Library Homework Help
- Museum L/A
- Nezinscot Farm
- Generation Climate March in Augusta
- 21st Century Homework Help at Lewiston Middle School
- Thorncrag Bird Sanctuary

Stand Against Racism

Student Volunteer Fellows Matt Gee '16 and Bonner Leader Tenzin Namdol '15 worked closely with the YWCA to facilitate the fourth annual Stand Against Racism Day on April 26, 2015.



The event included two keynote speakers, Fahmo Ahmed and Nasser Rohani, followed by small group conversations about race facilitated by members of the Lewiston High School Civil Rights Team. The event concluded with sign-making, a walk in the community, and a stand in front of the YWCA. This year, the community walked and stood in solidarity with the Black Lives Matter movement.

Student Clubs & Organizations

During the 2014-15 school year, the Office of Campus Life worked with the Harward Center to develop and implement a Community Liaison officer position for all student clubs and organizations. Such a position was proposed and affirmed by unanimous vote of the Bates College Student Government at the end of the previous school year. The role of the Community Liaison is to develop ideas for how their club can meaningfully and respectfully connect to the off-campus community; to mobilize club members to put those ideas into action; and to record and submit community-engaged activities. An introductory kick-off event was held in the fall for the new Community Liaison officers, followed by individual meetings throughout the year to brainstorm and plan programs, and four training sessions during Short Term. By Short Term 2015, 73 of 93 (78%) student clubs and organizations selected one or more Community Liaison officers and of these, 14 officers attended the required training. These training sessions introduced Community Liaison officers to the responsibilities of the role, available resources (including Harward Center staff and a student government mini-grant program for community-engagement activities), and an assets-based, full reciprocity approach to community engagement. Although 2014-15 was mostly spent building the infrastructure for the Community Liaison program, several Liaisons still organized programs, including:

- Active Minds: Dinner from DaVinci's, "Illness" Film Screening & Discussion with National Alliance on Mental Illness (NAMI) Maine

- Bates Christian Fellowship: Spring Cleaning at Lewiston High School, Lewiston Middle School, Longley Elementary, and Montello Elementary



Other Volunteer Activities

Some examples of other volunteer work completed during 2014-15 include:

- Two students worked closely with the YWCA to facilitate a Stand Against Racism day. Local youth shared their experiences of racism and then walked through the community and stood in front of the YWCA.
- The annual Volunteer Fair was held on September 10, 2014. Thirteen local agencies and twelve students leading volunteer programs recruited at the event. Students also recruited for their programs at an event in January.
- Students volunteered with Judge John Beliveau at the Eighth District Court.
- Three students volunteered regularly for the Court House Assistance Program in Lewiston, run through Pine Tree Legal's Volunteer Lawyers Project. The students received over 20 hours of training to help interview walk-in clients at the District Court. They learned to provide initial interviews, to coordinate with the attorneys on duty, and to assist clients with filling out family law *pro se* materials. Each then volunteered three hours a week.
- Twelve students volunteered at the Advocates for Children Holiday Fest in December. They volunteered to help with crafts and games, and they dressed up as mascots.
- The Harvard Center sponsored a holiday gift drive and collected items from wish lists for youth at St. Mary's Medical Center and the Lewiston High School McKinney-Vento homeless liaison program.
- The Robinson Players presented three community-engaged projects this year. They partnered with New Beginnings on *A Sense Of*, a project that explored themes of home and place. *Pirates of Penzance* was the annual Stages for All Ages performance, which brings children from local elementary schools on campus to watch the show and ask questions of the cast at the end of the production. The group also led a theater workshop for youth at Hillview Family Development.
- Nine students volunteered as coaches with the Let's Get Ready program during winter semester at Edward Little High School. They volunteered every week with high school juniors and seniors to prepare them for SAT testing. Two Bates students also served as staff.
- A group of students met bi-weekly on Bates' campus with a group of girls in grades 9 and 10 from Poland Regional High School. Their visits to campus

included aspirations programming and dinners in Commons.

- The Student Athlete Advisory Committee hosted a field day on May 24th. 200 Bates athletes led activities for approximately 200 local children in grades 1-4.
- Students volunteered at St. Mary's Regional Medical Center and Central Maine Medical Center.
- Thirty students and staff volunteered for the day to help renovate several local homes for the annual Rebuilding Together Day in May. Volunteers helped with painting, light carpentry, and yard work.



- The men's basketball team hosted youth from Hillview Family Development for a clinic and dinner on campus.
- Fundraising efforts included a food drive by the field hockey team that resulted in donations of over 200 pounds of food and over \$450 to the Good Shepherd Food Bank; the Ladd Library's Food for Fines Program, with 164 pounds of food delivered to the food bank; collections during Staff Enrichment Week that benefited Safe Voices and Greater Androscoggin Humane Society; and a student raffle to raise money for the Montello School weekend backpack food program.
- Students volunteered monthly with the Alzheimer's Association Volunteer Scribes program, helping clients with Alzheimer's disease and their partners to write down some stories from their personal histories.
- Bobcat Consulting, a new student club founded by Economics majors, worked closely with two local non-profit organizations to complete desired capacity-building work, including social media development, business plan revision, and donor cultivation.
- Megan Goodwin, Mellon Postdoctoral Fellow in the Humanities, hosted 250 students from Lewiston High School for a multimedia presentation on world religions.
- Seventy-one students participated in the Dempsey Challenge, an annual event that supports the Patrick Dempsey Center for Cancer Hope and Healing. The swim team also ran a dunk tank at the event.
- Students from the Public Health Initiative volunteered at the Trinity Jubilee Center Free Clinic during winter semester and Short Term.

CIVIC CAPACITY-BUILDING Initiatives

The development of civic awareness and knowledge lays a strong foundation for informed civic action. During the 2014-15 academic year, these programs focused especially on the building of the civic knowledge and skills needed for full participation in democratic society:

Campus Election Engagement Project (CEEP)

During the 2014-2015 election season, the Harvard Center participated in the Campus Election Engagement Project (CEEP), a national nonpartisan project that helps America's colleges and universities motivate their 20 million students to register, volunteer in campaigns, educate themselves, and turn out at the polls. This year's voter registration activities included:

- Harvard Center Voter Registration Drive in Commons
- Bates Democrats Get Out the Vote Voter Registration Drive in Commons
- TurboVote Voter Registration
- Junior Advisor Voter Registration Drive in Parker Hall

In all, over 175 students registered to vote as a result of these efforts. In addition, 372 Bates students either registered to vote or updated their address at the polls on Election Day.

Bates-sponsored election-related programming during the 2014-15 school year included:

- September 17: "The Past is Present: The Conservative Movement's Use of Constitutional History in Contemporary Electoral Politics" by Ken I. Kersch, Associate Professor of Political Science, History, and Law, Boston College
- October 8: "Bulworth" movie screening
- October 20: "Too Polarized? Too Sensitive: Historical Lessons for a Divided America" by Jeffrey Sellinger,

Assistant Professor of Government, Bowdoin College

- October 23-27: Preparation for and implementation of a successful community panel focused on a local (St. Laurent) housing issue
- November 4: Election Night Party
- November 12: "Campaign Ads 2014: A Critical Assessment" facilitated by Students in Rhetoric 391: Presidential Campaign Rhetoric
- November 17: "Delivering the People's Message: The Changing Politics of the Presidential Mandate" by Julia Azari, Assistant Professor of Political Science, Marquette University
- November 21: "The 2014 Election: What Did We Learn and What Can We Expect?" A Great Falls Forum program featuring John Baughman, Associate Professor of Politics, Bates



Civic Forum Series

The Civic Forum Series explores civic, political, and policy issues that are

significant to the Bates community, Maine, and beyond. This past year we had the pleasure of partnering in this series with a variety of people from the Bates and larger communities:

- A presentation by members of the Maine Wabanaki-State Child Welfare Truth and Reconciliation Commission on the history, necessity, and process of this historic commission created to address the harm done to native children who were taken from their families by the State and forced to assimilate into the dominant culture. An introduction was made by famed artist, Robert Shetterly, creator of the nationally acclaimed series, "Americans Who Tell the Truth," who exhibited several of his paintings at the event. Panelists stayed to meet with students and community members the next morning and later had lunch with faculty and students at the Office of Intercultural Education. The event was cosponsored by the Bates College Humanities Division, the Anthropology Department, the History Department, and the Office of Intercultural Education.
- A talk by James Tierney, former Maine Attorney General and current Director of the National State Attorney General Program at Columbia Law School and Lecturer-in-Law at Harvard Law School. Mr. Tierney's presentation, "Immigration in Maine: Past and Future," argued that the aging of the Maine population, which poses a significant challenge to the state, is inextricably linked to Maine's lack of racial and cultural diversity. The event was cosponsored by YPLAA, the Young Professionals of the Lewiston and Auburn Area.
- A presentation by members of the iDebate Rwanda Team, who discussed

how they use debate to overcome the consequences and legacy of genocide to provide a new path for their nation. They visited several Bates classes and met with members of the Bates Debate Team. The talk was cosponsored by the Bates departments of History and French and Francophone Studies, as well as the Holocaust and Human Rights Center of Maine and the Maine Chapter of the Fulbright Association.

- A talk given by human rights activist and journalist, Ruchira Gupta, on her work as founder and president of Apne Aap Women Worldwide, a grassroots organization in India working to end sex trafficking. She, like the other speakers in the series, had the opportunity to meet with students and faculty over dinner. Her talk was sponsored in partnership with the Justice for Women Lecture series at the University of Maine School of Law and cosponsored by the Bates Interdisciplinary Studies Division, the Asian Studies Program, the Office of Intercultural Education, Women and Gender Studies Program, and the departments of Anthropology, Education, Politics, Psychology, and Sociology.

Debating for Democracy (D4D)

Bates students participated in two opportunities made possible by the college's membership in Project Pericles, a New York-based non-profit organization that promotes the importance of teaching the principles and tools of participatory democracy in higher education. While Project Pericles engages various stakeholders in higher education—faculty, administrators, students—its student-focused program is called Debating for

Democracy (D4D), the hallmarks of which are a one-day training called D4D On the Road that gives student activists the tools to access political power to create social change, and a two-day national conference that brings students from the 29 Periclean member campuses together to meet and engage in a series of workshops led by experts in a variety of fields such as politics, education, and the environment.

In January, Bates hosted another successful D4D On the Road workshop, facilitated this year by John Gilbert, the National Field Director for Enroll America, who also oversees the grassroots operation of the Get Covered America campaign, managing over 200 outreach staff working in 11 states to maximize the number of Americans who get health coverage through the Affordable Care Act. The workshop at Bates helped students identify and practice concrete skills, including strategic planning, power mapping, grassroots organizing, and message development.

In March, students got to put some of these skills into practice in New York City as part of Project Pericles' sixth annual D4D National Conference at The New School. Sophomores Eva Goldstein, Meghan Lynch, and Alicia Rabideau were selected as finalists based on their well-researched and compelling letter to Maine Governor Paul LePage, expressing concern about proposed changes to the State's General Assistance program for asylum seekers. As finalists, the student presented their argument in New York in front of a panel of former lawmakers. While they did not win the competition, they were awarded a \$500 grant to further their work on the issue. Also attending the event as Bates delegates were two juniors, Alexandra Druck and Jeremy Mack.

As a means of acknowledging the hard work of all of the students who submitted letters to an elected official as part of the Project Pericles D4D competition, the Harvard Center arranged for the students to travel to the State House to meet with Attorney General Janet Mills, where they were able to ask pointed questions about policy issues important to them and listen in on various committee meetings.

New Student Orientation

What and how incoming Bates students learn about the off-campus community is an important consideration. This year, the Harvard Center played a key role in new student Orientation. First, as part of the annual Campus Resources Tour, every new student stopped by the community garden adjacent to the Center, where they were welcomed to the Harvard Center and encouraged to take advantage of the many opportunities to learn, grow, and get involved in the off-campus community. While learning about ways that previous Bates students have flourished through community-engaged learning, research, and volunteering, new students enjoyed a taste of local cuisine and culture by feasting on a Sambusa, a Somali pastry made by a local youth entrepreneur. New to Orientation this year was the Downtown Walkabout, which exposed members of the Bates class of 2018 to some of the history of Lewiston-Auburn (e.g., a city built and continually revitalized by immigrants; JFK's speech in what became Kennedy Park); to projects, programs, and institutions led by Bates students and alums; and to downtown neighborhoods, businesses, restaurants, and non-profit organizations of potential interest to students.



About 300 new students participated in one of the 24, 90-minute Walkabouts led by Harward Center staff over a two-day period.

Public Scholars Symposia

Like the Civic Forum Series, the Harward Center's Public Scholars Symposia provide opportunities for the infusion of fresh voices and ideas into the civic reflection and action practices at Bates and in the wider community. During the 2014-15 school year, the Harward Center was pleased to support the following campus programs:

- "Defending Our Lives" – a public screening and community discussion of the Academy Award-winning film, *Defending Our Lives*, which was co-produced by Stacey Kabat '85. Kabat returned to Bates for the screening and discussion of this powerful documentary focusing on domestic violence.
- "A Conversation with Janet Mock" – a community dialogue with cultural commentator, advocate for trans women's rights, and New York Times best-selling author Janet Mock on intersectionality, allyship, and ways to build an affirming community

Public Works in Progress Series

The Harward Center completed the ninth year of our discussion series, "Public Works in Progress." PWIPs offer faculty, staff,

students, and community partners an opportunity to present and discuss community partnerships, community-engaged learning, community-engaged research, and other public projects. Open to the public and the Bates campus community, PWIPs continue to draw a wonderfully mixed audience of community partners, faculty, staff, and students, averaging roughly 40 participants per session. This year's Public Works in Progress series featured:

- September 16: Madison Ekey '17, Isabel Ferguson '16, Lydia Mitchell '15 and Carly Peruccio '16 (Summer Fellowship Recipients), *Spotlight on Students' Summer Work Part One*
- September 29: Olivia Gregorius '15, Nick Michaud '15, Yessenia Saucedo '16 and Barbara VanDerburgh '15 (Summer Fellowship Recipients), *Spotlight on Students' Summer Work Part Two*
- October 22: Evan Cooper '15, Phillip Dube '16, Mark McCauley '15 and Jonathan Schwolsky '15 (Summer Fellowship Recipients), *Spotlight on Students' Summer Work Part Three*
- October 30: Phyllis Graber Jensen (Bates Communications Office), Bonnie Faiman, representative, Temple Shalom Synagogue-Center, St. Dominic Academy senior Zoë Caron, Zoë Fahy '14, Asha Mohamud '15 and David Weinman '15, *All Points North: Stories of Immigration*
- January 22: Georgia Nigro (Psychology) and students from ED/PY s39, *Development(s) in Malawi: Learnings from Short Term 2014*
- February 4: Anthony Shostak (Museum of Art), Eric Wollman (Physics) and Colin Kelley (Information and Library Services), *Animating Astronomy: Video*

*Creation to Further the Reach of
Starstruck*

- March 19: Justin Moriarty (Theater),
*Reversing Recidivism: Art as a Vehicle
for Change Inside Maine's Largest
Youth Correctional Facility*
- May 27: Patricia Buck (Education) and
students from EDUC s31, *Teaching
English in Ethiopia*

Student Activism Workshop

A new workshop series launched in May of 2015 with "Self-Care for Student Activists (and Everyone)." Facilitated by the Multifaith Chaplaincy Stringfellows and the Harvard Center, the workshop featured experiences and stories from local activists and organizers Nicola Chin from Up with Community, Julisa De Los Santos of the Office of Intercultural Education, and Assistant Dean of Students for Student Transition and Support, Jessica Perez.

BATES-MORSE MOUNTAIN Conservation Area & Shortridge Coastal Center

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

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

Coastal Research

Bates has a 37 year record of student-faculty research projects at various study areas within and near the Bates-Morse Mountain Conservation Area (BMMCA). These projects typically take place in the form of senior theses or independent studies, and they span a range of topics including coastal evolution, sea level rise, carbon cycling, bedrock mapping, hydrogeology, and coastal erosion.

Over the past several years, research at BMMCA has evolved into an increasingly integrated and sustained program emphasizing carbon storage and changing coastal systems. Research initiated within the 2014-15 school year provides data related to sea level rise in the Sprague River marsh and potentially answer the questions: Are higher tides depositing more sediments, and will those sediments raise the marsh elevation enough to keep up with sea level rise? These questions will inform predictions about the kind of coastline we may expect to have in the future and will

contribute to data sets describing changes in the larger Gulf of Maine region.

More specifically, in 2013, geology Professor Bev Johnson and student Margaret Pickoff estimated that the Sprague Marsh alone stores enough carbon to offset the emissions of some 30,000 vehicles per year.



This work is now part of a larger project of the Natural Science Working Group on the

Coastal Blue Carbon Initiative, of which Professor Johnson is a member. The Blue Carbon initiative has several major goals, including (1) to detail the importance of coastal carbon (tidal marshes, mangroves, sea grass systems) in storage, sequestration and emissions of CO₂; (2) to develop coastal marine management strategies to maximize carbon sequestration and to minimize carbon emissions; and (3) to create a work plan for carbon accounting in these coastal ecosystems. During 2014, Johnson's thesis student Cameron Russ '14, fleshed out more of the details regarding carbon storage and sources in the Sprague River Marsh.

Pickoff and Russ's thesis results were included in a global study on carbon stocks and sequestration in salt marshes and were incorporated into a methods manual written by members of the Blue Carbon Initiative in 2014 (thebluecarboninitiative.org/manual/). In addition, Sprague Marsh blue carbon maps were presented and well received at the New England Geological Society's annual meeting in April, 2015, and at the Society for Wetland Scientists annual meeting in Rhode Island in June. This work is being incorporated into a manuscript currently in preparation: Johnson, B.J., Duvall, M.D., Pickoff, M., Russ, C., Dostie, P. (in prep). Assessing carbon stocks in tidal salt marshes. *Estuaries and Coasts*.

In 2014, Professor Johnson installed four Sediment Elevation Tables (SETs) in the Sprague Marsh and initiated the use of a drone to document changes in plant communities and geomorphology. As noted earlier, the SETs will provide measures of marsh accretion and eventually inform our understanding of coastal resilience in the context of sea level rise. To complement this work, a time lapse camera was installed in

March, 2015, and Adam Auerbach '16 and Nate Dana '17 mapped a portion of the Sprague River marsh during short-term, 2015. Their work provides baseline data on inundation patterns by documenting the transition zones between high and low marsh vegetation and between high marsh and upland zones.

THE SEDIMENT ELEVATION TABLES WILL PROVIDE MEASURES OF MARSH ACCRETION AND EVENTUALLY INFORM OUR UNDERSTANDING OF COASTAL RESILIENCE IN THE CONTEXT OF SEA LEVEL RISE.

During the 2014-15 school year, Professor Mike Retelle's students, Chrissy McCabe '15 and Gwen Williams '16, surveyed Seawall Beach plus a number of other beaches (including Bailey Beach) in the BMMCA region, and helped design a new technique for evaluating changes in sandy barrier beach systems. The new technique (informally called "dune health") was designed to evaluate whether the berm (dry sand recreational beach) is building, being eroded, or cut back to the dune scarp. This technique allows for spatial analysis better than a detailed, surveyed beach profile in one location, and offers an easier way to communicate beach changes to the public. In addition, a major advance in this work was the consolidation of data from previous years into one data base. McCabe and Williams also used GIS to compare some of the measurements made in previous studies

and finished their report with a State of the Beaches section. Beach profiles were also completed for the Popham beaches by geology Professor Bob Newton and students from Smith College.

Also during the 2014-15 academic year, Maureen Correll, a PhD candidate from the University of Maine, Orono, completed a four-year study on salt marsh nesting birds in the context of “abrupt climate change.” Correll’s work in Maine is part of a larger project, The Saltmarsh Habitat and Avian Research Program (SHARP), in which researchers visited over 1500 survey sites along the coast, from Maine to Virginia, 2-3 times each, between May and August. The overall purpose of the project is to conduct a before and after analysis of the impacts of Hurricane Sandy on coastal wetland animals and plants. The BMMCA and adjacent marshes are a significant part of the northern control area for this analysis. Research technicians working under Correll’s supervision utilized the Shortridge Coastal Center for summer housing throughout the project.

Course Work at BMMCA

Bates College also encourages course work at BMMCA. During the 2014-15 academic year, courses with field components at BMMCA included:

- FYS 427, Ecopsychology: The Human-Nature Relationship, Professor Laura Sewall
- BIO s37, The North Woods, Professor Brett Huggett
- BIO 211, Marine Invertebrate Zoology, Professor Josh Lord
- ENVR s50, Independent study: Coastal Mapping, Laura Sewall and Camille Parrish

Scientists and faculty from other institutions also offer educational programs in environmental sciences and the arts at BMMCA. In addition to Bates, six regional colleges brought 355 students to BMMCA for field work and other activities.

Shortridge Coastal Center

The Bates College Coastal Center at Shortridge is located within two miles of the conservation area and serves a number of functions, all of which benefit from the assets of nearby Bates-Morse Mountain. The Center provides housing for researchers and artists during the summer months, and offers opportunities for course work and student and staff retreats during the academic year. During the 2014-2015 academic year, Shortridge served 24 courses, student groups, academic departments and administrative offices for retreats and overnight stays, bringing 377 visitors to the site from across the college. The facility offers a large living, dining and kitchen area, 16 beds, an office, an art studio and the potential for a wet lab. It sits on 70 acres of ponds, streams and mixed woodlands.

The 2014 Shortridge Summer Residency served 6 students and researchers from Bates and the University of Maine; 4 students from Bates conducted research in geology and coastal policy.

Together, Shortridge and Bates-Morse Mountain provide a base of operations for community-based research projects and other partnership activities between the college and state agencies, environmental groups and the Phippsburg community. In the recent past, partnerships with Phippsburg include educational programs

with the Phippsburg Elementary School, collaborative work on climate adaptation with town officials, and a grant program, supported by the summer residents of Small Point, to support on-going geology research by Bates faculty and students. In 2014, these opportunities led to the initiation of a Summer Fellowship in Coastal Policy and significant partnership activities with the Town of Phippsburg's Conservation Commission. The fellowship was directed by Laura Sewall and funded by the Dean of Faculty's office. Over a six week period, Nicholas Stewart '17 and Mark McCauley '15, studied flood maps and land use policy, engaged with state and local officials to discuss federal emergency programs for increased coastal flooding, and produced a report of findings. Outcomes included three successful public presentations, offered by Stewart and McCauley, informing the community about coastal conditions and risk, and new federal standards for assistance.

Outcomes included three successful public presentations, offered by Stewart and McCauley, informing the community about coastal conditions and risk, and new federal standards for assistance.

Other Educational Uses and Outdoor Experiences at BMMCA

The primary mission of the Bates-Morse Mountain Conservation Area Corporation is to provide exemplary environmental stewardship of the area, and to facilitate educational and research opportunities. To that end, Bates College encourages use of the conservation area by a variety of educational institutions throughout the year. Between mid-March and Thanksgiving (the gate-keeping season), 14 regional elementary, middle and high schools brought 530 students to the conservation area. (These numbers under-represent the degree of school use over the entire year.) Schools came from Portland, Lewiston, Auburn, Harpswell and more.

In addition to school groups and coursework, less formal educational opportunities also occur at BMMCA and Seawall Beach. In AY 2014-2015, fifteen camps and clubs brought 314 visitors to the site for hiking, leadership development, Christian fellowship, wildflower study, picnics and more.

Public Service and Conservation

Over 30 Bates' parents, alums and staff volunteered to pick up garbage and remove lobster traps from Seawall Beach in late April, 2015. Sixty to seventy traps were collected and removed for disposal.

Efforts to protect Piping Plovers with stake and twine fencing, monitoring and public education, resulted in two nesting pairs producing 4 chicks on Seawall Beach in 2014. Seeds from common native marsh plants were collected by the New England

Wildflower Society for the second season, in order to supply restoration projects throughout New England. For these and other conservation purposes, the site was visited during the 2014 summer season by the US Fish & Wildlife Services, The Nature Conservancy, Maine Audubon, the Maine Department of Inland Fisheries and Wildlife and the Maine Geological Survey.



Public Use

In addition to providing educational and research opportunities, BMMCA serves the public for recreational purposes. Between mid-April and late-November, 19,147 visitors were recorded during the gate-keeping season, representing an average of 112 visitors each day.

OTHER Programs, Initiatives, & Activities

Admission Events

To help articulate the college's strong commitment to civic learning and action, Harvard Center staff and students participated in and presented at numerous programs hosted during 2014-15 by the Office of Admission, including:

- Colby Bates Bowdoin (CBB) Counselor Tour
- College Match Visit student research panel
- Prologue to Bates dinner, panel, and Downtown Walkabout events
- Discover Bates open houses
- Accepted Students Day panels, open houses, and receptions
- Admitted Students Day panels, open houses and receptions
- Preface to Bates open house

AmeriCorps Education

Awards

Twelve students participated in the AmeriCorps Education Award Program during the 2014-15 school year. By completing 300 hours of service over the year, they earn a voucher payable to the College for tuition or to a student loan institution for payment toward education loans. Funding is provided by the federal government, and the program is administered through the Bonner Foundation and the Corporation for National and Community Service.

Athletics

General Athletic Department Programs

- Special Olympics
- Convened Unified practices (campus volunteers and intellectually disabled

players participating on teams together) with the Navigators Basketball team throughout the year

- Staged a Special Olympics Awareness Night at a home basketball game
- Helped with the Snowboarding/Skiing CMAS (Central Maine Adaptive Sports) program at Lost Valley in Auburn
- Hosted and provided volunteers for 2 Special Olympics swim meets
- Hosted and helped staff a regional Special Olympics Track meet featuring 25 teams comprising hundreds of intellectually disabled athletes from all over Androscoggin County
- Field Day
 - Hosted the annual program in May with local youth in grades K-4, who spent the afternoon with Bates varsity athletes, playing fun games and activities
 - Roughly 200 local youth participated and about an equal number of Bates student-athletes representing our 31 teams participated

Individual Sports Programs

- Women's Lacrosse: Players worked at the Fiddlehead School in Gray, teaching lacrosse during their PE time.
- Softball: Student-athletes volunteered in after-school programs in local elementary schools as mentors and also volunteered at the Good Shepherd Food Bank.
- Men's & Women's Swimming: Offered the always-popular community swim lessons; also a successful clinic for the local YMCA swim team.
- Men's & Women's Squash: Continued to support local organizations through

squash clinics and completed several community service projects in Lewiston/Auburn

- Men's Soccer: Held weekly youth clinics that ran every Monday, attracting 25-30 community kids
- Men's & Women's Golf: Purchased holiday gifts for a local family
- Men's Basketball: Ran clinics and camps for the community throughout the year; hosted kids from Tree Street Youth for a team meal and locker room tour prior to a home game; had ball boys and girls from the community for several home games.
- Men's & Women's Tennis: Continued volunteer work with Team Impact, which focused on a local boy with serious illness and involved tennis lessons and diverse interaction with both tennis teams.
- Football: Volunteered at Good Shepherd Food Bank and as part of the annual MLK Read-In.
- Men's Lacrosse: Involved in Good Shepherd Food Bank Volunteer Saturday; Special Olympics College meetings, MLK Read-In at Martel School (annual); team-wide participation in Harward Center Holiday Gift Cards for homeless Lewiston High School students; Allies Pledge table staffing; Men Against Sexual Violence meetings and events; "Burned & Blessed" author event (Safe Voices sponsored); also involved in the Special Olympics Navigators Basketball practices.
- Baseball: Continued to work with L/A youth baseball communities in order to improve love of game of baseball, college access, and overall well-being.
- Women's Basketball: Conducted clinics for local youth programs.

- Women's Soccer: Ran a Spring Clinic for local youth; continued volunteer work at Good Shepherd Food Bank.
- Field Hockey: Sponsored a "Hockey for Hunger" initiative, raising over \$600 and 300lbs of food for the Good Shepherd Food Bank; also volunteered with Women's Soccer to help sort 4,800 lbs of food, impacting 320 households; also became a Team Impact team and adopted Nora, a 5 year old who is battling cancer into our Bobcat Family - invited Nora to our games, had her hang out with the team, got together for arts and crafts, etc.; volunteered with the Boys and Girls Club throughout the spring.
- Men's & Women's Nordic Skiing: Hosted a great 5km community run during Parent's Weekend.
- Volleyball: Hosted volleyball clinics at Bates and in the area.

Community-Engaged Arts

Museum Of Art

The Bates College Museum of Art is an important visual arts resource for local K-12 students and teachers. During the 2014-15 school year, the Museum hosted approximately 1,337 students. Through the "Rollin' To Olin" program, all fourth-graders in Lewiston visited the Museum to see art, watch a performance, and write about their experiences. Under the guidance of the curator of education, museum education fellow Kim Bentley organized and led three teacher workshops featuring exhibitions at the museum and presenting MLR/Common Core-aligned lessons. In addition, the museum educators, along with the Harward Center VISTA member, organized visits to campus by all Auburn 8th graders for art lessons, visits to Bates classes and concerts,

presentations by Bates students, a campus tour, and lunch in Commons as a way to give students first-hand experience of college. Museum educators created a similar experience for a group of students from Lewiston High School at the end of the school year.

Bates Arts Collaborative

The Arts Collaborative is a diverse committee of faculty, staff, and students, including the director of the Harvard Center, that embraces community engagement as a hallmark of the study and performance of the arts at Bates. In 2014-15, special outreach efforts were made to invite local residents living in senior citizen and group homes to attend arts events on the Bates campus, including dozens of free concerts, performances, and exhibits. The annual Arts Crawl also included community outreach and participation, while the Bates Dance Festival continued its long tradition of providing scholarships to local youth for the summer-time Youth Arts Program.

Robinson Players

The student-led Robinson Players took the lead in several community-engaged efforts, including the annual Short Term show for local schools, as well as a showcase entitled “Home,” which featured diverse performance genres and was followed by a conversation with interested non-profit partners about the possibility of incorporating one or more of the performance pieces into local youth-serving work. This conversation resulted in a new partnership and the first in a planned series of theater workshops conducted at a public housing community center.



Greenhouse

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

Mount David Summit

The 2015 Mount David Summit, an annual college-wide celebration of undergraduate research, featured many examples of important community-engaged work. This year Darby Ray and Holly Lasagna and the seven Community-Engaged Research Fellows with whom they worked during Winter Term facilitated a presentation and discussion entitled “Back County CER,” which served as an entertaining presentation and conversation with Bates faculty, students, staff, parents, and community partners on the process, challenges, and rewards of community-engaged learning.

Phillips Fellowships

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

volunteer work, community-engaged learning, or research:

- Deshun Peoples explored “Jingdezhen Pottery: Porcelain at Its Source.” Peoples attended an eight-week pottery residency program in Jingdezhen, China to develop new methods for her own pottery;
- Melody Altschuler worked in collaboration with the Naturalistic Social Cognition Research Group in Belin, Germany to research how parents and children interact in a botanical garden setting; and
- Megan Lubetkin and Miles Schelling studied sitar and Indian Cello in New Delhi under the direction of well-known Indian musicians

on the work of her grandfather, Andrew Wyeth, and her uncle, Jamie Wyeth, at the Maine Correctional Center (the Women's Center), the Hebrew School at Temple Shalom in Auburn, the Chapman House, Tree Street Youth, Long Creek Youth Detention Center, Hillview Housing Development (Elementary Arts Program), Waynflete School and the Discovery Day program run by the Alzheimer's Association of Maine. Wyeth also visited classes and made presentations in the Lewiston Middle School and all of the Lewiston public elementary schools (including the Montello pre-K program).

Taste of L-A

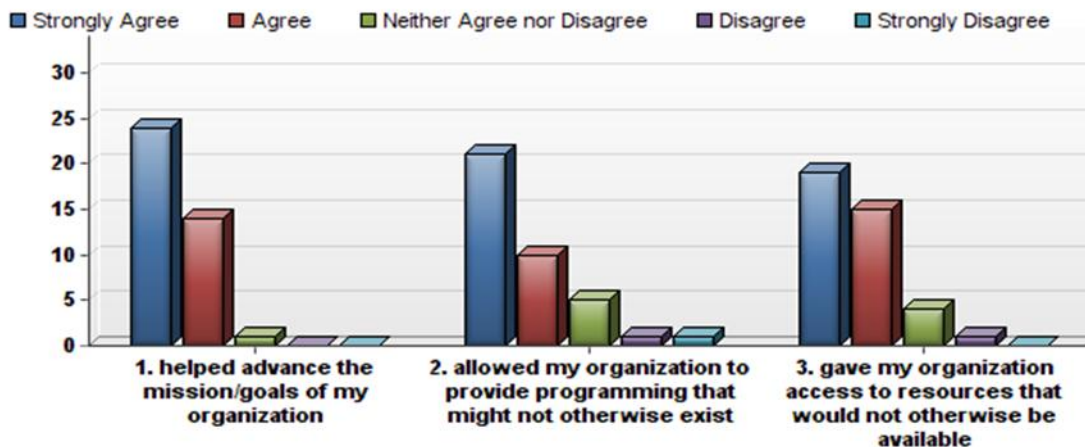
The Student Activities Office hosted the tenth annual Taste of L-A, held in the Gray Cage. Sixteen restaurants from the Lewiston-Auburn area brought their delicious foods to the event. This event happens at an ideal time, which is shortly before Parents' and Families' Weekend, when students and their families are likely to patronize area restaurants. Seventeen Bates students volunteered to host the event. This 2014 Taste of L-A event raised over \$1500 for Tree Street Youth, an organization that supports the youth of Lewiston-Auburn through academics, the arts, and athletics in a safe space that encourages healthy physical, social, emotional, and academic development while building unity across lines of difference.

Victoria Wyeth Residency

The Harvard Center facilitated and coordinated the January residency of Victoria Wyeth '01, who made presentations

COMMUNITY Partners

Bates students, faculty, and staff are fortunate to work with approximately 150 community agencies and institutions that provide generous opportunities for shared learning, research, volunteering, fellowships, and creative work. A list of the organizations with whom the college partnered during 2014-15 is below, immediately preceded by feedback from community partners about their experiences with Bates during that time.



Above: Community partner survey responses to the prompt: “Working with Bates students, staff, or faculty. . . ” (Summer 2014, n=39)

Below: Narrative feedback from community partner survey, 2014

- “We are very lucky to be able to mentor students and help them learn about child development. We are truly grateful to have this opportunity.”
- “I hope our strong ties continue and expand in the future.”
- “This is an excellent partnership that both students and organizations benefit from.”
- “Students were excited and engaged in the process.”
- “Really grateful for the thoughtful approach to making sure that students build the organization as well as learn new skills.”
- “The Education students were absolutely delightful and the best-prepared and most helpful I have ever hosted!”
- “Thank you for the ongoing relationship that you work to foster with us.”
- “We love Bates! Here's to many more years of partnership!”
- “An amazing contribution to the alternative education program. I wish for future success and collaboration with Bates.”
- “We are very grateful for all of the good work and collaboration.”
- “Invaluable experience---we look forward to more relationship building and cooperative learning.”
- “LHA & the Harvard Center have a long standing and cherished partnership.”
- “Many thanks for all you do to connect students to our community.”
- “Thank you, Bates!”

- 21st Century Community Learning Centers
- Active Minds
- Advocates for Children
- Alzheimer's Association
- Androscoggin County Chamber of Commerce
- Androscoggin Head Start and Child Care
- ArtVan
- Auburn, City of
- Auburn-Lewiston YMCA Childcare
- Auburn Middle School
- Auburn Public Library
- Autism Society of Maine
- B Street Health Center, St. Mary's Health System
- Big Brothers/Big Sisters
- Blake Street Towers
- Boys and Girls Club
- Boys to Men
- The Bronx Zoo
- Center for Anti-Violence Education
- Center for Wisdom's Women
- Central Maine Adaptive Sports
- Central Maine Medical Center
- Clubbed Thumb Theater
- Common Roots
- Community Concepts, Inc.
- Community Energy Partners
- Compassionate Care ALS
- Darkness to Light
- Dempsey Center for Cancer Hope and Healing
- Durham Elementary School
- Edgewater Farm
- Edward Little High School
- Farm Fresh Connection
- Farwell Elementary School
- Foodchester, Inc.
- Franco-American Heritage Center
- Geiger Elementary School
- Good Shepherd Food Bank
- Goodwill Industries International
- Green and Healthy Homes Initiative
- Guinness Ghana
- Healthy Androscoggin
- Hillview Family Development
- ICLEI—Local Governments for Sustainability
- International Rice Research Institute
- L/A Arts
- Leeds Elementary School
- Let's Get Ready
- Lewiston, City of
- Lewiston Adult Education
- Lewiston/Auburn Economic Growth Council
- Lewiston Auburn Islamic Center
- Lewiston District Court
- Lewiston High School
- Lewiston Housing Authority
- Lewiston Middle School
- Lewiston Public Library
- Lewiston School Department Central Office
- Longley Elementary School
- Lots to Gardens
- Lower East Side Ecology Center
- Maine Department of Conservation
- Maine Equal Justice Partners
- Maine Immigrant and Refugee Services
- Maine People's Alliance
- Maine Volunteer Lake Monitoring
- Maine Women's Policy Center
- Margaret Murphy Center for Children
- Martel Elementary School
- Massachusetts Audubon Drumlin Farm Wildlife Sanctuary
- McMahon Elementary School
- Montello Elementary School

- Museum L-A
- NAMI Maine
- The Nature Conservancy
- Neighborhood Housing League
- New Beginnings
- Nutrition Center of Maine, St. Mary's Health System
- NYC Parks Natural Resources Group
- One Tree Center
- Outright Lewiston/Auburn
- Park Avenue Elementary School
- Peggy Notebaert Nature Museum
- Phippsburg Elementary School
- Pine Tree Legal Assistance
- Poland Regional High School
- Raspberry Knoll Farm
- Rebuilding Together
- Recyclebank
- Renaissance School
- River Valley Village
- RMI Expeditions
- Safe Voices
- Santa Monica Aquarium
- Sherwood Heights Elementary School
- Small Point Association
- Social Learning Center
- Special Olympics of Maine
- St. Dominic Academy
- St. Martin de Porres Residence
- St. Mary's Health System
- Team IMPACT
- Teatown Lake Reservation
- Tree Street Youth
- Trinity Jubilee Center
- Turner Elementary School
- United Ambulance
- Upper Saco Valley Land Trust
- Volunteer Lawyers Project
- WinterKids
- World Wide Opportunities on Organic Farms

- YWCA of Central Maine

The Carignan Fund for Community Programs

The James W. Carignan '61 and Sally Larson Carignan '62 Fund for Community Programs provides grants of up to \$2000 to community organizations to support programming that fosters new or strengthens existing connections between Bates College and our community. The aim of the Fund is to support sustainable initiatives that address community needs through partnership with the college. Bates students, working with Harvard Center staff, constitute the selection committee. This year's student selection committee included Melody Altschuler '17, Camden Bock '16, Sofia Gnabasik '17, Amy Katz '17, Detmer Kremer '16, Nick Michaud '15, Lydia Rosenfield '16, and Alexandra Ulin '17. Students participated in an orientation and a training on non-profits and the roles they play in the Lewiston-Auburn area. The following grants, totaling more than \$9,000, were awarded:

- Big Brothers Big Sisters - to support the expansion of their mentoring programs
- Farwell Elementary School STEM Lab - to support the continuation and expansion of the LEGO Mindstorms program
- Longley Elementary School - to develop a cultural and literacy program
- Safe Voices - to support their exploration of digital advocacy resources
- Tree Street Youth - to expand the BRANCHES program (Becoming Responsible Adults 'N Cultivating Higher Education Success) to serve high school graduates.

STUDENT Fellowships & Grants

The Harvard Center is delighted to support students' academic, leadership, and vocational development by facilitating a number of grants and fellowship programs.

Harvard Center Summer Student Fellowships

The Harvard Center Summer Student Fellowships, which are funded by the Vincent Mulford Fund, The Class of 2000 Fund, The Bonner Foundation, and Harvard Center Funds, provide financial support for academic community-engaged learning projects that address a wide range of social issues. To apply for one of these competitive grants, a student works with a non-profit organization to design an eight-week project, outline job responsibilities, and identify the social issues the work will address. Recipients of these grants for the summer of 2015, along with their community partners, include:

- Emma Bilodeau '16, *Androscoggin Head Start and Child Care, Lewiston, ME*
- Claire Brown '17, *Eighth District Court, Lewiston, ME*
- Katrina Buchta '16, *Lewiston Middle School Summer Engagement Program, Lewiston, ME*
- Jason DeFelice '17, *Outright Lewiston-Auburn, Lewiston, ME*
- Christina Felonis '17, *L/A Arts, Lewiston, ME*
- Jonah Greenawalt '16, *Lewiston Middle School Summer Engagement Program, Lewiston, ME*
- Gabe Imber '17, *Compassionate Care ALS, West Falmouth, MA*
- Margaux Joselow, *Pine Tree Legal Assistance, Lewiston, ME*
- Rachel Marks, '17, *Center for Anti-Violence Education, Brooklyn, NY*

- Ayesha Sharma '18, *Darkness to Light, Charleston, SC*
- Katie Van Patten '17, *One Tree Center, Portland, ME*
- Brianna Wilson '18, *Boys and Girls Club, Auburn, ME*

Community-Engaged Learning Grants

Community-Engaged Learning Grants, supported by the Arthur Crafts and Helen A. Papaioanou funds, provide financial support for students who design an academic community-engaged learning project. CEL Grants are intended to cover such expenses as supplies, fees, or research expenses. Awards are competitive and are available to students in all disciplines and classes. Community-Engaged Learning Grant recipients for 2014-15, along with their community partners, include:

- Camden Bock '17, *Farwell Elementary School, Lewiston, ME*
- Nicole Brill '15, *Lewiston Middle School, Lewiston, ME*
- James Brissenden '15 and Kathy Yannopolous '15, *Hillview Family Development, Lewiston Housing Authority, Lewiston, ME*
- Ashley Bryant '16 and Whitney Paine '16, *Advocates for Children, Lewiston, ME*
- Francis Cheng '15, *Daisy Garden, YMCA, Lewiston, ME*
- Maitri Chittidi '17 and Maddie Inlow '17, *21st Century Program, Lewiston Middle School, Lewiston, ME*

- Hannah Chory '15, Daniel Kornacki '18, Emma Lutz '15, Ilana Meyer '15, Sarah Miller '15, Emma Noto '16, Ivette Partida '18 and Natalie Thomas '18, *The Root Cellar, Lewiston, ME*
- Nathan Diplock '17, Nick Kinnon '15, Meghan Lynch '17, Kahea Mueller '15, and Audrey Wheatcroft '17, *Hillview Family Development, Lewiston Housing Authority, Lewiston, ME*
- Penelope Ganske '17 and Gabriella O'Leary '17, *Hillview Family Development, Lewiston Housing Authority, Lewiston, ME*
- Caroline Gettens '18, Rachel Marks '17, Talia Martino '18, Brigid Quinn '18, Callie Reynolds '18 and Hannah Singer '18, *Lewiston Public Library, Lewiston, ME*
- Audrey Grauer '15, *Tree Street Youth, Lewiston, ME*
- Olivia Gregorius '15, *River Valley Community Center, Lewiston Housing Authority, Lewiston, ME*
- Hallie Grossman '15, Wenkai Han '16, Emma Israel '15, Mary Krathwohl '16, Mitch Newlin '15 and Ali Rabideau '17, *Pine Tree Legal, Lewiston, ME*
- Kendall Hodges '15, Gift Kiti '18, Sam Lagerstrom '18 and Helen Sudkamp-Walker '16, *Women's Health Associates, St. Mary's Health System, Lewiston, ME*
- Caroline Kern '15, *Boys and Girls Club of Auburn/Lewiston, Auburn, ME*
- Katherine Kingsley '16, Sasha Lennon '16 and Frances Yanover '16, *Bates College, Lewiston, ME*
- Sarah Miller '15, *Healthy Androscoggin, Lewiston, ME*
- Jessica Nichols '15, *Farwell Elementary School, Lewiston, ME*

- Thomas Sacchetti '16, *21st Century Program, Lewiston Middle School, Lewiston, ME*
- Madeleine Stein '15, *Social Learning Center, Tri-County Mental Health Services, Lewiston, ME*
- Sean Thomas '15, *Somali Bantu Women's Basket Weaving Program, Lewiston, ME*
- Joseph Tulip '18, *Farwell Elementary School, Lewiston, ME*

Transportation Assistance Grants

The Harward Center provides funds to assist students with travel connected to community-engaged learning and volunteer work. The following students received these grants in 2014-15:

- Cody Abbott '15 and Julian Brill '15, *Independent study, Gloucester, MA*
- Alyssa Alexander '18, *Internship at the Maine State Senate Democratic Caucus, Augusta, ME*
- Melody Altschuler '17, *Volunteer work with the Autism Society of Maine, Freeport and Winthrop, ME*
- James Brissenden '15 and Kathy Yannopoulos '15, *Volunteer work with Hillview Family Development, Lewiston Housing Authority, Lewiston, ME*
- Ashley Bryant '16, *Internship at the Massachusetts State House, Boston, MA*
- Alyssa Connors '16, Natacha Danon '15, Bridget Feldmann '16, Gabriel Imber '17, Duncan Reehl '17, Gavin Schuerch '18, Courtney Suggs '18, Ariscell Tavarez '17, Cody Tracey '15 and John Walsh '15, *Community-engaged learning work with Hillview Family Development, Lewiston Housing Authority, Lewiston, ME*

- Barbara Crespo '15, *Attendance at Comparative and International Education Society Conference, Washington, D.C.*
- Natacha Danon '15 and Robin Jones '15, *Attendance at National Students for Justice in Palestine Conference, Boston, MA*
- Penelope Ganske '17 and Gabriella O'Leary '17, *Independent study with Hillview Family Development, Lewiston Housing Authority, Lewiston, ME*
- Leah Permut '17, *Education internship at Hillview Family Development, Lewiston Housing Authority, Lewiston, ME*
- Jenny Rosenfield '18 and Sophia Thayer '18, *BEAM attendance at Generation Rising Climate March, Augusta, ME*
- Max Silverman '16, *Volunteer work with College Access Mentorship Program, Edward Little High School, Auburn, ME*
- Ariscell Tavarez '17, *Volunteer work with Hillview Family Development, Lewiston Housing Authority, Lewiston, ME*

Community Work-Study Awards

Community Work-Study Awards provide federal work-study funds for academic-year and summer community-based work with non-profit and governmental agencies. Students can apply for existing positions or work with an agency to develop their own positions. Host organizations agree to reimburse Bates College for a percentage of the student's total earnings. Community Work-Study Award recipients in 2014-2015, along with the community organizations for whom they worked, include:

Fall 2014

- Nicole Bermudez '16, *America Reads/Counts Tutor at Longley Elementary School, Lewiston, ME*
- Grace Boueri '16, *St. Mary's Nutrition Center, Lewiston, ME*
- Sam Clough '18, *America Reads/Counts Tutor at Tree Street Youth, Lewiston, ME*
- Yari Cortez '17, *America Reads/Counts Tutor at Lewiston Middle School, Lewiston, ME*
- Kendall Hodges '15, *St. Mary's Nutrition Center, Lewiston, ME*
- Brenna Callahan '15, *Lewiston Housing Authority's Hillview Family Development, Lewiston, ME*
- Michelle Palma '15, *Lewiston Housing Authority's Hillview Family Development, Lewiston, ME*
- Charlotte Porter '16, *America Reads/Counts Tutor at Tree Street Youth, Lewiston, ME*
- Nicole Taikoff '18, *America Reads/Counts Tutor at Longley Elementary School, Lewiston, ME*
- Anna Turner '18, *America Reads/Counts Tutor at Farwell Elementary School, Lewiston, ME*

Fall 2015 and Winter 2016

- Jackie Aguayo-Elias '18, *America Reads/Counts Tutor at Tree Street Youth, Lewiston, ME*
- Saleha Belgaumi '18, *America Reads Tutor at Farwell Elementary School, Lewiston, ME*
- Dan Bell '15, *PAL Center, Auburn, ME*
- Vanessa Beltran '15, *America Reads/Counts Tutor at the PAL Center, Auburn, ME*
- Fredrick Cheng '18, *America Reads/Counts Tutor at Lewiston Public Library and Longley Elementary School, Lewiston, ME*

- Jessica Clergeau '15, *America Reads/Counts Tutor at Lewiston Public Library, Lewiston, ME*
 - Brett Emmons '15, *Tree Street Youth, Lewiston, ME*
 - Jacqueline Forney '18, *America Reads/Counts Tutor at Longley Elementary School, Lewiston, ME*
 - Jackson FrenchRobitaille '18, *America Reads Tutor at Longley Elementary School, Lewiston, ME*
 - Jose Herrera '17, *America Counts Tutor at Lewiston Public Library, Lewiston, ME*
 - Jeanne Hua '18, *America Reads/Counts Tutor at Longley Elementary School, Farwell Elementary School and Lewiston Public Library, Lewiston, ME*
 - Frances Jennings '15, *Pine Tree Legal Assistance, Lewiston, ME*
 - Eliza Jimenez '18, *America Reads/Counts Tutor at Longley Elementary School and Lewiston Middle School, Lewiston, ME*
 - Charles Kenyon '15, *America Reads/Counts Tutor at Longley Elementary School, Lewiston, ME*
 - Talia Martino '18, *America Reads/Counts Tutor at Lewiston Public Library, Lewiston, ME*
 - Ashleen O'Brien '15, *America Reads/Counts Tutor at Tree Street Youth, Lewiston, ME*
 - Jacqueline Paredes '16, *America Reads/Counts Tutor at Longley Elementary School and Lewiston Public Library, Lewiston, ME*
 - Courtney Porfido '18, *America Counts Tutor at Longley Elementary School, Lewiston, ME*
 - Nicol Ramirez '17, *America Reads/Counts Tutor at Lewiston Public Library, Lewiston, ME*
 - Rokya Samake '15, *Somali Bantu Community Association, Lewiston, ME*
 - Juwon Song '15, *Tree Street Youth, Lewiston, ME*
 - Nick Steverson '15, *Tree Street Youth, Lewiston, ME*
 - Sophia Thayer '18, *America Reads/Counts Tutor at Lewiston Public Library, Lewiston, ME*
 - Natalie Thomas '18, *America Reads/Counts Tutor at Tree Street Youth, Lewiston, ME*
 - Joe Tulip '18, *America Reads Tutor at Farwell Elementary School, Lewiston, ME*
 - Brianna Wilson '18, *Boys and Girls Club, Auburn, ME*
 - Avery Wolfe '18, *Lewiston Housing Authority's Blake Street Towers, Lewiston, ME*
- Winter 2014**
- Fola Fasawe '15, *America Reads/Counts Tutor at Lewiston Public Library, Lewiston, ME*
 - Nick Muccio '15, *America Reads Tutor at Farwell Elementary School, Lewiston, ME*
 - Katherine Nuñez '17, *America Reads Tutor at Lewiston Public Library, Lewiston, ME*
 - Chris Opie '15, *America Counts Tutor at Farwell Elementary School, Lewiston, ME*
 - Courtney Porfido '18, *Lewiston Housing Authority's Hillview Family Development, Lewiston, ME*
 - Ana Rodriguez '18, *America Reads/Counts Tutor at Tree Street Youth, Lewiston, ME*
 - Avery Wolfe '18, *America Reads/Counts Tutor at Tree Street Youth, Lewiston, ME*
- Summer 2015**
- Alexandra Freed '16, *Clubbed Thumb, New York, NY and Bates Dance Festival, Lewiston, ME*
 - Jose Herrera '17, *L/A Arts, Lewiston, ME*
 - Suzannah Smith '16, *St. Mary's Nutrition Center, Lewiston, ME*
 - Anna Sucsy '17, *Montello School, Lewiston, ME and Lewiston Housing Authority's Hillview Family Development, Lewiston, ME*

Volunteer Service Grants

These grants are awarded by the Student Volunteer Fellows to support students' community service activities. Awards in 2014-15, along with the community organization whose work they supported:

- DeAundre Bumpass '17 and Matthew Gee '16, *Meadowview Apartments, Lewiston Housing Authority, Lewiston, ME*
- Brenna Callahan '15 and Mallory Cohen '17, *Project Storyboost, Montello Elementary School, Lewiston, ME*
- Gabby Chua '18, Gina Ciobanu '17, Meghan D'Arcy '18, Korbin Houston '18, Grace Jurkovich '18, Rose May '18 and Julia Riback '16, *College Access Mentorship Program, Auburn Middle School, Auburn, ME*
- Sophie Gardephe '18, Sam Lagerstrom '18 and Avery Wolfe '18, *Blake Street Towers, Lewiston Housing Authority, Lewiston, ME*
- Matthew Gee '16, *Blake Street Towers, Lewiston Housing Authority, Lewiston, ME*
- Matthew Gee '16 and Tenzin Namdol '15, *Stand Against Racism, YWCA, Lewiston, ME*
- Matthew Gee '16 and Deepsing Syangtan '18, *Blake Street Towers, Lewiston Housing Authority, Lewiston, ME*
- Eva Goldstein '18, Meghan Lynch '17 and Ali Rabideau '17, *Neighborhood Housing League, Lewiston, ME*
- Emma Korein '15, *Alzheimer's Association of Maine, Scarborough, ME*
- Kara McGowan '15, *Lewiston Public Library, Lewiston, ME*
- Cira Mollings-Puentes '16 and Sarah Panzer '18, *Poland Girls' Mentorship Program, Poland High School, ME*
- Alexandra Morrow '16, *21st Century Program, Lewiston Middle School, Lewiston, ME*
- Nolwazi Ngwenyama '16, *Poland Girls' Mentorship Program, Poland High School, Poland, ME*
- Gabriella O'Leary '17, *Hillview Family Development, Lewiston Housing Authority, Lewiston, ME*
- Kate Paladin '15 and Katie Paulson '15, *21st Century Program, Lewiston Middle School, Lewiston, ME*
- Courtney Porfido '18 and Dylan Thombs '18, *Hillview Family Development, Lewiston Housing Authority, Lewiston*
- Julia Riback '16, *Aspirations Summit (College for ME – Androscoggin, Tree Street Youth, Lewiston Public Library, Hillview Family Development, Auburn Public Library, Auburn Middle School - College Access Mentorship Program, Lewiston Middle School - 21st Century Program, Big Brothers Big Sisters, Let's Get Ready, Edward Little High School, Boys and Girls Club, Montello Elementary School, YWCA, Maine Campus Compact and Jobs for Maine Graduates), Lewiston, ME*
- Patrick Sheehan '18, *Lewiston-Auburn Youth Soccer Association and Tree Street Youth, Lewiston, ME*
- Max Silverman '16, *College Access Mentorship Program, Edward Little High School, Auburn, ME*
- Anna Sucsy '17, *Extended Day Program, Montello Elementary School, Lewiston, ME*
- Hannah Tardie '17, *Center for Wisdom's Women, Lewiston, ME*
- Ariscell Tavarez '17, *Hillview Family Development, Lewiston Housing Authority, Lewiston, ME*
- Alexandra Ulin '17, *Tree Street Youth, Lewiston, ME*

OTHER GRANTS

Staff Volunteer Grants

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

- Sue Dunn, Office of the Registrar and Academic Services, for her volunteer work with Poland Spring Preservation Society. Funds were used to purchase informational rack cards for outreach purposes.
- Catherine Griffiths, Office of College Advancement, for her service to Tri-Town Education Fund for Mechanic Falls, Minot, and Poland, Maine. Funds were awarded to support a fund- and awareness-raising event.

Grants Administered by the Harvard Center

The Professor Leland Bechtel Fund

Supports the outstanding community work of Psychology majors. Awarded to Brenna Callahan '15, Brett Emmons '15, and Naima Qambi '15. Brenna coordinated the Project Story Boost program at Montello Elementary School and researched and developed a collection of culturally-appropriate books. Brett worked at Tree Street Youth, supporting interns and developing a moral empowerment program. Naima worked extensively in the Lewiston Public Schools.

The Robert S. Moyer Award for the Prevention of Domestic Violence

Recognizes a Bates student for exceptional work related to the prevention of domestic violence. Awarded to Cody Tracey '15, who worked with Safe Voices (the domestic violence prevention organization that serves Androscoggin, Oxford, and Franklin counties); Sexual Assault Prevention and Response Services; Jane Doe, Inc. (Boston-based domestic violence prevention organization); and Boys to Men (an organization that works to reduce interpersonal violence, specifically male violence against women and girls, and support the development of emotionally fluent, civically engaged boys). Cody also contributed substantially to campus dialogue through the development of a student organization, Men Against Sexual Violence/reMasc.

Grants Gratefully Received by the Harvard Center

- Christian A. Johnson Endeavor Foundation (\$232,203.08): for multi-year support of Harvard Center faculty and departmental grants for community partnerships, student community-engaged research fellowships, and an annual forum of public scholarship by Bates faculty and students.
- TD Charitable Foundation (\$1,000): to support the Civic Leadership Program, also known as the Bonner Leader Program.
- Thomas P. Saddlemire Fund (\$10,000): to support the Civic Leadership Program, also known as the Bonner Leader Program.
- Anonymous (\$30,000): to support the Civic Leadership Program, also known as the Bonner Leader Program.

RECOGNITIONS & Celebrations

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

Carnegie Foundation

Reclassification

After submitting a comprehensive application, Bates was awarded the Carnegie Foundation for the Advancement of Teaching's 2015 Community Engagement Classification in recognition of its successful efforts to institutionalize civic engagement across all sectors of the college. Bates first achieved the Carnegie classification in 2008 and will re-apply again for the 2025 classification.



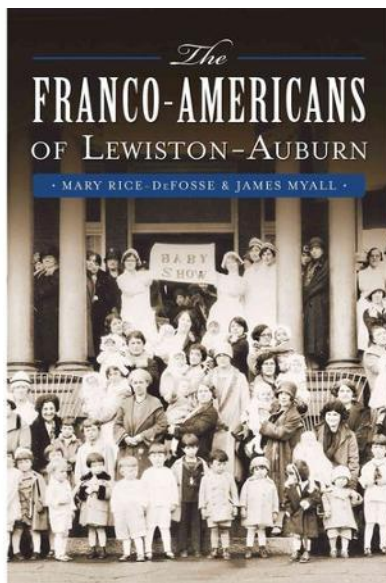
President's Higher Education Community Service Honor Roll

For the ninth consecutive year and "with Distinction," Bates was named to the national honor roll of civically-engaged colleges and universities. This year's application highlighted six diverse community-engaged projects and partnerships

Campus Compact Awards

- Max Silverman '16 received the national Campus Compact Newman Civic Fellows Award, presented annually to undergraduates who have demonstrated an invested interest in service, research, and advocacy throughout their college experiences and beyond. Max was recognized for his work with National Alliance on Mental Illness (NAMI) Maine and the creation of an on-campus mental health awareness group, Active Minds. He was also recognized for his work to improve college access for low-income students, specifically through his leadership of the College Access Mentor Program at Edward Little High School.
- Matt Gee '16 received the Maine Campus Compact PILLARS award for his exemplary work with senior citizens living at two low-income residences, Blake Street Towers and Meadowview.
- Brenna Callahan '15 received the Maine Campus Compact PILLARS award for her literacy work with children at Montello Elementary School, including the researching and purchasing of an extensive collection of multicultural children's books.
- Professor Mary Rice-DeFosse (French and Francophone Studies) was awarded the Donald Harward Faculty Award for Service-Learning Excellence by Maine Campus Compact. Recognized for her use of community engaged-learning and/or community action as an innovative teaching tool to engage

students in civic learning, DeFosse was also applauded for showing clear evidence of reflection, community benefit and reciprocity with community partners, and a commitment to advocating for service-learning and/or community action on campus and beyond. DeFosse was also inducted during 2014-15 into the Maine Franco-American Hall of Fame in recognition of her scholarly and civic contributions to the Franco community, which was first defined by its French Canadian origins and is now influenced by French-speakers from such African nations as Djibouti, Chad, and Congo.



Harvard Center Awards Celebration

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

- The Honorable Judge John Beliveau, recipient of the 2015 James and Sally Carignan Award for Career Achievement;
- Brenna Callahan '15, Brett Emmons '15 and Jessica Nichols '15, recipients of the 2015 Harvard Center Student Award for Outstanding Community-Engaged Academic Work;
- Melody Altschuler '17, Camden Bock '16 and Kara McGowan '15, recipients of the 2015 Harvard Center Award for Outstanding Community Volunteerism and Student Leadership;
- Assistant Professor of Biology Larissa Williams, recipient of the 2015 Harvard Center Faculty Award for Outstanding New Community Partnership Initiative;
- Visiting Associate Professor of Women and Gender Studies Melinda Plastas, recipient of the 2015 Harvard Center Faculty Award for Sustained Commitment to Community Partnership;
- Bates College Dining Services and Associate Dean of Students for Residence Life & Health Education Erin Foster Zsiga, recipients of the 2015 Harvard Center Staff Award for Community Volunteerism, Leadership or Engagement;
- Auburn PAL Center, recipient of the 2015 Harvard Center Community Partner Award for Outstanding New Initiative;
- Farwell Elementary School, recipient of the 2015 Harvard Center Community Partner Award for Sustained Commitment to Partnership;
- The Corner, recipient of the 2015 Harvard Center Award for Outstanding Community Project/Partnership;
- Protect South Portland, recipient of the 2015 Bates - Morse Mountain Award for Environmental Stewardship; and

- Revision Energy, recipient of the 2015 Bates - Morse Mountain Award for Environmental Lifetime Achievement.

Senior Civic Leaders Celebration

At the end of May, the Harward Center celebrated the graduating seniors who had participated in the Bonner Leader and Student Volunteer Fellows programs. Each student invited a community partner he or she had worked closely with as well as a faculty member. The evening began with a reception and dinner. A presentation followed in which students reflected briefly on their experiences with community engagement.

Harward Center Staff Awards & Civic Leadership

- Kristen Cloutier received Healthy Androscoggin's 2014 Community Leadership Award for her work as a Lewiston City Councilor to help raise awareness of the high number of childhood lead poisonings in Lewiston-Auburn and how lead poisoning can be prevented; and for helping to garner support for the city of Lewiston to become a Green and Healthy Homes Initiative site which leverages partnerships and resources to make local housing stock safer.
- Peggy Rotundo received many recognitions during 2014-15, including Emerge Maine's Woman of the Year Award; the Maine People Alliance's 2014 Rising Tide Award; the 2014 Elizabeth H. Mitchell Award from the Maine State Affordable Housing Coalition; and the 2015 Champion of Head Start Children Award from the New England Head Start Association. She was also

recognized by the Maine Primary Care Association for her work on affordable health care.

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

- State House of Representatives (representing Lewiston)
- Chair of the Appropriations and Financial Affairs Committee of the Maine State House of Representatives
- Member of the Budgets and Revenue Committee of the National Conference of State Legislatures
- Member of the Budget and Tax Chair Committee of the Council of State Governments—Eastern Regional Conference
- Lewiston City Councilor
- City Council representative to the Lewiston School Committee
- Comprehensive Plan Committee for the City of Lewiston
- Lewiston-Auburn Public Health Committee
- Community Advisory Board for the University of Southern Maine's Lewiston-Auburn College
- Androscoggin Valley Council of Governments (AVCOG) General Assembly
- Frances Perkins Center Board of Directors
- Margaret Chase Smith Public Policy Institute Advisory Board
- Family Treatment Drug Court of the Lewiston District Court Advisory Board
- Lewiston Public Library Board of Directors

- Lewiston Public Schools Proficiency-Based Learning District Committee
- New Beginnings Advisory Board
- Great Falls Forum Steering Committee
- Co-chair of Maine Campus Compact Steering Committee
- United Way Board of Directors
- Chair of the Androscoggin County Committee of the Maine Community Foundation
- Co-Chair of the Lewiston/Auburn Joint Charter Commission
- Advisor of United Somali Women of Maine
- Advisor of Welcoming Maine, Safe Voices Board of Directors
- Tree Street Youth Board of Directors
- Facilitator for NAMI Peer and Family Support Group
- Maine Boys to Men Board of Directors
- Montello Elementary School Leadership Team, 21st Century Program Team Member

During 2014-15, Harward Center staff members were frequent contributors to campus-wide initiatives and local, statewide, and national conversations:

- **Ellen Alcorn** participated in a panel discussion entitled “Demonstrating Results: The Importance of Outcomes and Assessment” at the Bonner Summer Leadership Institute at Davidson College. At that same gathering, she co-lead a workshop, along with staff from the University of Richmond, entitled “Exploring Community Impact: Piloting Approaches to Defining and Measuring.”
- **Kristen Cloutier** facilitated a student workshop entitled, “Delivering an Effective Message” at the Project Pericles Debating for Democracy (D4D) National Conference at The New School in New York, NY. She also presented an

Echoing Green Work on Purpose training to each of the four individual class cohorts of the Bonner Leader Program and to the Short Term Action/Research Team (STA/RT).

- **Holly Lasagna** facilitated a discussion with Maine Campus Compact focused on effective ways to engage faculty across disciplines. She also facilitated a discussion about developing effective community partnerships while building the capacity of those partners. Holly also moderated a Bates Education Symposium session on student research.
- **Darby Ray** led a one-day workshop on community-engaged learning for the faculty at the University of Scranton and served as an external reviewer for Swarthmore College’s Lang Center for Civic Engagement and Social Responsibility. She also served as co-chair of the Transformative Scholarship and Pedagogy section of the American Academy of Religion and published two articles: “Self, World, and the Space in Between: Civic Engagement as Vocational Discernment” in *At This Time and in This Place*, ed. David Cunningham (Oxford University Press, 2015) and “Consumer Culture and the Deformation of Work” in *Christian Reflection: A Series in Faith and Ethics* (Baylor University: Institute for Faith and Learning, 2015). Darby also taught a First Year Seminar at Bates.
- **Peggy Rotundo** spoke on the potential sources of polarization in American politics in Professor Mark Owens’ course on American Political Institutions and Process. She also served as a judge for the D4D Letter to an Elected Official competition and hosted several classes and groups of students at the State House during the second semester. Finally, she was featured in an article

entitled, "The Importance of the Humanities: Reflections from Leading Policy Makers," which appeared in the Winter/Spring edition of the Margaret Chase Smith Policy Center's Maine Policy Review.

- **Laura Sewall** presented at the first annual Maine Science Festival as part of the "Five-minute Genius Science" talks. Her presentation was entitled, "Visual Science, Mindfulness and Ecology." She also served as the lead on an external review of Naropa University's Master's Program in Ecopsychology. In addition, Laura, along with her co-investigator, was awarded a Field Station and Marine Laboratories Planning Grant from the National Science Foundation. The purpose of the grant is to strengthen a network of Gulf of Maine field stations, including the Bates College Coastal Center at Shortridge, with respect to climate change research. Laura also taught a First Year Seminar at Bates.

AFFILIATIONS

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

- **Maine Campus Compact**, a state-wide consortium of colleges and universities (an affiliate of the national Campus Compact) engaged in public work, service, and scholarship; in addition to our membership, Bates is proud to host the Maine Campus Compact office and staff on its campus;
- **Project Pericles**, a national consortium of 28 colleges and universities committed to the role of liberal arts education in citizenship;
- **Imagining America**, a national consortium of more than 90 higher education institutions in all sectors committed to civic engagement in the arts, humanities, and design;
- **The Bonner Network**, a group of 67 colleges and universities convened and supported by the Bonner Foundation, to make a culture of service a central aspect of campus life and undergraduate education;
- **Bringing Theory to Practice**, a project sponsored by the Association of American Colleges and Universities and led by Bates President Emeritus Don Harward which works with dozens of academic institutions to research and reinforce the linkages among engaged learning, civic development, and student well-being.
- **The Talloires Network**, first convened in 2005, is an international

association of institutions that are committed to strengthening the civic roles and social responsibilities of higher education. With its global reach, the Network offers Bates an exciting opportunity to collaborate with and learn from colleagues around the world.



Maine | **Campus Compact**



THE NUMBERS September 2014-August 2015

Community-Engaged Learning Program

42,346 documented hours of academically-based community work were provided by Bates students through courses, theses, and independent studies.

11,874 of these hours were provided in connection with the public schools and other youth-serving organizations.

1,022 students participated in academic community-engaged learning from the fall of 2014 through the summer of 2015.

49 courses included a community-engaged learning component. Of these, 6 were Short Term courses.

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

48 of these were community-engaged senior theses.

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

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

15 were Full Professors;

14 were Associate Professors;

8 were Assistant Professors; and

11 were Lecturers.

Community Volunteerism

12,272 documented hours of volunteer service were provided by Bates students during the academic year. More than 350 students participated in a volunteer activity that required a consistent time commitment, and over 525 volunteered for a one-time opportunity.

Student Leadership Development Programs

28 Bonner Leaders completed 3,081 hours of service during the academic year. 7 Student Volunteer Fellows spent 1,029 hours coordinating and participating in volunteer programs.

Community Work-Study

44 students worked 3,406 hours in the community through the federal community work-study program during the academic year. Of these hours, 2,168 were dedicated to the America Reads/America Counts program.

Summer Programming

16 students completed 4,800 hours of community work over the summer, locally and nationally, supported through Federal community work-study funds, the Vincent Mulford Fund, the Class of 2000 Fund, and Harward Center funds.

Bates-Morse Mountain Conservation Area and Shortridge Coastal Center

4 Bates College courses (across two departments) used the Bates-Morse Mountain Conservation Area, bringing 50 students to the site.

13 student clubs or organizations from Bates used the site.

7 colleges used the site on 26 occasions, bringing 514 students and alumni to the site.

14 elementary, middle, and high schools visited BMMCA, representing 530 students.

15 camps and clubs used the site, bringing 314 visitors.

19,147 visitors came to BMMCA during the 2014 gate-keeping season (171 days).

Student Positions

7 students served as Student Volunteer Fellows.

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

28 students served as Bonner Leaders.

14 students served as members of the Bates Civic Action Team.

4 students served as Summer Community Work-Study Fellows.

16 students served as Harward Summer Student Fellows.

3 students served as Harward Center Student Assistants.

3 students served as Harward Center Student Photographers.

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

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

Grants and Fellowships

In 2014-2015, the Harward Center for Community Partnerships awarded the following grants and fellowships, totaling \$223,019:

- \$28,500 in Grants for Publicly-Engaged Academic Projects (PEAP Grants) to faculty and staff
- \$15,000 in Grants for Programs, Departments, Offices, or GECs (General Education

Concentrations) (PDOG Grants) to faculty

- \$4,076 in Faculty Discretionary Grants
- \$300 in Staff Volunteer Grants
- \$8,925 in Carignan Fund for Community Programs Grants to community partners
- \$4,332 in Community-Engaged Learning Grants to students
- \$4,318 in Volunteer Service Grants to students
- \$1,734 in Transportation Assistance Grants to students
- \$57,200 in Summer Fellowships to students
- \$3,500 in Community-Engaged Research Fellowships to students
- \$4,000 in Short Term Action/Research Team (STA/RT) Fellowships to students
- \$14,550 in Student Volunteer Fellowships
- \$45,925 in Bonner Leader Fellowships to students
- \$30,659 in Academic Year Community Work-Study Fellowships to students

APPENDIX: Community-Engaged Learning Courses, Research Projects, Independent Studies, & Internships

American Cultural Studies

Introduction to American Cultural Studies,

ACS 100, Aimee Bessire

Students in this introductory course helped to celebrate the 25th anniversary of the American Cultural Studies and African American Studies programs at Bates by creating a book, "Twenty-Five Years Later." By looking Bates' history of African American Studies and American Cultural Studies and the significance of the programs in national context, the students gained a deeper understanding of the importance of the fields and the ways they have impacted the Bates experience.

Thirty-eight students worked 40 hours each in the community (total of 1520 hours).

Anthropology

Introduction to Archaeological Fieldwork,

ANTH 103, Bruce Bourque

During Fall 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 1,000 and 3,500 years ago along the Androscoggin River. The dig provides important data for the Maine State Museum.

Thirty-two students worked 30 hours each in the community (total of 960 hours).

Production and Reproduction, ANTH 339, Elizabeth Eames

Students in this course spent a day working with local middle-school students on a one-day project in collaboration with Junior Achievement. Bates students worked in every seventh-grade classroom at Lewiston Middle School and taught students the Junior Achievement Financial Literacy curriculum in a one-day blitz. Bates students then analyzed the curriculum itself in terms of the power of globalizing capitalism in the 21st century

Fifteen students worked a total of 300 hours in the community.

Encountering Community, ANTH s10, Danny Danforth

This course is required of all majors and serves as the methods course for the discipline. This year, Professor Danforth had students work with the Adult Learning Center to partner with adult English Language Learners. Students helped adult learners with English skills but also worked with a Somali high school student on helping him to become acculturated to the community and researched how a local organization that works with domestic violence victims works with the immigrant population.

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

Art and Visual Culture

Museum Internship, AVC 361 and AVC s31, Rebecca Corrie

The Bates Museum of Art facilitates

intensive museum internships during the academic year and summer. Many students work in curatorial capacities, in some cases fully responsible for organizing and hanging exhibitions. Others perform collections management and museum education work. During the past year, students were able to complete internships at sites that included the Bates Museum of Art, Isabella Stewart Gardner Museum, Icon Museum, Old Sculpin Gallery, and the Maine State Museum. Bates students participated in educational programming, curatorial activities, social media and marketing, and public relations activities. Eleven students participated in academic-year internships and one student in an intensive Short Term internship.

Eight students worked a total of 800 hours in the community during the summer, fall, winter, and Short Term semesters.

Biology

Virology, BIO 313, Lee Abrahamsen
Two students created a board game for elementary school students that educated students about viruses and how they spread. They then worked with sixth-grade students who played the game.

Two students worked 26 hours each in the community (total of 52 hours).

The North Woods, BIO s37, Brett Huggett
The community-engaged learning component of this course was broken down into two categories: (1) supporting online resources to empower citizen scientists of Maine and (2) improving upon the natural history outreach of the Bates-Morse Mountain Conservation Area.

On behalf of the Gulf of Maine Research Institute, students made contributions to

the VitalSigns of Maine Database by creating Species ID Cards. Based on species students encountered on course field trips, they created a total of 48 Species ID Cards, which will be formatted and posted online at vitalsignsme.org. Species chosen were new additions to the current inventory of Species ID Cards (which contain information regarding identification and natural history as well as photos of plants or trees). These cards will be used by citizen scientists, educators, and school groups. Furthermore, class was the first to document the occurrence of hemlock woolly adelgid (a destructive pathogen) at Bates-Morse Mountain. This information was cataloged on vitalsignsme.org to contribute to efforts to define the spread of this pathogen into Maine. Once published online, students will receive feedback on the accuracy of their ID Cards from Maine experts, such as forest ecologists and professors..

Additionally, students improved a pre-existing self-guided natural history tour of Bates-Morse Mountain. Once printed, this natural history tour will be distributed at the gatehouse for visitors to the area. During the final week of the course, students launched a tree identification and natural history tour of the preserve for the Phippsburg Elementary School third graders. To engage the Phippsburg students, Bates students created a tree scavenger hunt and other hands'-on experiences related to the identification and natural history of trees species at the site.

Six students worked 24 hours each in the community (total of 144 hours).

Thesis Research and Independent Study

Professor Larissa Williams supervised a student Biology thesis the looked at the

decline of eelgrass populations in Frenchman Bay, Maine.

Total of 80 hours

Professor Joshua Lord advised two theses that looked at how green crabs and Asia shore crabs are invading local ecosystems and causing harm to local dogwhelk and lobster populations.

Total of 160 hours

Professor Karen Palin advised a student thesis, "Surveying Children's Oral Health and Nutrition in Cusco, Peru and Lewiston, Maine." The project measured the prevalence and severity of tooth decay and examined contributing nutritional/oral hygiene factors with the goal of providing information to parents and caregivers.

Total of 80 hours

Professor Palin also advised a student thesis that focused on the use of traditional medicines and remedies in the local African immigrant population in Lewiston, Maine to help local healthcare providers understand their use.

Total of 80 hours

Professor Palin advised a thesis that looked at the health benefits and behaviors in comparison of HIV positive women in Nepal and New England. Nepal's infection rate is over ten times higher than in the US. Findings were examined to identify potential interventions to reduce infection rates in Nepal.

Total of 80 hours

Professor Lee Abrahamsen advised a thesis, "Tuberculosis: Refugee and Immigrant Populations in Lewiston, Maine." The student used a community-based approach to attempt to improve latent tuberculosis

drug compliance in the immigrant population in Lewiston, Maine.

Total of 80 hours

Chemistry

Thesis Research

Professor Tom Wenzel advised a senior thesis, "Lake Auburn Fish Kill:

Determination of Ultra Low Phosphorus Levels by Spectroscopic Methods," that

studies the September 2012 fish kill in Lake Auburn, the public water supply for much of Auburn and Lewiston, Maine. The results of the study are being used to determine sources of phosphorus and potentially prevent fish kills in the future.

Total of 80 hours

Professor Rachel Austin advised a student thesis, "The Role of Lead in Mental Illness," that looked at whether the introduction of zinc in certain proteins might mitigate the effects of lead poisoning.

Total of 80 hours

Dance

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

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

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

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

This course examines arts education theory and policy as well as methods and models of arts education. Students in this course conducted their fieldwork in a range of settings, including regular education, art and music classrooms at Geiger, McMahon, and Montello elementary schools, as well as at Lewiston Middle and High Schools. *Thirteen students worked 30 hours each in the community (total of 390 hours).*

Economics

Thesis and Independent Study

Professor Margaret Maurer-Fazio advised a thesis student who did an audit study exploring how young veterans are treated in the hiring process of civilian labor markets. *Total of 80 hours*

Professor Daniel Riera-Crichton advised a student independent study that focused on the work of the Beehive Collective in Machias, Maine and their research, presented in the form of a detailed poster. The student analyzed the degree to which the poster accurately depicts the economic complexities of trade with the goal of helping to further refine the research/poster. *Total of 60 hours*

Education

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

academic year. Three students taught in the local schools as student teachers.

The field-based components of Education courses included:

Teaching English in Ethiopia, EDUC s31, Patti Buck

This course introduced students to the sociocultural politics of English language instruction and offered pedagogical strategies for teaching English as a foreign language. After a week of preparation (including daily Somali lessons at Maine Immigrant and Refugee Services), the class traveled to Addis Ababa, Ethiopia, where they taught English in three different schools.

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

African Perspectives on Justice, Human Rights, and Renewal, INDS 100, Elizabeth Eames and Patti Buck

A sub-set of students in this course (centered on the experiences, cultural beliefs, values, and voices shaping contemporary Africa) with an interest in education issues focused their research on education policy and practice. In addition to their research projects, students did field placements at Maine Immigrant and Refugee Services (formerly the Somali Bantu Youth Association of Maine). Students traveled to MIRS every weekend and provided adult learners with tutoring in English and citizenship test preparation. *Fourteen students worked 15 hours each in the community (total of 210 hours).*

Perspectives on Education, EDUC 231, Anita Charles, Bronwyn Sale, Mara Ticken
This serves as the foundations course in the Education Department. In addition to

surveying the field of education through multiple perspectives—historical, cultural, sociological, philosophical—students conducted their fieldwork in a wide range of classroom and after-school settings in Lewiston and Auburn.

One hundred and eleven students worked 30 hours each in the community (total of 3,330 hours).

Teaching in the Sciences, EDUC 235,
William Wallace

Students in this course explore the excitement and challenges of teaching sciences in the traditional classroom setting and experientially through lab and outdoor experiences. Field experiences varied widely and included classrooms at the elementary, middle, and high schools levels, as well as in an alternative education program. Participating schools were: Edward Little and Lewiston High Schools; Lewiston Middle School; and Farwell, Geiger, Martel, McMahon, Montello and Park Avenue Elementary Schools.

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

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

Students in this course worked collaboratively with classroom teachers to design and implement literacy development strategies and projects with pre-school and young elementary students. Students did their fieldwork at Farwell, Geiger, and Montello Elementary Schools, as well as at the YWCA preschool program.

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

Teaching Through the Arts, DN/ED 265,

Bronwyn Sale

See Dance.

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

Each semester, students collaborated with Montello Elementary School to complete projects related to the issue of summer learning loss. During the fall semester, students explored attitudes about summer learning in an effort to understand whether or not people believe children have a right to summer learning opportunities. Their results limited support for children's right to year-round schooling, although college-educated young people were more receptive to this idea. Students in the fall also conducted focus groups of children and parents. Among the recommendations emerging from these support groups were a summer letter by teachers with suggested strategies for summer learning; and the development of a list of educational apps that children might use during the summer. During the winter semester, students followed up with three projects. The first investigated the conditions under which college students would endorse children's right to year-round schooling. (The results, though not statistically significant, indicated that when first primed with a reading about the joys of summer, students were less likely to support year-round schooling.) In the second project, students conducted lightning interviews during parent-teacher conferences with 60 parents, about summer learning loss. The interviews revealed that parents were, for the most part, unaware of summer learning loss and also that they did not favor year-round schooling. Suggestions included school-generated summer assignments, summer school, and summer outings. Finally, students conducted a round of lightning interviews with 22 teachers. Among the findings: all

agreed that summer learning loss is a serious problem; more than two thirds of the teachers send students home with summer assignments; more than a third encourage summer school attendance; and most do not favor a change to the school calendar.

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

Internship in Education, EDUC 290, Patti Buck

This course provides students with the opportunity to have immersive experiences in a range of education fields, including administration, teacher education, nonprofit leadership, after-school programming, grassroots organizing, research, and policy. From year to year, positions change based on shifting community needs and student interests. This year, positions included:

- Aspirations and arts programming at the Lewiston Housing Authority's Hillview housing complex;
- Aspirations programming at Tree Street Youth;
- Data visualization and reporting at the Maine Children's Alliance;
- Parent education at Advocates for Children;
- Volunteer coordination at Maine Immigrant and Refugee Services;
- After-school programming at Lewiston Middle School

Eleven students worked 120 hours each in the community (total of 1,320 hours).

Learning and Teaching, EDUC 343, Bronwyn Sale

This course asked students to explore how educational theories and research play out in classrooms, through instruction,

pedagogy, and curricula. Because many students who take this class are considering the possibility of becoming student teachers, placements were designed to match content area interests. Participating schools included: Farwell, Geiger, McMahon and Montello elementary schools, and Auburn and Lewiston middle schools. Students were required to develop and teach a mini-curriculum unit; students left their mini-units with host teachers for future use.

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

Basic Concepts in Special Education, EDUC 362, Anita Charles

For the past three years, the professor of this course has taken the innovative approach of locating the course at Farwell Elementary School, the school in the district attended by most of the children with special needs. The professor has worked closely with the principal and the teachers in the school to design her syllabus. This year, nearly twice a week, she and her students traveled to Farwell, where they met in a Farwell classroom and were visited on a regular basis by teachers and students with particular special needs, depending on the day's topic. The professor had an "open door" policy, so that any interested staff could join her class, and she shared all of the readings and other course materials with Farwell faculty via Edmodo, an academic Facebook-like platform. In a recent study conducted by the professor of the course on the school, 67% of the teachers who responded to a survey said that the project "had a big impact on my teaching/learning." Wrote one teacher, "I feel that we have created an environment that is beneficial to the Farwell students, the Bates students, and the Farwell staff."

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

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

This course examines contemporary reform issues and political processes as well as how educational policy is formulated, implemented, and evaluated. All students in this course were placed in local public schools, where they could see first-hand how education reform plays out in classrooms. Participating schools included: Geiger, Longley, and Martel elementary schools; and Lewiston High School.

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

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

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

- An analysis of the relationship between youth marginalization, public school services, and college access in Lewiston;
- The development and implementation of a girls youth outdoor empowerment program at the River Valley Village low-income housing complex;
- An auto-ethnographic study of two English Language Learner classrooms at Lewiston High School;
- A reflective service-learning project that identified best literacy practices in a diverse third grade classroom;
- An exploration of best math instruction practices in preparation for a Teach for America placement;
- A project aimed at creating sustainability in the areas of student leadership and campus activism at Bates College;
- The development and assessment of a college aspirations workshop series for high school students at the Lewiston Public Library;
- A collection of the reactions of four elementary school boys of color to picture books featuring characters of color; A study of the interactions between special education students and general education students, and the effect of those interactions on the development of positive intergroup friendships;
- A consideration of the implementation of discussion-based pedagogy in a high school English classroom;
- A study of public housing as a means for promoting programming focused on family self-sufficiency and economic mobility;
- An exploration of whether or not support exists among Bates students, faculty, and administrators to create a community-engaged learning requirement;
- A survey of administrators and teachers at a local public school regarding the implementation of the Common Core standards;
- An assessment of skills needed to be successful in the natural sciences (conducted for the Science Fellows program);
- A study of how English developed into the only language of instruction in the U.S. public schools;

- A look at the benefits and different methods of incorporating drama and theatre into classroom literacy education at the elementary school level;
- A detailed statistical look at different learning styles of students enrolled in introductory level science courses at Bates College;
- An exploration of whether or not Bates College should institute a diversity requirement for students;
- An exploration of effective strategies for building and sustaining campus-community partnerships; and
- The development and implementation of character education activities at Tree Street Youth, a local youth center in downtown Lewiston.

Twelve students worked 30 hours each in the community (total of 360 hours).

Thesis Research and Independent Studies

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

Professor Patti Buck oversaw an independent study entitled "*Evaluating Education Reform*."

Professor Anita Charles oversaw an independent study entitled "*Secondary Methods in Math*."

Student Teachers in the Education

Department included:

Afifa Avril at Edward Little High School;

Naima Qambi at Edward Little High School; and Nicole Brill at Lewiston Middle School.

Three students worked 360 hours each (total of 1,080 hours).

Environmental Studies

Community-Engaged Research in

Environmental Studies, ENVR 417, John Smedley and Sonja Pieck

The Environmental Studies program engages students from varied disciplines, and each major follows a unique path to graduating with an ES degree.

Environmental Studies professors Sonja Pieck and John Smedley taught the ES capstone seminar in Fall, 2014, providing a societal context for what graduating ES majors had learned during their tenure at Bates.

Working with five community partners on seven different projects, students were able to apply their studies to issues and questions faced by local conservation, historic and entrepreneurial organizations. Projects included: increasing recycling on campus, developing meaningful carbon offsets on the Bates campus, looking at the true social cost of different energy sources at Bates College, developing a transfer of development rights protocol for Lewiston, Maine, working on the Green and Healthy Homes Initiative in Lewiston, assisting with a quality of life survey for Auburn, Maine, and looking at how to increase the availability of local foods in Lewiston/Auburn.

Thirty students spent approximately 50 hours conducting community-engaged work (total of 1,500 hours).

Thesis

Professor Holly Ewing supervised two community-engaged theses: “Management plan to promote advanced regeneration of chestnut oak (*Quercus prinus*) and red oak (*Quercus rubra*) in the upland forests of the Mohonk Preserve, eastern New York” and “Isotopic analysis of the role of the cyanobacteria *Gloeotrichia echinulata*, in the nitrogen cycle and water quality of Lake Auburn, ME.”

Two students completed approximately 400 hours of community-engaged work.

Internships

Internship in Environmental Studies, ENVR s46, Camille Parrish

All Environmental Studies majors are required to do a rigorous community-based internship of at least 200 hours. Thirty-eight students from the Environmental Studies Program were involved with internships during the 2014-2015 academic year and summer. Students can fulfill the requirement over the course of one or two semesters, during Short Term, or during the summer. Internship sites included:

- The Bates-Morse Mountain Conservation Area
- The Bronx Zoo
- Common Roots
- Community Energy Partners
- Edgewater Farm
- Farm Fresh Connection (2)
- Foodchester, Inc.
- Guinness Ghana
- ICLEI – Local Governments for Sustainability
- International Rice Research Institute
- Lower East Side Ecology Center
- Maine Department of Conservation (3)
- Maine People’s Alliance

- Maine Volunteer Lake Monitoring Program (2)
- Massachusetts Audubon Drumlin Farm Wildlife Sanctuary
- Natural Resources Council of Maine
- The Nature Conservancy (2)
- New York City Parks Natural Resources Group
- Opal Creek Ancient Forest Center
- Peggy Notebaert Nature Museum
- Raspberry Knoll Farm
- Recyclebank
- RMI Expeditions
- Santa Monica Aquarium
- St. Mary’s Nutrition Center Lots to Gardens Program (2)
- Sustainable Energy Outreach Network
- Teatown Lake Reservation
- Upper Saco Valley Land Trust
- Willka Yackay
- World Wide Opportunities on Organic Farms (2)
- YMCA Camp (MN)

Thirty-eight students worked 200 hours each (total of 7,600 hours).

First-Year Seminars

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

What’s For Dinner? FYS 431, Larissa Williams

Students in this course considered food as a lens through which to explore the local food system while becoming familiar with the

Lewiston community. Students worked closely with the Nutrition Center of Maine to look at how the health of the local food system is tied to the health and wellbeing of the local community.

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

The Sporting Life, FYS 395A, Susan Langdon

First year students in this course experienced how their athletic pursuits can inform and be informed by engaging in a local after school program. Students participated in outdoor activities with local youth at the Tree Street Youth afterschool program, many of whom are African refugees and immigrants. Students helped with homework, athletic activities, and arts and performance programming.

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

Tobacco in History and Culture, FYS 419, Melinda Plastas

The plan for this course was for students to work with Healthy Androscoggin (HA) on their smoking cessation program by visiting local corner stores to see if they were abiding by the cigarette purchasing laws and discuss the “No Buts” program. While HA staff met with students and small groups of first-years began to visit corner stores, the project stalled due to the difficulty of contacting and meeting with stores. While students did not complete the intended project, they did do research about health issues associated with smoking, met with community members and learned about the complexity of doing community-engaged work.

Fourteen students researched information and met with the partnering agency for five hours each (total of 70 hours).

Remaking Movies, FYS 434, Jonathan Cavallero

This class focused on the issues of class and privilege and the relationship between Bates College and the local community. The students watched movies that informed their learning on these issues and then worked at the Tree Street Youth afterschool program. Through this experience, students discussed the language used to label community engagement and how Bates and the community have intersected through this work.

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

The Seven Deadly Sins, FYS 436, Darby Ray

This class explored the potential of the Seven Deadly Sins tradition within Western philosophy, religion, literature, and art to illuminate contemporary understandings of human suffering, both individual and collective. Each student spent a minimum of 15 hours working in a local non-profit setting and then putting the “text” of that experience into conversation with other course texts about the causes and potential solutions to human suffering.

Fifteen students worked 15 hours each in the community (total of 225 hours).

French and Francophone Studies

French in Maine, AC/FR 240, Mary Rice-DeFosse

Students in this course continued the ongoing work of Professor DeFosse that focuses on documenting the Franco community in Lewiston. Students transcribed a total of six interviews with French speaking members of the

community. This information is added to an ongoing oral history of French-speakers in Maine and helped to contribute to a book authored by Professor DeFosse, “The Franco-Americans of Lewiston/Auburn.” *Twenty students worked collectively on six interviews (total of 60 hours).*

Geology

Sedimentary Processes and Environments, GEO 210, Mike Retelle

This course introduces students to the study of sedimentary processes and provides a basis for comparing ancient deposits with modern sedimentary environments. Students profiled the beach at Popham Beach State Park and provided park managers with updates of coastal change in the area.

Sixteen students worked approximately 5 hours each (a total of 80 hours).

Thesis Research and Independent Study

Professor Dyk Eusden supervised two independent study projects that were part of a study to remap a part of the Jefferson Dome in New Hampshire and perform structural and mineralogical analysis to better understand the tectonic history of the Northeast as well as study structures that shaped the stratigraphy of the area.

Total of 80 hours

Professor Michael Retelle supervised one thesis student who studied sea level rise by analyzing the reconstruction of a salt marsh in Hull, MA.

Total of 80 hours

Summer Research

During the summer, 2014, Professor Mike Retelle’s students, Chrissy McCabe ’15 and Gwen Williams ’16, surveyed Seawall Beach plus a number of smaller beaches in the Bates-Morse Mountain Conservation Area region, in Phippsburg. As part of their studies, McCabe and Williams also helped to design a new technique for evaluating changes in sandy barrier beach systems. The technique (informally called “dune health”) was designed to both evaluate whether the berm (dry sand, recreational beach) is building or eroding, and to more easily communicate coastal changes to the public. McCabe and William also taught the Small Point Summer School children lessons in geology and beach profiling, led public geology walks and engaged in public outreach and education while profiling at Popham Beach State Park. Their final report included the consolidation of data from previous years into one data base and a “State of the Beaches” section. Professor Retelle reported on this work in two presentations to the Popham and Small Point communities.

Two students worked approximately 120 hours in the field and in the community (a total of 240 hours).

History

The Civil Rights Movement, HIST 390, Hilmar Jensen

This Junior-Senior seminar provided the opportunity for concentrated work on the theme of the Civil Rights Movement. Students spent ten hours each over the course of the semester in a community-based learning placement that informed their work in class on the subject of civil rights since the movement. Students worked with various community partners including:

Tree Street Youth, Farwell Elementary School, Maine People's Alliance, Somali Bantu Youth Association, and Hillview afterschool aspirations programs.

Twelve students worked 15 hours each in the community (total of 180 hours).

Muslims in Europe and America, HIST s13, Elizabeth Nutting

Students in this new course studied Muslim history and culture and then worked on projects that engaged members of the local Muslim community. Students interviewed local high school students at Tree Street Youth, Bates College students, and members of local ethnic community-based organizations. They produced documentaries of their interviews as videos, posters, a children's book, and a poetry reading.

Thirteen students worked about 40 hours each in the community (total of 520 hours).

Interdisciplinary Studies

Health, Culture and Community, INDS s15, Karen Palin

This course exposed students to local public health issues by having them take an active role in promoting and delivering public health information. Students worked on projects that focused on improving the outcomes for chronic diseases of New Mainers, developing educational programming about healthy sexual behaviors on campus, assessing a diet card to address gestational diabetes for low-literacy New Mainers, promoting stroke awareness to the local community, participating in a drug take back program, and educating community members about the impact diet and nutrition have on childhood dental health.

Thirty-one students worked approximately 60 hours each in the community (total of 1,860 hours).

Place, Community and Transformation, INDS s34, Charles Carnegie

This course took students to Kingston, Jamaica to assess the feasibility of green space development in that city. Students worked with local architects, engineers, planners, environmentalists, and community workers to examine urban development initiatives and their successes and failures. Students gathered data that will inform community-building green initiatives in Kingston.

Fourteen students worked 60 hours each in the community (total of 840 hours).

Race, Sport and American Life, INDS 338, Joshua Rubin

This seminar explored the relationship between race and sports in American life. Students learned to reflect on their own sporting experiences and developed a deeper understanding of the ways that sports have influenced, and have been influenced by, social and political life in the United States. Students worked in afterschool programs facilitating sports activities at Tree Street Youth, Hillview Family Development, and the Boys and Girls Club.

Thirteen students worked 40 hours each in the community (total of 520 hours).

Mathematics

Numerical Analysis, MATH 355A, Katy Ott
In this course, focused on studying the best ways to perform calculations, students delivered a math-based enrichment program for youth from Lewiston Middle

School's 21st Century Program. Bates students, working in small teams, developed a series of two-part lessons for the middle school youth. During the first lesson, Bates teams visited Lewiston Middle School and taught students a specific math concept. During the second lesson, Lewiston Middle School students visited a Bates computer lab, where they worked together with their Bates team to create a simple computer program based on that concept.

Twenty-eight students worked six hours each in the community (total of 168 hours).

Physical Education

Methodology of Coaching, PE s20, George Purgavie

Students explored various methodologies of successful coaching and received American Coaching Education certification, widely recognized in secondary schools. As a part of their coursework, students developed and led playground activities for students at the Lewiston elementary schools, including Farwell, Geiger, Longley, Martel, McMahon, and Montello.

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

Politics

Women, Power and Political Systems, PT/WS 155, Melinda Plastas

Students in this class collaborated on community-engaged projects including work with the Maine Women's Policy Center doing research on gender related legislation on the following topics: Revenge Porn, Women and Aging, and Parental Notification, and shackling of incarcerated pregnant women and work with Planned

Parenthood of Northern New England gauging campus attitudes about abortion stigma.

Thirty-two students worked 30 hours each in the community (total of 960 hours).

Public Policy and Social Welfare, PLTC, 234, Mark Owens

Students developed policy fact sheets focused on issues that were currently being debated in the State Legislature that would impact social programs. These fact sheets were presented to legislators, lobbying groups, and other individuals involved in making or advocating for state welfare policy.

Twenty-seven students worked an average of 40 hours each in the community (total of 1,080 hours).

Practitioner Taught Courses

Among the year's Practitioner-taught Courses were three Short term courses with significant community-focused elements. Part of the college's Purposeful Work Initiative, these courses allowed students to learn about real-world work from non-faculty teachers, mostly alumni, who have built careers in diverse occupations.

Mediation and Conflict Resolution, co-taught by Barbara Blazej, Margaret Micolich, and Elaine Bourne, engaged students in learning about restorative justice, a global movement to respond to conflict, wrongdoing, and crime through community-building and engagement and a focus on respect, empathy, and repairing harm. Students also completed 40 hours of training and earned a certificate in mediation, which is an approach to problem-solving in which the parties to a dispute, with the assistance of a mediator,

are in charge of the resolution. The class envisioned scenarios that could bring Bates students into conflict—with each other, with local residents, even with the college administration—and worked to understand how formal mediation could alleviate the conflict. Individual student projects included a study of the impact of college student voters on local elections.

Sixteen students spent approximately 10 hours each on community-focused learning/applied learning (total of 160 hours).

Better Streets, Better Places: Planning and Designing the 21st Century City, taught by Mike Lydon ('04), offered students a holistic, multi-disciplinary approach to city building, especially tactical urbanism. Issues such as transportation, land use, equity, urban design, public health, sociology, and technology were explored against the backdrop of the Lewiston-Auburn community and with an eye toward sustainable city-making. A local project focusing on so-called “active transportation” and public space challenged students to apply tools of analysis, project metric development, and mapping to design and implement a street design pilot project in downtown Lewiston.

Sixteen students spent at least 15 hours each on the project (total of 240 hours).

Social Change Organizing and Advocacy, taught by Craig Saddlemire ('05), provided training in the concepts, strategies, and skills frequently employed in the professional careers of organizers and advocates for social change. Guest instructors included people who hold or have held positions in social change organizations and initiatives at the local, state, and national levels. Students

developed social change project proposals, many of which focused on Lewiston/Auburn and Maine issues.

Fifteen students spent approximately 15 hours each on community-focused learning/applied learning projects (total of 145 hours).

Psychology

Developmental Psychology, PSYC 240, Georgia Nigro

Developmental Psychology introduces students to basic developmental concepts and current research in developmental psychology. Students worked with community partners on projects such as: observing children and engaging in programming in community organizations that included: Daisy Garden YMCA Preschool, the Boys and Girls Club afterschool program, Farwell School, Lewiston Middle School, Auburn PAL Center, and Advocates for Children.

Twelve students worked approximately 36 hours each in the community (total of 432 hours).

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

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

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

Infancy, PSYC 340, Rebecca Fraser-Thill
Students worked in a nationally certified preschool program with children between six weeks and four years old assisting to deliver a developmentally appropriate childcare curriculum.

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

Psychological Perspectives on Sex, Reputation, and Power, PSYC s34, Michael Sargent

As a part of this course that looks at the intersection of sex, reputation and power, Professor Sargent had students engage in a day-long tour of downtown Lewiston that culminated in a panel presentation by a diverse group of residents. The focus of the day was to discuss with community members the idea of “community reputation,” both personally, professionally and in terms of how the community as a whole is viewed by others.

Twenty students engaged in the community for six hours each (total of 120 hours).

Thesis Research and Independent Study

Senior Thesis/Community-Based Learning, PSYC 457, Krista Aronson, Susan Langdon, Rebecca Fraser-Thill. Amy Douglas, Georgia Nigro, Helen Boucher, 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, twenty-seven students in the Department did 60 to 80 hours each of intensive work in the community.

Projects included:

- Working with the national organization Team Impact to assess the efficacy of their programming;
- Developing a nutrition program for girls at the Renaissance School, an alternative school;
- Developing and delivering a behavior program for an individual student with autism spectrum disorder at the Margaret Murphy Center for Children;
- Working with the local Alzheimer’s Association to collaborate on a program to record personal histories of Alzheimer’s patients;
- Delivering the “Smart Girl” curriculum at the local Boys and Girls Club that focuses on healthy behaviors for adolescent girls;
- Assessing a new educational program for the Family Medicine Residency Program at Central Maine Medical Center;
- Developing and delivering innovative curriculum at Farwell Elementary School;
- Working with a local hospital (CMMC) to determine if a patient medicine compliance program is working;
- Evaluating a summer program for participants in the Dempsey Center for Hope and Healing’s youth program;
- Working with youth at the local Boys and Girls Club on body image programming;
- Implementing a photovoice project to enhance social interaction at the Social Learning Center, a program for adults with mental retardation;
- Developing and delivering a cooking program for youth at a local subsidized housing project that connected youth to their parents cultural heritage through food;

- Studying how play can enhance academic skills and social competence in preschoolers;
- Defining and studying “bro culture” and its impact on the social culture of Bates College;
- Developing a “moral empowerment” program at Tree Street Youth;
- Researching intergenerational trauma through the social adaptation of second- and third-generation children of Holocaust survivors;
- Studying the knowledge and attitudes about HPV vaccination;
- Studying the efficacy of smart phone lock screens and brief motivational interventions on alcohol consumption and negative outcomes;
- Studying the effectiveness of acceptance and commitment therapy (ACT) in the treatment of anxiety and depression;
- Measuring the attitudes and likelihood of concussion reporting by testing implicit attitudes in college football players;
- Studying whether math learning is enhanced by a fantastical context;
- Evaluating a girl’s leadership program at the local Boys and Girls Club;
- Testing implicit bias against students with learning differences at Bates College;
- Examining the implementation of the Affordable Care Act in Maine;
- Studying the reporting behavior of college athletes who have suffered a concussion;
- Doing a cross-cultural study of the effect of closeness of children and parents and perceived experiences of emerging adulthood; and

- Researching the effectiveness of mindfulness through meditation on athletic performance.

Twenty-seven students averaged 70 hours each in the community (total of 1,890 hours).

Sociology

Crime, Justice and Society, SOC 211,
Michael Rocque

Students in this new Sociology course were asked to consider theories of crime and justice and engage in work with local organizations and on the Bates College campus that addressed these issues. Students worked with a local organization, Advocates for Children, which focused on preventing childhood abuse and neglect, in their parenting program. They also worked with a local juvenile justice organization to support restorative justice programming, a school-based suspension diversion program, a program of the local police force that addresses human trafficking, an afterschool program for low-income youth, and a pilot restorative justice program in the Dean of Students office at Bates.

Sixteen students worked 50 hours each in the community (total of 800 hours).

Privilege, Power and Inequality, SOC 250,
Emily Kane

This course addresses the inequalities of race, class, gender, and sexual orientation. The thirty-one students in the course organized six Community Action Projects. Projects included collaborations that focused on public housing and economic opportunity, first generation college students’ experience, gaps in access to the legal system for low-income community members, the hidden cost of college and

their role in perpetuating inequalities, and early childhood as a critical phase in disrupting inequalities.

Thirty-one students worked 20 hours each in the community (total of 620 hours).

Race, Class, Gender and Childhood, SOC s20, Emily Kane

Students in this class partnered with community-based programs that worked with local youth. Partners included the Lewiston Public Library afterschool program doing tutoring, the Boys and Girls Club on health and wellness and girls' empowerment programs, the 21st Century Enrichment Program at the middle and high schools, Tree Street Youth afterschool program, as well as with various public school classrooms.

Twenty-four students worked an average of 40 hours each in the community (total of 960 hours).

Thesis Research

Professors Michael Rocque, Emily Kane, and Heidi Taylor supervised a number of student theses including:

- A study of the stigma and invisibility of homelessness in the Boston area;
- Research on the implementation of the Affordable Care Act in the state of Maine;
- Research on effective strategies for building and sustaining campus-community partnerships between Bates College and the local community;
- Assessment of community-engaged learning and civic responsibility at Bates College;
- An analysis of class, youth programs, and cultural capital in Fort Kent, Maine;
- An exploration of case study causes and solutions to poverty; and

- A multifaceted analysis of the disparities of undocumented uninsured patients face when pursuing an organ transplant. *Seven students spent 80 hours each on their research project (total of 560 hours).*

Spanish

Independent Study

Professor Claudio Aburto Guzman advised a student research project that focused on Mexican migration to the United States since the signing of the North American Free Trade Agreement. The student research demonstrated that NAFTA profited the United States but had detrimental effects on the Mexican economy, causing an increase in migration. The research debunked the myths of Mexican migration and focused instead on the real reasons behind migration growth.

Total of 60 hours

Women and Gender Studies

Tobacco: Gender Matters WGST 335, Melinda Plastas

Students in this course looked at how smoking is seen differently by different social groups. Students developed short presentations that were appropriate for specific groups about smoking behaviors and how to avoid becoming smokers. The groups included the Boys and Girls Club and Outright L/A, a youth LGBTQ group.

Seven students worked 10 hours each in the community (total of 70 hours).

Gender in African Art, AVWS 299, Aimee Bessire

Students in this course studies two African organizations, Africa OUT! And UHAI EASHRI, both of with support the LGBTQ

African arts community. Students documented the cultural climate and governmental policies that affect LGBTQ artists in 54 African countries. This information was shared with the organizations to help them develop policies and practices to work for human rights freedom for LGBTQ artists.

Thirteen students worked an average of 20 hours each in the community (total of 260 hours).