

Civic Engagement at Bates 2017-2018

MESSAGE from the Director, Darby K. Ray

The Harvard Center for Community Partnerships enjoyed a busy and productive year during 2017-18. As always, our top priority was student learning in the formal academic program, but we also directed considerable attention to the co-curricular and extracurricular dimensions of student experience. In this work of educating the whole person, we were gratified to collaborate with myriad individuals, groups, and organizations both on and off campus.

Working with a wide range of faculty members and community partners, we supported 1,325 student Community-Engaged Learning experiences through academic classes. Among the community outcomes of these classes and projects were:

- Research into opportunities for sourcing local Halal meat via goat raising, an issue of particular interest to Muslim and Jewish residents;
- Research on solar arrays, including a thorough cost-benefit analysis of several scenarios, for a local farm dedicated to community education;
- Research and recommendations for reducing food waste, evaluating crops sold, and improving customer outreach for the Good Food Bus, a mobile farmer's market for food deserts in our area; and
- The development of dozens of curricular units for local schools, including units on the solar system, the Cartesian coordinate plane, genetics and heredity, teaching science through children's literature, plant anatomy and physiology, the periodic table, and understanding the brain in our everyday lives.

In an excellent example of how Community-Engaged Learning simultaneously deepens student learning while addressing community-identified needs, Bates students who took a course designed to prepare them to be writing tutors for their fellow Bates students applied their learning in high school classrooms as well as the Lewiston Public Library's homework help program. At the conclusion of the course, Bates instructor Dan Sanford wrote, "Just a note to say what a wonderful experience it was working with you on our course. I have a renewed appreciation for you and for the Harvard Center. The practicum portion of the course was amazing, and I just can't believe what a smooth experience it was to plug in to such a robust community-engaged learning experience. Next year we'll have the Bates Writing Center fully staffed with folks who have been through this course, and it's the most confident I've ever felt (in my career, not just at Bates) at the level of training the writing tutors have going in."

In an effort to support high-impact teaching practices for early career faculty, Harvard Center staff offered a Publicly-Engaged Pedagogy (PEP) Faculty Learning Community during the Fall term. In its second year, PEP once again resulted in the creation of a supportive community of practice and a shared interdisciplinary space for engaging in course and project development. Among the new Community-Engaged Learning courses developed during PEP and taught for the first time last year by new or early career faculty were Introduction to Neuroscience, Urban and Regional Food Systems, Anthropology of Citizenship, and Community Writing.

On the co-curricular front, we were excited last year about the successful launch of a new public policy series, "Theory into Practice: Policy Issues That Affect Your Life," which explored major

policy debates taking place in the U.S. Congress, the Maine State House, and the Lewiston/Auburn community; exposed students to public policy makers and career paths; helped students consider the policy implications of theories they may encounter in their classes; and engaged students in policy-relevant actions. Working in collaboration with several academic courses and featuring a range of policy experts from around the state, Theory Into Practice programs spotlighted poverty and the debate around the expansion of Medicaid in Maine; public health; environmental conservation and justice; and immigration. Each hour-long program included the sharing of insights and experiences by on-the-ground policy shapers, plenty of time for student Q&A and discussion, and at least one form of action students could engage in, such as writing a letter to an elected official, signing a petition, or joining an online advocacy network. The series produced good attendance and strong student engagement.

In the extracurricular arena we were pleased to offer, among other things, a record number of programs and activities designed to cultivate a college-going culture among K-12 youth in our community, which has low college-going rates. Included in this effort were nineteen “Aspirations Days,” which provided opportunities for youth to engage with a college campus at an early point in their adolescence so they can envision their older selves in college and begin to plan their life’s trajectory. These were typically full-day programs staffed by Bates student volunteers and featuring activities such as a campus scavenger hunt, team-building activities, a campus tour, a hands-on art activity and visit to the college’s Olin Art Museum, a planetarium show, and/or College Q&A with current Bates students. 1,450 K-12 students participated in Bates Aspirations Days during the 2017-18 school year. In addition, Bates students helped run seven ongoing college aspirations programs hosted by off-campus community partners throughout the year.

Harvard Center staff appreciate the opportunity to take the lead for Bates in community-engaged learning, research, and related work, and we are grateful to the students, faculty, community partners, donors, and other colleagues for their support and partnership. The programs outlined in this report offer Bates students extraordinary opportunities to connect their learning to real-world projects and partners, address the challenges and needs of today’s world, and develop habits of civic engagement and social responsibility that will shape their lives and communities for years to come. We are pleased to share this account of civic engagement at Bates in the 2017-2018 academic year.

ACADEMIC Initiatives

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

Community-Engaged Learning Courses

The cultivation of civic awareness and informed civic action is at the heart of a Bates education. Many faculty embrace community-engaged learning as an innovative pedagogy that enhances

student engagement with course content while developing important academic and life skills such as critical thinking, problem-solving, collaboration across differences, and ethical reasoning, while contributing to the flourishing of communities near and far. The forty-one (unduplicated count) community-engaged courses listed below were offered during the 2017-18 school year and produced over 35,000 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.

Anthropology

- Citizenship, Borders, and Belonging, ANLS 205, Jacqueline Lyon
- Production and Reproduction, ANTH 339, Elizabeth Eames

Astronomy

- Introduction to Astronomy, ASTR 106, Aleks Diamond-Stanic

Biology

- Conservation Biology, BIES 246, Carla Essenberg
- Bacteriology/Lab, BIO 315, Lee Abrahamsen

Education

- Perspectives on Education, EDUC 231, Mara Tieken and Hoang Tran
- Teaching in the Sciences, EDUC 235, William Wallace
- Race, Cultural Pluralism, and Equality in American Education, EDSO 242, Mara Tieken
- Literacy in the Preschool and Elementary Years, EDUC 245, Anita Charles
- Community-Based Research Methods, EDPY 262, Krista Aronson
- Teaching Through the Arts, DNED265, Bronwyn Sale
- Learning and Teaching: Theories and Practice, EDUC 343, Bronwyn Sale
- Basic Concepts in Special Education, EDUC 362, Anita Charles
- Seminar in Education Studies, EDUC 450, Patti Buck
- Theory and Practice of Writing and Tutoring, EDUC S19, Dan Sanford and Bridget Fullerton
- Teach Tour Perform, DNED S29, Gretchen Berg
- Community Organizing for Social Justice, S24, Mara Tieken

Environmental Studies

- Community Writing and Gardens, ENVR S23, Stephanie Wade
- Lives in Place, ENVR 205, Jane Costlow
- Community-Engaged Research in Environmental Studies, ENVR 417, Holly Ewing & Francis Eanes
- Soils/Lab, ENVR 310, Holly Ewing
- Food Systems, ENVR 308, Francis Eanes

First-Year Seminars

- Exploring Education through Narratives, FYS 300, Bronwyn Sale
- Communicating Science to the Public, FYS 465, Andrew Mountcastle
- Strangers in the House, FYS 422, Georgia Nigro
- Environmental & Social Justice, FYS 460, William Wallace

Gender and Sexuality Studies

- Women, Culture, Health, GSPY 343, Su Langdon
- Gender and Tobacco, GSPT s14, Melinda Plastas

History

- History of East Africa, HIST 287, Patrick Otim
- Civil Rights Movement, HIST 301, Hilmar Jensen

Math

- Calculus I and II, MATH 105 and 106, Meredith Greer, Katy Ott, and Adriana Salerno

Neuroscience

- Introduction to Neuroscience, NSPY 160, Michelle Greene

Politics

- Experiences in Policy Process, PLTC 377, Jacob Longaker

Psychology

- Developmental Psychology, PSYC 240, Georgia Nigro
- Experiencing the Power of Picture Books, PSYC 378, Krista Aronson
- Community-Based Research Thesis, PSYC 457, Georgia Nigro

Religious Studies

- Death and Afterlife, REL 110, Alison Melnick

Sociology

- Contemporary Social Problems: Sociological Perspectives, SOC 104, Emily Kane
- Knowledge, Action, Social Change, GSSO 395K, Emily Kane
- Sociology of Gender, GSSO 270, Emily Kane
- Aging and the Life Course, SOC s26, Heidi Taylor

Publicly-Engaged Research, Independent Studies, & Internships

During the 2017-2018 school year, thirty-nine students completed community-engaged senior theses under the direction of Bates faculty members. These projects occurred in disciplines from across the college. Dozens more students completed independent study projects or academic

internships that had significant community engaged aims and content. Summaries of thesis projects are available in the Appendix.

Community-Engaged Research Fellows Program

The Community-Engaged Research (CER) Fellows program supports students' undertaking of significant research projects with the off-campus community. During a semester-long seminar, students learned about the history, methods, and ethics of community-engaged research across different disciplines while moving their own projects forward in an interdisciplinary learning community. This year, ten outstanding Fellows conducted research in diverse fields, including Anthropology, Biology, Economics, Education, Environmental Studies, French & Francophone Studies, Psychology, Religious Studies, and Rhetoric. Below are the 2017-18 CER Fellows, along with project titles and community partners:

- Zsofia Duarte (Anthropology, Environmental Studies, “Refugees, Racialization, and Resistance: Examining Lewiston, Maine’s Farmers’ Market” - Community Partner: Sherie Blumenthal, St. Mary’s Nutrition Center
- Jessica Duserick (Biology), “Woodland gardening practices and their application to the Bates campus” - Partner: Wild Seed Project
- Danielle Fournier (Economics), “The impact of mentorship on at-risk Lewiston middle school girls” - Partner: Alyssa Morgosh, The Root Cellar
- Dylan Franks (Rhetoric, Religious Studies), “Community-based filmmaking” - Partners: Diverse members of the Lewiston/Auburn community
- Emily Halford (Biology, Environmental Studies), “Evaluation of encounter data from the Trinity Jubilee Center Free Clinic (Lewiston, Maine)” - Partner: Dr. Alice Haines, Trinity Jubilee Center Free Clinic
- Sophie Moss-Slavin (Sociology, Education), “Awareness of and experience with adverse childhood experiences among the community of Lewiston/Auburn” - Partner: Bill Legere, Central Maine Medical Center
- Julia Nemy (French & Francophone Studies, Environmental Studies), “Teaching English as A Second Language to Francophones” - Partner: Hamza Abdi, Immigrant Resource Center of Maine
- Allegra Sacco (Psychology), “Measurement assessment for quality of life of adults with Cerebral Palsy” - Partner: Julie Savoyski, United Cerebral Palsy of Metro Boston
- Keenan Shields (Anthropology), “Evaluating the Success of the Nutrition Center’s Youth-Powered Cooking After-School Program” - Partner: Sarah Ullman, St. Mary’s Nutrition Center
- Joe Tulip (Environmental Studies), “Oral health assessment of children who live at Hillview (Lewiston, Maine)” - Partner: Lisa Tapert, Maine Mobile Health Program

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. Beginning with a “request for proposals” inviting local nonprofit and governmental organizations to submit project proposals,

student participants are selected in a competitive application process designed to match their interests and skills with the selected community projects. The ten students then work approximately twenty hours per week on their assigned project, consulting with each other and Harvard Center staff during weekly team and one-on-one meetings as well as with an on-site supervisor. This year's STA/RT Fellows, projects, and community partners:

- Courtney Porfido and Matthew Glasgow - researched the history of nursing at Central Maine Medical Center, including in-person interviews with alumni and the creation of a documentary video; partner: Dre Gager, CMMC
- Zsofia Duarte - developed a comprehensive plan for a volunteer program for Sophia's House, a new project of the Center for Wisdom's Women in Lewiston; partner: Sarah Barton, Center for Wisdom's Women
- Hanna Cordon - created a survey tool to help identify and understand strengths, weaknesses, and future potential of the College Guild program; built the program's capacity by helping it move to a digital platform; partner: Julie Zimmerman, College Guild
- Zev Carter - contributed to a database of information on housing conditions in the Tree Streets neighborhood of downtown Lewiston, including photographing downtown parcels and data mining and organization; partner: Amy Smith, Healthy Homeworks
- Sophia Thayer - researched and developed a food security plan for Blake Street Towers (public housing); partner: Carla Harris, Lewiston Housing Authority
- Allison Cormier - worked with Museum L-A's Collections & Exhibits Coordinator to create a plan--including written policies, procedures, research summaries, and volunteer training materials--for the digitization of the Museum's archival materials; partner: Kate Webber, Museum L-A
- Alexis Hudes - researched the location of subsidized housing projects throughout the state, including information such as owner, number of units, type of subsidy, and time limitations on the subsidy, and created a GIS database for use by staff at Pine Tree Legal Assistance and other relevant agencies in Maine; partner: Maureen Boston, Pine Tree Legal Assistance
- Rachel Chappell - created a video to tell the story of REPAIR's work, mission, vision, positive outcomes, and the community benefits of supportive services for men and women re-entering the local community from prison or jail; partner: Bruce Noddin, REPAIR of Maine
- Angela Eustache - conducted preliminary research and completed curriculum development for a social-justice oriented Girl Scout troop for girls of color in grades 4, 5, and 6 who attend the YWCA's after-school program; partner: Maggie Davis, YWCA of Central Maine

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 2017-18 school year, these faculty development programs were offered:

- New Faculty Orientation – a session introducing new faculty to the Bates civic mission and to the range of opportunities, resources, and support provided to faculty for

publicly-engaged teaching and research; followed by a guided walk through our city's downtown

- Publicly-Engaged Pedagogy (PEP) Faculty Learning Community - a Fall semester small-group cohort experience in support of high-impact teaching practices for early career faculty. In its second year, PEP resulted in the creation of a supportive community of practice and a shared interdisciplinary space for engaging in course and project development. Among the new Community-Engaged Learning courses developed during PEP and taught for the first time by new or early career faculty were Introduction to Neuroscience, Urban and Regional Food Systems, Anthropology of Citizenship, and Community Writing.
- 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
- CEL Spotlight - an end-of-year program to celebrate CEL faculty, explore the expanded facilities of a local partner, and learn about an interesting new CEL partnership

Faculty Grants

Faculty Discretionary Grants are offered to faculty in amounts up to \$500 to support community-engaged learning activities in existing courses. 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 2017-18 academic year totaled more than \$5,000 and included these projects:

- Ellen Alcorn, Harvard Center for Community Partnerships; FYS 469: Reconsidering the American Dream, for honorarium for a guest speaker
- Elizabeth Eames, Anthropology; ANTH 339: Production and Reproduction, for exploratory meals at local ethnic restaurants, exploratory visits to farm-to-table ventures in Maine, and catering and supplies for a final presentation
- Francis Eanes and Ethan Miller, Environmental Studies; ENVR 417: Community-Engaged Research in Environmental Studies, for supplies, translation services, and space rental for focus groups
- Joseph Hall, History; AM/HI 244: Native American History, for costs related to campus visits for guest speakers
- Alison Melnick, Religious Studies; REL 110: Death and the Afterlife: Bodies and Souls in Comparative Perspective, for poster creation and catering for a final presentation
- Ethan Miller, Environmental Studies; FYS 470: Life Beyond Capitalism, for site visits and honoraria for guest speakers, and for the creation of a web-based “field guide to life beyond capitalism in Androscoggin County”
- Melinda Plastas, Gender and Sexuality Studies; GSS 335: Tobacco: Gender Matters, for supplies for focus groups
- Heidi Taylor, Sociology; SOC s26: Aging and the Life Course, for supplies

- Mara Tieken, Education; EDUC 231: Perspectives on Education and ED/SO 242: Race, Cultural Pluralism, and Equality in American Education, for honoraria for guest speakers
- Mara Tieken, Education, EDUC 231: Perspectives on Education, for honorarium for a guest speaker
- Mara Tieken, Education, ED/SO s24: Community Organizing for Social Justice, for trainer stipends, site visits, and supplies
- Stephanie Wade, Environmental Studies; ENVR S23: Community Writing and Gardens, for site visits and supplies for a community meal

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

This is what I recently wrote in an annual report to the Bonner Foundation: “Within the Bonner program, we have made a lot of progress with our **student development and leadership programming**. After a lot of trial and error, I think we have come up with a calendar that our students find meaningful, generative, and helpful. Our cohort meetings take place at the Harvard Center over a home-cooked meal, and provide a space for informal reflection, problem-solving, and bonding. Our all-Bonner meetings are planned by me and the senior intern, and are primarily run by the Bonners (and occasionally by student leaders outside of the program). This model allows students to share their expertise with each other, have ownership of the program, and practice their public speaking and presentation skills. Finally, this year we made excellent use of our senior intern as an important mentor for first-year students, and we will continue to imbed this in our program. This year, the senior intern, among other things, held weekly Chai Check-ins in her apartment. Largely as a result of her efforts, this year's cohort of first-year Bonners is among the closest and the most successful that we have had.

Bonner Program Goal(s) for 2018-19

This summer, I am looking forward to continuing to hone our training calendar. Based on a survey we recently conducted with Bonners, we will: return to an orientation model that incorporates some service; include one all-Bonner meeting each semester that focuses on hard skills; and provide at least one opportunity to get Bonners out of the Lewiston context (perhaps by providing a service exchange with another Bonner program, or with a more nearby college).

My biggest Bonner goal for the coming year, though, is to **strengthen our campus's connection to Bonner Congress**. For some reason, I have struggled in the past few years to get students excited about the opportunity to travel to Bonner Congress and SLI. I think I need to do a better job of marketing these opportunities, and perhaps even to develop an application process. I would love to get some help from the Foundation over the summer, as I think about how to incorporate this opportunity more effectively into our program.”

This year, 24 Bonner Leaders participated in a variety of activities during 2017-2018 (80% of them did significant work related to youth):

- *Nubia Beasley-Bartee '20* oversaw the College Access Mentor Program (CAMP) at Lewiston Middle School, recruiting and leading Bates volunteers to provide homework help, enrichment activities, and college access programming for middle school youth.
- *Nour Al Twal '21* worked as a tutor in the areas of math, Arabic, and English at Tree St Youth.
- *Jayde Biggert '20* worked as a teacher's aide in an elementary arts classroom, and volunteered in the Book Buddies program at Montello Elementary School.
- *Amanda Brea '20* helped to create a volunteer management system for Maine Immigrant and Refugee Services; volunteered for CAMP at Lewiston Middle School; and helped to lead activities at the Center for Wisdom's Women.
- *Jesus Carrera '20* worked as a teacher's aide in two different classrooms, providing support in both math and literacy.
- *Rachel Chappell '18* provided assistance to students in an elementary special education classroom.
- *Kamilla Domjan '19* served as a tutor at Tree Street Youth.
- *Zsofia Duarte '18* served as this year's senior intern. As the intern, she helped to design and lead monthly all-Bonner workshops, and played an important mentor role for new students (see above). Zsofia wrote a community-engaged thesis identifying and analyzing processes of racialization and anti-racism at the Lewiston Farmer's Market.
- *Jacqueline Forney '18* supported the Maine Equal Justice campaign to expand Medicaid by collecting the stories of residents who have benefited from Medicaid. She also helped to develop an analytic tool to enable the Maine Women's Fund to assess program impacts across the state.
- *Anissa Garza '19* worked as a program assistant at the Boys and Girls Club, where she provided homework assistance and oversaw various enrichment activities.
- *Samatar Iman '21* volunteered at Tree Street Youth, where he worked with older youth to help them with the college application process.
- *Allen Kendunga '18* mentored older youth at Tree Street Youth, focusing on job and career readiness, such as resumes and interview skills.
- *Samuel Lagerstrom '18* was an aide for the Court House Assistance Project, helping low-income clients prepare to meet with their lawyers.
- *Talia Martino '18* conducted research at Tree Street Youth, where she interviewed middle and high school youth about exclusionary discipline practices in the local schools. She also volunteered at Daisy Garden, a YMCA preschool program.

- *Dylan Metsch-Ampel* '19 led and organized the "Passport to Adulthood" teen mentorship program at the Boys and Girls Club.
- *Randy Peralta* '18 volunteered at the Hillview Housing Complex where, among other things, he developed and led a "diverse book hour" for children there.
- *Jaelene Perez* '20 volunteered for the College Access Mentor Program at Lewiston Middle School.
- *Eleanor Ross* '19 helped to plan and deliver lessons in an ELL classroom at Lewiston Middle School, and developed and taught trauma-informed yoga, mindfulness, and meditation programs at New Beginnings.
- *Olivia Saccocia* '21 led an art class at Tree Street Youth, and participated as a mentor for an adult with developmental disabilities at the Social Learning Center.
- *Matthew Suslovic* '21 helped to develop programming for youth in CAMP at Lewiston Middle School.
- *Deepsing Syangtan* '18 worked with the 21st Century programs at both Lewiston Middle and High Schools. At the middle school, he led different science experiments to introduce key concepts of chemistry and biology to the students. At the high school, he taught a Bollywood dance class, and brought them to Bates, where they presented their work.
- *Cristopher Thompson* '19 helped to run a robotics club at the Boys and Girls Club, where he taught students how to code as well as to build several projects.
- *Muskan Verma* '21 participated as a mentor in the Big Brother Big Sisters program.
- *Anah Witt* '21 volunteered with the Greater Androscoggin Humane Society, where she helped to train, exercise, and groom dogs, as well as help with cleaning tasks in and around the shelter.

Bates Civic Action Team (BCAT)

During the 2017-18 academic year, ten BCATs spent 1,135 documented hours working at Farwell and Longley Elementary Schools as America Reads/America Counts tutors. Students worked an average of six hours per week at their community sites, and they met on a monthly basis for skill building and reflection.

Community Outreach Fellows Program

The Community Outreach 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 2017-18 school year, ten Fellows worked together to lead key volunteer programs at Bates. The Fellows each took responsibility in different areas, working as a team to expand volunteer programming at Bates and to explore leadership issues. Fellows ran site-based programs, working with volunteers, community work-study students, and community-engaged learning students to meet community needs by facilitating student work at the agency. The Fellows met regularly to update each other on their work and exchange ideas. In addition, the Fellows worked to increase the visibility on campus of volunteer opportunities through a volunteer fair and an email listserv. The 2017-18 Student Volunteer Fellows, and their community partners:

- **Adam Blau '18** worked with staff at Montello Elementary School to create a school-based mentoring program. He recruited and oversaw 36 students who each spent a half hour weekly with a Montello student. Some mentors had two different mentees. At the end of April, mentees came to campus for a pizza party and visit with their mentors.
- **Katherine Cabral '20** coordinated student work with Maine Immigrant and Refugee Services during the fall semester. She recruited and oriented students to help with youth programming and adult services. During winter semester, Katherine worked with Maine Community Integration and the 21st Century Program at Lewiston High School to plan and pilot a college mentoring program. She recruited ten students from the Office of Intercultural Education to work with the high school participants to learn about the admissions process, financial aid, extracurriculars, etc.
- **Caton Day '20** planned Sunday brunches and occasional activities at Lewiston Housing Authority's Blake Street Towers, a residence for elderly and younger disabled people. Seventeen students helped prepare and serve lunch and socialize with the residents each Sunday over the course of the year.
- **Shae Gwydir '20** recruited volunteers to help teach movement classes to children and youth at the YWCA.
- **Emily Halford '18** led the Social Learning Center Friendship Program, which matches Bates students with adults with intellectual and developmental disabilities. Seven students each semester visited their buddies on a weekly or biweekly basis and attended reflection sessions led by Emily.
- **Katie Leeke '20** 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. In addition, Katie led art programming once a week at Hillview Family Development and recruited several volunteers to assist with that.
- **Asher MacDonald '18** focused on getting volunteers to work with organizations that support food security. He helped direct students to the Nutrition Center to help with community gardens and nutrition classes. In addition, he and other volunteers ran a weekly cooking class at Lewiston Housing Authority's Hillview Family Development.
- **Courtney Porfido '18** helped to coordinate the America Reads/America Counts and Bates Civic Action Team programs. She met with students, worked with teachers to schedule placements, and helped to run the BCAT training and reflection meetings.
- **George Steckel '19** coordinated programming and recruited volunteers for the Montello Elementary School Book Buddies Program. Each student worked one-on-one with a young child, reading and retelling a story in order to develop literacy skills. An average of 19 students volunteered each semester for 2 -4 hours. In addition, George helped to administer an assessment tool.
- **Brie Wilson '18** coordinated volunteers for the After-School Program at Lewiston Housing Authority's Hillview Family Development. Volunteers helped Hillview youth with their academic work and also provided enrichment activities.

Short Term Community Service Program

Eleven seniors participated in the Harvard Center Short Term Community Service Program. Students volunteered with various community organizations including Hillview Family Development, the Center for Wisdom's Women, and College Guild. Other seniors directed their efforts toward on-campus projects that benefit our community—Lewiston Middle School Aspirations Days, musical performances, and the Robinson Players' Stages for All Ages production, *Seussical, the Musical*. Students wrote brief weekly reflections on their experience.

Harvard Center Summer Fellowships

The Harvard Center Summer Student Fellowships, which are funded by the Vincent Mulford Fund, The Class of 2000 Fund, 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 2018, along with their community partners, were:

- Yazmyne Jachai Carter '19, MetroSquash, Chicago, IL
- Eliot Chalfin-Smith '21, Maine Cycling Club, Lewiston, ME
- Christine Cho '19, L/A Arts, Lewiston, ME
- Jo Cunningham '19, The Animation Project, New York, NY
- Matthew Golden '19, Achievements by 4, New Bedford, MA
- Alexandria Onuoha '20, Transition House, Inc., Cambridge, MA
- Miranda Padilla '19, Observatorio Ciudadano, Santiago, Chile
- Ella Ross '19, Center for Wisdom's Women, Lewiston, ME
- Jesse Saffair '20, St. Mary's Nutrition Center, Lewiston, ME

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 2017-2018 academic year that were reported to or supported by the Harvard Center are presented below.

Adopt-A-School

Bates invested with fresh energy in its Adopt-A-School partnership with Lewiston Middle School. The partnership, which supports a variety of academic community-engaged learning and volunteer projects, featured these activities during 2017-2018:

- 21 education students contributed 630 hours in classrooms and after-school programming.
- 23 Bates students and staff contributed 44 hours in mock interview sessions for 8th graders.
- In the fall, 59 Bates students hosted all 800 middle school students on three consecutive days for aspirations-related activities including a campus scavenger hunt and team-building activities. In the spring, 87 Bates students hosted 390 graduating 8th graders on three consecutive days for aspirations-related activities including a creative performance workshop facilitated by dance professor Julie Fox and her students, a storytelling workshop facilitated by students, and an afternoon field day organized by the Student Athletic Advisory Committee.
- 41 Bates students contributed 50 hours in networking lunches and conversations with 8th graders.
- 6 Bates students contributed 210 hours in the College Access Mentor Program (CAMP).
- 20 Bates faculty and staff hosted LMS teachers for a partnership lunch to brainstorm ways that teachers from our institutions can collaborate as LMS moves towards the expeditionary learning model.

AESOP

AESOP (Annual Entering Student Outdoor Program) is a student-run outdoor orientation program that takes place during the first week of a student's Bates experience. It is a four day, three night excursion featuring learning, skills development, and community building. In 2017-18, there were several community-engaged AESOP trips, including Habitat for Humanity trips that focused on building homes; farm trips in which students lived and worked on local farms; and two Lewiston/Auburn trips, which featured community-engaged work in diverse settings, including Good Shepherd Food Bank, Montello Heights, Whiting Farm, Thorncrag Bird Sanctuary, Lots to Gardens, and Blake Street Towers.

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, ten students from the Bates Civic Action Team and an additional nine work-study students participated in one or more of the following aspects of the America Reads/America Counts programs:

- School day classroom support: Bates students supported math, literacy, and English Language Learners. They worked with individuals and small groups under the supervision of classroom teachers at Farwell and Longley Elementary Schools, as well as Lewiston Middle School.
- After-school tutoring: Bates students provided assistance in reading and mathematics

Bates Bridge

The Harward Center is partnering with the Bates Career Development Center to find ways to encourage students to think about staying in Maine after graduation and to provide support and assistance to those graduating seniors who wish to work in Maine.

College Access Programming

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

- Hillview Community Center: Boys & Girls Aspirations, Arts, Cooking, Homework Help Programs (62 volunteers, 627 hours)
- College Access Mentor Program (C.A.M.P.) at Edward Little High School (4 volunteers, 104 hours)
- Tree Street Youth BRANCHES College Planning and Career Exploration Program (42 volunteers, 809 hours)
- Lewiston Public Library Academic Success Program (48 volunteers, 836 hours)
- College Access Mentor Program (C.A.M.P.) at Lewiston Middle School (6 volunteers, 210 hours)
- Lewiston Middle School Career Preparation Mock Job Interviews (23 volunteers, 44 hours)
- Lewiston Middle School Career Preparation Networking Lunches in Commons (41 volunteers, 50 hours)

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

- On September 26th and 27th, October 2nd, and November 2nd, 3rd, and 15th, Bates hosted all 800 Lewiston Middle School 7th and 8th grade students. Their schedule included a scavenger hunt around campus and team building activities in their homeroom groups, facilitated by 59 Bates students.
- On November 6th, 8th, and 16th, Bates hosted approximately 300 8th graders from Auburn Middle School. Their schedule included a visit to the Olin Arts Museum, an art activity inspired by the exhibit facilitated by museum staff in the Benjamin Mays Center, a campus tour with Admission staff, and an Aspirations conversation and question and answer session facilitated by the VISTA and thirty-two Bates student volunteers.
- On December 4th, twenty five 5th and 6th grade leaders from the 21st Century after school programs at Longley, Martel, McMahan, and Geiger Elementary Schools visited campus for an afternoon of team building programming facilitated by their teachers, and dinner in Commons with twenty-five Bates students.

- On February 9th, 100 10th grade students from Oak Hill High School visited campus for a full day of programming. Their schedule included a visit to the Olin Arts Museum, an art activity inspired by the exhibit facilitated by museum staff in the Benjamin Mays Center, a campus tour with Admission staff, and an Aspirations conversation and question and answer session facilitated by the VISTA and ten Bates student volunteers.
- On February 20th, 21st, and 22nd, fifty 21st Century 3rd-6th grade students from the 21st Century after school programs at Longley, Martel, McMahon, and Geiger Elementary Schools visited campus for break week programming. On Tuesday, the group did team building activities, played basketball in Alumni gym, and did a short scavenger hunt around campus. On Wednesday they participated in a three-hour clinic with the softball team. On Thursday, the group enjoyed a print-making workshop led by staff in the Olin Arts Museum. Each day ended with lunch in Commons.
- On March 30, Bates hosted approximately 125 3rd-6th graders from the Community Learning Center after school program at Walton, Park Ave, Sherwood, and Washburn Elementary Schools in Auburn. Their schedule included a visit to the Planetarium, dinner in the dining hall with twenty Bates students, and a printing activity with staff from the Olin Arts Museum.
- On May 8, the Walton Elementary School 6th grade class visited campus for a full day of programming, including a Planetarium show, a campus tour, lunch in Commons, and a question and answer session with 2 Bates students.
- Two senior volunteers, supported by the VISTA and members of STA/RT, planned and implemented a series of aspirations days for roughly 390 graduating 8th graders on May 7th, 11th, and 18th. The Lewiston middle-schoolers enjoyed a site-specific creative performance workshop facilitated by Julie Fox and her students, a storytelling workshop facilitated by students, and an afternoon field day organized by the Student Athletic Advisory Committee. All 10 STA/RT students and 16 student volunteers acted as group leaders and storytelling facilitators, while 61 members of varsity athletic teams volunteered to staff the afternoon field activities.

Community Liaison Program

The Community Liaison initiative is a partnership between the Campus Life Office and the Harvard Center. As instituted by the Student Government in 2014, each Bates student club and athletic team includes an officer position of Community Liaison, tasked with exploring opportunities for engagement with the local community. In 2017-18, there were over forty community liaison collaborations involving 695 Bates volunteers, 1,266 off-campus community members, and 1,300 volunteer hours.

Among others, 2017-2018 Club Community Liaison programs included:

- The men's ultimate frisbee team volunteered at Meadowview to serve Thanksgiving Dinner to the residents and socialized afterwards
- The Geology Club ran a five-week after school program for elementary school students at Montello

- The Debate Team planned and hosted a six-week public speaking, rhetoric, and debate after school program for 7th and 8th grade students at LMS' 21st Century program
- The Crosstones acapella group hosted a six-week after school program for 7th and 8th grade students at LMS' 21st Century program, culminating in a joint Crosstones-LMS concert
- The Robinson Players supported the Montello Elementary School after school musical production
- The Crosstones acapella group hosted students from the Auburn PAL Center on campus for an a cappella workshop and dinner in the Commons
- The Mountainbiking Club ran a 4-week bi-weekly after school program at Montello Elementary School
- The Robinson Players performed an excerpt of their show the Little Shop of Horrors for the residents at Blake Street Towers, and hosted a question and answer session with the cast and crew following the performance
- The Bates Arts Society took portraits for residents at Blake Street Towers, part of Lewiston Housing Authority's public housing
- Bates Christian Fellowship and the Gospelairees hosted Root Cellar elementary and middle school students on campus for a tour and a meal in Commons on multiple occasions, and then followed up with a group field trip to Aero Air Park and Sparetime Bowling

Among others, 2017-2018 Athletic Team Community Liaison programs included:

- The women's rowing team partnered with the Center for Wisdom's Women on multiple occasions helping clean and mulch their gardens
- Men's Lacrosse and Football Teams participated in the MLK Day Read-in at Martel Elementary School
- The men's soccer team, the men's and women's alpine ski teams, and the women's water polo teams helped with Special Olympics field days on campus
- Men's and women's squash, women's softball, and women's field hockey supported Fall Aspirations Day programming for Lewiston Middle School students
- Women's Field Hockey hosted several social programs at Meadowview, part of Lewiston Housing Authority, which included a hot chocolate drinking and singing program, an ice cream social, and a pizza party
- Women's softball hosted a vacation week clinic for elementary students from the Martel and Longely elementary 21st Century programs
- The Student Athletic Advisory Committee planned a mini-field day competition for LMS 8th grade students as part of their spring Aspirations Days on campus, involving athletes from every athletic team

EcoService Day and Clean Sweep

Bates held its eighth annual EcoService Day on Saturday, May 19, 2018. More than fifty volunteers turned out, working on and off campus to clean up litter, clear and maintain trails, and plant gardens.

On Saturday, June 16, 2018, Bates held its 18th annual Clean Sweep effort, organized to enable students to recycle unwanted items at year's end, provide local community members with a great bargain-hunting experience, and offer local non-profits an opportunity to raise funds. Held in the college's Underhill Arena, everything from furniture and fridges to clothes and kitchenware was sold to more than 1,000 eager shoppers. The sale raised more than \$16,000 for participating non-profit organizations.

Martin Luther King, Jr. Day

In addition to a full day of on-campus learning, debate, and performance at the intersection of race and our education system, the Harward Center sponsored a "Read-In" at Martel Elementary School in Lewiston. Twenty-two students and staff read to fourth, fifth, and sixth graders at the school and used funding from the Bates MLK Committee to donate twenty-one civil-rights-themed books to Martel classrooms. The event culminated in a presentation to 6th graders by Dean James Reese and his father (via cell phone) about MLK's "I Have a Dream Speech," which Dean Reese's father attended.

Mentoring

Thirty-five Bates students volunteered this year to be mentors with the Big Brothers Big Sisters program, contributing 732 hours of service. Throughout the school year, Bates mentors visited their mentees weekly at Longley Elementary School for at least an hour. Community Outreach Fellow Adam Blau '18 worked with Montello Elementary School to create a mentoring program there. Thirty-six Bates students met one-on-one with Montello students each week for half an hour.

Montello Book Buddies

This program 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. Community Outreach Fellow George Steckel '19 recruited and managed an average of 19 Bates students each semester to offer 2-4 hours per week of reading to kindergarten, first-, and second-grade children.

New Student Orientation

The VISTA partnered with the office of Campus Life at the beginning of Winter Term to host a How to College follow up orientation session, including Harward Center opportunities. This session offered first year students four low-stakes engagement opportunities to try before the semester picked up pace. These opportunities included the MLK Day Read In at Martel, Brunch at Blake Street Towers, the LPL tutor training, and the Hillview Aspirations Cooking.

Residence Life Programming

Junior Advisor First Year Center Programming

Residential Life (ResLife) student staff members serve as an extension of the Student Affairs office and help build communities in their respective residences through mentorship, programming, and exemplified leadership. While all ResLife student staff members are encouraged to include community engagement in their semester programming, each Junior Advisor (JA) is required to offer one community-engaged program over the course of the academic year. The inclusion of community-engaged programs as a part of JA programming responsibilities provides JAs with the possibility to set a standard and provide access to community engaged opportunities for first-year students.

At the conclusion of this year, forty JAs planned and completed 44 community engaged programs, all with long-term Harvard Center partners. Partners included Lewiston Middle School, Lewiston Elementary 21st Century, Auburn Elementary Community Learning Center, Blake Street Towers, Hillview, Farwell Elementary School, Martel Elementary School, Good Shepherd Food Bank, the Alzheimer's Foundation, the Dempsey Center, and Special Olympics. Through JA programming, 425 Bates students completed a total of 535 hours of community work.

Residence Life Staff Community Engaged Program

This year, the VISTA worked with a group of four JAs to plan and coordinate community engaged programs for the JARC staff. This year's staff program built on one pre-existing program at Lewiston Middle School, and built a new program at Lewiston Housing Authority's Meadowview location.

JA, Matt Golden, created an informal Friday lunch time mentorship program at Lewiston Middle School where volunteers attend LMS lunch and eat with the students and build relationship. The JARC Staff supported this program for the final five weeks of the winter semester. JAs Madison Liistro and Sarah Daehler responded to Meadowview's need to combat social isolation and created a weekly hour-long adult coloring program.

These two programs demonstrated how the JARC staff can use its large capacity to meet significant needs in the community and support existing programming. The Meadowview Coloring program had 21 volunteers contribute 41 hours. The LMS mentor program had 15 volunteers contribute 37 hours.

Other Volunteer Activities

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

The annual Volunteer Fair was held on September 13, 2017. Eleven local agencies and ten students leading volunteer programs recruited at the event.

Six students volunteered regularly for *the Court House Assistance Program in Lewiston*, run through the Volunteer Lawyers Project. The students received over twenty hours of training to help interview walk-in clients at the District Court. They learned to provide initial interviews, coordinate with the attorneys on duty, and assist clients with filling out family law pro se materials. Each then volunteered three hours per week.

The Harvard Center sponsored a holiday gift drive and collected items from wish lists for youth at St. Mary's Medical Center and the Lewiston High School McKinney-Vento homeless liaison program. Another gift card drive for the high school program took place during Short Term.

The Robinson Players presented *Seussical, the Musical*, in May. This annual Stages for All Ages performance brings children from local elementary schools on campus to watch the show and ask questions of the cast at the end of the production. Fifty-seven students and three faculty members were involved in the production.

A group of six 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.

Eight students volunteered at St. Mary's Regional Medical Center.

Three students volunteered weekly teaching cross-country skiing through the *Bill Koch/YMCA program at Lost Valley*.

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

Twenty-seven students volunteered with the *Alzheimer's Association* in two separate projects. Through the *Legacy Storytellers* program, 21 students helped clients with Alzheimer's disease and their partners to write down some stories from their personal histories. Six students participated in the Bates Photo Project Group. Clients were matched with these student photographers who offered tips and techniques to enhance picture-taking skills.

Thirty-two Bates students volunteered in different capacities at Tree Street Youth through both curricular and co-curricular efforts.

Matt Golden '19 created an Achievements by 4 program at Lewiston Middle School. He recruited his peers to attend weekly lunches at the school and to serve as mentors to the youth. Forty students participated over the course of the year, with a small group of them going every week.

CIVIC Capacity-Building Initiatives

Election Engagement

The Harvard Center cultivates student participation in elections through several means, including active support for initiatives led by others on campus. The following work was undertaken during 2017-2018 to support this goal:

- Provided First Year students the opportunity to register to vote during their Orientation in September.
- Supported nonpartisan efforts on campus to educate the student body about the issues and candidates on the November 2017 ballot and participated in GOTV efforts on election day as well as the Mayoral run-off election in December.
- Helped to clarify students' voting rights in Maine after newly registered voters received a letter from the Lewiston Mayor confusing many about the legality of their registration.
- Supported nonpartisan activities to encourage students to vote early for the June primaries and to educate students about Maine's Ranked Choice Voting system.
- Connected with several nonpartisan organizations, like the All In Challenge, to improve work with students around civic engagement.

Theory into Practice Series

The Center started a new series this past academic year entitled "Theory into Practice: Policy issues that affect your life!"

The series of programs is designed to explore major policy debates taking place in the U.S. Congress, the Maine State House, and the Lewiston community on issues that are important to the Bates community. The series is also geared to help students have a voice in these debates and to make connections between the theory they are studying in class and the ways the theory plays out in public policy. As students become informed, we hope they will take action.

The fall series included:

- Spotlight on Poverty and the debate around the expansion of Medicaid in Maine with representatives from Maine Equal Justice Partners
- Public Health with Hilary Schneider '96, Maine Government Relations Director, American Cancer Society Cancer Action Network, Inc. and Erin Guay, Executive Director, Healthy Androscoggin
- The Environment with Beth Ahearn, Political Director, Maine Conservation Voters and Kristin Jackson, Federal Outreach Coordinator, Natural Resources Council of Maine.

The winter series included:

- Immigration with Meg Moran, Staff Attorney, Immigrant Legal Advocacy Project of Maine
- Charter Schools with John Kosinski, Government Relations Officer, Maine Education Association (canceled due to weather)

In addition, the Harvard Center brought to campus speakers on other policy topics, including:

- Maine Secretary of State, Matthew Dunlap, in conversation with Bates Politics Professor John Baughman on his experience on President Trump's Commission on Voter Fraud. The event was live streamed.
- Dr. Shauna Shames, Rutgers University Political Science Department, discussing her research on why millennials don't run for office. (No public lecture was given, but she had lunch with faculty, students and staff and visited Prof. Kane's Sociology of Gender course. She also was interviewed by a reporter from the Lewiston Sun Journal.) Her visit was in partnership with UMO and USM through the Scholars Strategy Network.
- Joel Clement, former director of the Office of Policy Analysis and top climate change policy official at the US Department of the Interior (recently demoted along with other climate policy experts) and whistleblower on Trump Administration's policy of reassigning employees to encourage them to leave government. His talk was given in partnership with Maine Conservation Voters, the Natural Resources Council of Maine, and the Conservation Law Foundation. Students and faculty had dinner with the speaker before his talk and had the opportunity through the partners to engage in letter writing to the Maine Congressional Delegation.
- Mariam Jalabi, Representative of the Syrian Opposition Coalition to the UN, delivered the Justice for Women Talk entitled, "The Struggle for Human Rights from Syria to Maine." Students and faculty had the opportunity to have dinner with the speaker before the lecture, which was sponsored in partnership with the Office of the President and the University of Maine School of Law "Justice for Women" Lecture Series.

In addition, the Harvard Center made arrangements for State Representative Jennifer DeChant and representatives from Maine Peace Action to visit Prof. Will d'Ambruoso's class on International Security.

The Center also supported faculty and students from the sciences who organized letter writing campaigns that focused on state and federal science policies.

Public Works in Progress Series

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

- September 28: Henry Colt '19, Sarah Freyd '19, Sadie Homeier '18, and Grace Jurkovich '18 (Summer Fellowship Recipients), Spotlight on Students' Summer Work Part One
- October 25: Analea Angot '20, Anton Brown '18, Keenan Shields '18, and Katie Hartnett
- November 9: Kiernan Majerus-Collins '18, Julia Mehl '19, Joe Tulip '18 (Summer Fellowship Recipients), Spotlight on Students' Summer Work Part Three

- February 9: “Diving Right In: Community-Engaged Learning in the First Year Seminar,” featuring professors Georgia Nigro (Psychology), Andrew Mountcastle (Biology), and Bill Wallace (Education)
- March 14: “Pests, Parks, and Carbon Offsets,” featuring student projects from Environmental Studies 417

Women in Leadership

Once again, the Harward Center was pleased to be able to support the work of the Maine National Education for Women in Leadership Award run by the Margaret Chase Smith Public Policy Center at the University of Maine, Orono. Two of our students were selected to participate in the NEW Leadership program in June.

In addition, Amanda Brea '20 was awarded a 2018 Newman Civic Fellowship, which recognizes community-committed students from Campus Compact member institutions. Through the year-long fellowship, Campus Compact provides in-person and virtual learning opportunities focused on the skills fellows need to serve as effective agents of change in addressing public problems and in building equitable communities.

Co-Sponsorships

The Harward Center is pleased to join with colleagues from on and off campus in providing opportunities for the infusion of fresh voices and ideas into the civic reflection and action practices at Bates and in the wider community. During the 2017-18 school year, the Harward Center was pleased to support the following campus and/or community programs:

- Lewiston Summer Fun and Films
- 31st annual Maryann Hartman Awards at the University of Maine
- Angels in America screening and panel discussion
- Maine-Wabanaki REACH workshop
- Bates Film Festival
- Campus visit by Juan Haro, representative of Movement for Justice in El Barrio
- Tournées Film Festival
- Campus talk by Dr. Ibram X. Kendi, 2016 National Book Award winner
- Campus talk on Alzheimer’s Disease by Geri Taylor

OTHER Programs, Initiatives, & Activities

Admission Events

To help articulate the college’s strong commitment to civic learning and action, Harward Center staff and students participated in and presented at numerous programs hosted during 2017-18 by the Office of Admission, including:

- Admitted Students Day panels, open houses, and reception
- Explore Bates open houses

Athletics

Bates Athletics participates in important ways in the college's civic mission. In addition to encouragement from coaches, each team also has a Community Liaison -- a team member who works to mobilize the team for meaningful community engagement during the school year. Select examples are below.

- **Baseball:** continued work with L/A youth baseball communities; camps and clinics; volunteer workers at Good Shepherd Food Bank of Auburn (Thanksgiving meal packing); volunteered at Montello Elementary School K-2 Physical Education and Recess.
- **Men's Basketball:** Ran basketball clinics and camps for the community, volunteered at Montello, Martel and Longley in different classrooms, volunteered for the Dempsey Challenge, helped BCF pack meals for local food pantries, worked with the special olympics basketball team throughout the year.
- **Football:** Organized and executed a weekly lunchtime mentoring program at Lewiston Middle School whereby players and other Bates students join LMS students for lunch and conversation every Friday.
- **Field Hockey:** Hockey for Hunger initiative; raised food and monetary donation for the Good Shepherd Food Bank; raised monetary donations and organized a suicide prevention awareness day, funds were raised for the American Foundation for Suicide Prevention; hosted a Breast Cancer Awareness game in October raising monetary donations for the Sam and Jennie Bennett Breast Cancer Center at CMMC and the National Foundation for Cancer Research; directed Coastal Field Hockey, a non-profit club in Maine providing opportunities for personal growth and development through sport with an emphasis on accessibility; first-years completed Green Dot training (rest of team already certified); team participated in aspiration day; ran multiple clinics for youth field hockey at Bates; Partnered with Longmeadow Park senior living community; and finally volunteered at local high schools pre-season as guest coach.
- **Women's Lacrosse:** Participated in Dempsey Challenge in Fall 2017 for the 8th consecutive year; assisted at local lacrosse practices at Edward Little High School, with Back Bay Lacrosse (Portland) and Gorham Middle School; participated in Aspirations Day(s) with local K-12 students
- **Men's & Women's Squash:** offered Free Clinics at Portland Community Squash and Stony Ridge in Auburn, volunteered at Blake Street Towers, the Good Shepherd Food Bank, and St. Mary's Hospital, raised over \$1500 for flood and hurricane victims in Puerto Rico, Florida and Houston, and participated in a Holiday Gift Drive and The Dempsey Challenge. All squash students and coaches are Green Dot certified.

- **Men's & Women's Tennis:** Conducted a Special Olympics Tennis Clinic for over 100 athletes in December. Community outreach clinics for local high school and middle school tennis players. Participated in Bates Aspirations Days.
- **Men's and Women's Track & Field:** Annual high school throws clinic for about 60 high school students over April break. Participated in field day.
- **Women's Basketball:** Volunteered at the Trinity Jubilee Center on 3 occasions in the fall/winter to serve meals. Ran in the Dempsey Challenge in October to raise money for cancer research/awareness. Participated in a Special Olympics Awareness Event, "Spread the Word to End the Word" on 12/5/17. Double-header with MBB and WBB – each program played in a unified halftime scrimmage with Special Olympics athletes. Volunteered at Lewiston Middle School to participate in a Staff v. Students basketball game. All proceeds benefited JMG (Jobs for Maine Graduates), a non-profit that is run by a teacher at the school. Aspiration's Day: Team volunteered to partner with SAAC in an outdoor field portion of a college exposure day for Lewiston Middle School students.

Back to Bates Weekend

As part of Back to Bates Weekend in early October, the Harward Center led a Lewiston-Auburn Downtown Walk on Saturday afternoon for families, friends, and alumni. The moderately-paced walk through the downtown corridor allowed participants to learn about Lewiston-Auburn history, architecture, arts and culture, and food scene, as well as some of the many current community-engaged projects and partnerships today's Bates students are undertaking.

Davis Projects for Peace Grants

The Harward Center was delighted to award a \$10,000 grant to a Bates student to carry out a project that helps ameliorate root causes of conflict. Bates' affiliation with Davis Projects for Peace provided this opportunity. The Harward Center coordinated a competitive proposal and selection process on campus and then submitted the top two Bates proposals to the Davis program for further consideration. One student received a \$10,000 award for work that took place during the summer of 2017.

For his project, Yara Abdelhady '19 worked with Abaad, an organization working on gender equality in refugee communities in Lebanon, to establish a program with direct and specific services to queer and trans refugees in that country. The project created a series of programming initiatives that included: training key staff and volunteers at Abaad regarding the special needs of the queer and trans refugee populations; partnering with Abaad's housing department to field specific requests for housing placement assistance; engaging different LGBT organizations in Lebanon (including Lebanese Medical Association for Sexual Health and Proud Lebanon) to form a coalition aiming to increase the social connectedness of queer refugees as well as provide well-rounded economic and social support; partnering with therapists, practitioners, and different clinics to put together a list of potential medical referrals; and providing psychosocial support through community building activities and different support

groups. Yara also focused attention on how to make his project sustainable beyond the summer by working with communities on the ground to develop his initial proposal and then to implement it in ways that built the capacity for local residents to carry the work forward.

Greenhouse

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

Mount David Summit

Mount David Summit, which happens each spring, is the annual college-wide celebration of Bates students' academic and artistic achievement. Among the hundreds of student presentations at the 2018 Summit were dozens of posters and individual presentations highlighting community-engaged research projects. In addition, one session featured a shared presentation by this year's Community-Engaged Research Fellows. Entitled "Research and the Public Good: Multi-Disciplinary Explorations," the session addressed the question: How can undergraduate research contribute to community well-being and social justice? The Fellows hailed from diverse disciplines, but they shared an interest in the public purposes of higher education and the potential of research to address community needs. In their interactive session, the Fellows educated their audience about the distinctive characteristics, joys, and challenges of community-engaged research; then they hosted a mini-poster session during which audience members could dive more deeply into the individual projects students undertook in collaboration with community partners.

Planetarium

Under Nicole Hastings, the Bates Planetarium presented shows to 1128 visitors this past year. Bates students gave seven open houses for the community and Nicole gave planetarium shows to the following groups (note: she presented multiple shows to some of the groups in order to accommodate everyone in the group): Lewiston Adult Education (for parents and children); Turner Library Summer Readers; Minot Historical Society; the Girl Scouts; the Red Hat Society; Lewiston High School ESL Class; Montello 5th and 6th grade classes; John F. Murphy Homes Adult Education; Walton School classes; Auburn Middle School; Oak Hill School; RSU4; MSAD 5; and the Bates Astronomy Extravaganza for students and families in the community.

Purposeful Work

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

Infusion Courses

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

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

Practitioner-Taught Courses

Offered during Short Term, Practitioner-Taught Courses (PTCs) expose students to practical and applied areas of study that are not typically available within the liberal arts curriculum. Practitioners-in-Residence teach applied knowledge and skills in their field of expertise. Topics of study vary from year to year and often involve elements of community engagement. There were no PTCs offered this Short Term that involved community engagement.

Purposeful Work Internships

The Purposeful Work Internship Program supports students as they explore interests, deepen skills, and build networks. Students gain unique access to a network of Bates-specific internships with core employers, the opportunity to apply for Bates financial support, and goal-setting and reflection resources to help them maximize their learning. The total number of students who are participating in internships during the summer of 2018 is 125. Forty-one of these internships are with non-profits. A sample of the non-profit internships include: Student Action with Farmworkers; Asia-Japan Women's Resource Center; Boston Cyclist Union; Boston Museum of Fine Arts; National Aquarium; Colorado Sierra Club; Bunun Cultural and Educational Foundation; Guggenheim; and the MIT Prison Education Initiative.

Robinson Players

The student-led Robinson Players took the lead in several community-engaged efforts, including the annual Short Term show, *Seussical, the Musical*, which was performed for about 1,000 local children.

Community Partners

Bates students, faculty, and staff are fortunate to work with over 170 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 2017-18 is below:

21st Century Community Learning Centers
1736 Family Crisis Center
Adventure Forward
Advocates for Children
Alzheimer's Association
Anacostia Riverkeeper
Androscoggin County Chamber of Commerce
Androscoggin Head Start and Child Care
Androscoggin Land Trust
ArtVan
Auburn, City of
Auburn-Lewiston YMCA Childcare
Auburn Middle School
Auburn Police Activities League Center
Auburn Public Library
Auburn Recreation Department
Autism Society of Maine
B Street Health Center, St. Mary's Health System
Bhutan Community of New Hampshire
Bicycle Coalition of Maine
Big Brothers/Big Sisters of Mid-Maine
Big City Farms
Bigelow Laboratory for Ocean Sciences
Blake Street Towers
Blue Ridge Wildlife Center
Blue Water Fine Arts
Boys and Girls Club
Brigee Farms
Busan Metropolitan City Institute of Health and Environment
Carrie Ricker Elementary School
Catholic Charities of Maine
Center for Wisdom's Women

Central Maine Adaptive Sports
Central Maine Medical Center
Citizens Climate Lobby and Carbon Tax Advocates
Clover Manor
Coastal Field Hockey
Collective Strength
College for ME--Androscoggin
Community Concepts, Inc.
Community Health Partners
Conservation Law Foundation
Dempsey Center for Cancer Hope and Healing
Durham Elementary School
Edward Little High School
Environmental Health Strategy Center
Environmental Protection Agency
Fairview Elementary School
Family Equality Council
Farm Fresh Connection
Farwell Elementary School
Franco-American Heritage Center
Geiger Elementary School
Girl Be Heard
Girls Inc.
Good Food Bus
Good Shepherd Food Bank
Goodwill Industries International
Goss Berry Farm
Grace Street Recovery
Green and Healthy Homes Initiative
Grow L+A
Habitat for Humanity
Healthy Androscoggin
Healthy Oxford Hills
High Desert Museum
Hillview Family Development
Hockey for Hunger
International Institute
Isabella Stewart Gardner Museum
Jane Doe Inc.
L/A Arts
Leeds Elementary School
Let's Go 5-2-1-0
Lewiston, City of
Lewiston Adult Education
Lewiston/Auburn Economic Growth Council

Lewiston District Court
Lewiston High School
Lewiston Housing Authority
Lewiston Middle School
Lewiston Public Library
Lewiston School Department Central Office
LL Bean
Longley Elementary School
Longmont, City of- Public Works and Natural Resources
Lots to Gardens
Maine Centers for Disease Control
Maine Community Integration
Maine Department of Conservation
Maine Department of Corrections (Windham Correctional Facility, Bolduc Correctional Facility,
Maine State Prison, Downeast Correctional Facility, Long Creek Youth Development Center,
Charleston Correctional Pre-Release Center, Mountain View Correctional Center)
Maine Equal Justice Partners
Maine Immigrant and Refugee Services
Maine People's Alliance
Maine Small Business Coalition
Maine U.S. Attorney's Office
Maine Volunteer Lake Monitoring
Maine Women's Policy Center
Margaret Murphy Center for Children
Martel Elementary School
McMahon Elementary School
Migrant Justice
Montello Elementary School
Montello Heights Independent Living Center
Museum L-A
NAMI Maine
The Nature Conservancy
Navigators
New Beginnings
New Hampshire Department of Environmental Services
New York City Department of Environmental Protection
Nezinscot Farm
Nutrition Center of Maine, St. Mary's Health System
Oak Hill High School
One Tree Center
Orekestai Farm
Outright Lewiston/Auburn
Overland
Park Avenue Elementary School
Peabody Museum of Harvard University

Peggy Guggenheim Museum of Art
Phippsburg Conservation Commission
Phippsburg Elementary School
Phippsburg Land Trust
Pine Tree Legal Assistance
Play4theCure
Poland Regional High School
Portland YMCA
Raise-Op Housing Cooperative
Raspberry Knoll Farm
Rebuilding Together
Redemption Hill Community Church
Renaissance School
Restorative Justice Institute of Maine
Rhode Island Audubon
River Valley Village
Riverton Elementary School
Rural Community Action Ministry
Safe Voices
Sauvie Island Center
School Square
Sebasticook Regional Land Trust
Seniors Plus
Sewall Forestry and Mapping Company
Sherwood Heights Elementary School
Sitka Fine Arts
Small Point Association
Social Learning Center
Swords into Plowshares Honey and Candles
Special Olympics of Maine
St. Mary's Health System
Stony Ridge
Take Two
Team IMPACT
Temple Shalom Hebrew School
Texas Rangers
Thistle Farms
Tree Street Youth
Trinity Jubilee Center
Tubeho
Turner Elementary School
Vermont Center for Ecostudies
Versar
Volunteer Lawyers Project
Washburn Elementary School

WE Compost It
Whiting Farm
Wolfe's Neck Farm
Women's Prison Association
World Wide Opportunities on Organic Farms
Youth Development Organization
YWCA of Central Maine

The Carignan Fund for Community Programs

The James W. Carignan '61 and Sally Larson Carignan '62 Fund for Community Programs provides grants of up to \$2000 to community organizations to support programming that fosters new or strengthens existing connections between Bates College and our community. The aim of the fund is to support sustainable initiatives that address community needs through partnership with the college. Bates students, working with Harward Center staff, constitute the selection committee. This year's student selection committee included Adam Blau '18, Ryan Chin '18, Maria Felski '18, Brie Wilson '18, Nina Flores '20, Samatar Iman '21, and Kerry Manuel '21. Students participated in an orientation and training by Holly Lasagna of Healthy Androscoggin on non-profits, the roles they play in the Lewiston-Auburn area, and how you evaluate proposals for funding. The following grants, totaling \$8,787, were awarded:

- Art Van to add an additional 10 weeks of Art Van's art therapy service at Lewiston Middle School
- LA Arts to cover production costs, training, and a stipend for Bates intern(s) to create a comprehensive online directory of artists who live and work in Lewiston/Auburn
- Lewiston Housing Authority to create a new reading space only for middle school and high school youth at Hillview and to purchase 67 books, snacks, and school-oriented incentives for the program
- Pine Tree Legal to purchase a computer and phone for Bates interns to work in the Pine Tree Lewiston office, providing support to Pine Tree's paralegals so that they will be able to more effectively meet the needs of Maine's residents
- Maine Immigrant and Refugee Services to fund a winter indoor soccer team/program that will provide recreational and skill-building opportunities for immigrant and refugee youth (boys and girls)
- Museum L-A to provide production costs and student stipends for two Bates students to finish a visitor cards project

Fellowships & Grants

The Harward Center is delighted to support students' academic, leadership, and vocational development by facilitating a number of grants and fellowship programs. In 2017-2018, the Harward Center was pleased to award the following grants and fellowships, totaling:

Community-Engaged Learning Grants

Community-Engaged Learning Grants, supported by the Arthur Crafts and Helen A. Papaioanou funds, provide financial support for students who design an academic community-engaged learning project. CEL Grants are intended to cover such expenses as supplies, fees, or research expenses. Awards are competitive and are available to students in all disciplines and classes. Community-Engaged Learning Grant recipients for 2017-18, along with their community partners, were:

- Andrea Aguilera '21, Blake Street Towers, Lewiston, ME
- Nour Al Twal '21, Sofia Elbadawi '18, and Madeline Polkinghorn '21, Poland High School, Poland, ME
- Chelsea Anglin '19, Maine Medical Center, Portland, ME
- Rachel Blaustein '18, Solaine Carter '21, and Adela Durand '19, Alzheimer's Association of Maine, Scarborough, ME
- Andrea Boitnott '18, Fredrick Cheng '18, John McWilliams '18, and Sophie Moss-Slavin '18, Tree Street Youth, Lewiston, ME
- Nolan Burgos '18, Randy Peralta '18, and Anah Witt '21, Hillview Housing Development, Lewiston, ME
- Sara Buscher '19, Daniel Cohen '21, Kiana Keller '18, Yutong Li '18, Hannah McLane '20, Catherine Merton '18, Katrina Munoz '18, Matilda Siegfried '21, and Nicole Taikeff '18, Alzheimer's Association of Maine, Scarborough, ME
- Eliot Chalfin-Smith '21 and Ryan Nealis '21, Blake Street Towers, Lewiston, ME
- Mallory Cohen '18, Nathanael Kuzio '19, and Nicholas Quill '21, Hillview Housing Development, Lewiston, ME
- John Collantes '18, Emily Manter '18, Talia Martino '18, Maria Maza San Vicente '18, Mickoy Nichol '18, and Caroline Reynolds '18, Tree Street Youth, Lewiston, ME
- Laura Daehler '20 and Caton Day '20, Blake Street Towers, Lewiston, ME
- Meghan D'Arcy '18 and Brigid Quinn '18, Healthy Neighborhoods, Lewiston, ME
- Carl Deakins '19 and Adam Webman '18, Edward Little High School, Auburn, ME
- Hanna DeBruyn '18, Brooke Drabkin '18, and Eliza Jimenez '18, Lewiston High School, Lewiston, ME
- Jonathan Depew '18 and Lucy Faust '19, Big Brothers Big Sisters, Lewiston, ME
- Dakota Griffin '18, Noah Morasch '18, and Joseph Tulip '18, Healthy Neighborhoods, Lewiston, ME
- Katherine Hartnett '18, Oasis Free Clinics, Brunswick, ME
- Julia Horwitz '19, Hillview Housing Development, Lewiston, ME
- Charles "Asher" MacDonald '18, Hillview Housing Development, Lewiston, ME
- Maria Maza San Vicente '18, Tree Street Youth, Lewiston, ME
- Madison Murphy '20, Martel Elementary School, Lewiston, ME
- Julia Nemy '18, Drew Perlmutter '18, and Dylan Thombs '18, Somali Bantu Community Association of Lewiston-Auburn (SBCMALA), Lewiston, ME
- Emily Pardi '20, Randy Peralta '18, and Brianna Wilson '18, Hillview Housing Development, Lewiston, ME
- Sophia Thayer '18, Blake Street Towers, Lewiston, ME
- Abigail Westberry '19, Auburn Police Department, Auburn, ME

- Xiaoqing “Hermione” Zhou ’21, Androscoggin Gleaners, Lewiston, ME

Community-Engaged Research Grants

Community-Engaged Research Grants support material costs related to promising research projects undertaken by Bates students in collaboration with local or statewide community partners. Awards are competitive, are granted without regard to financial need, and are available to students in all disciplines and classes, with preference given to projects likely to produce the most community benefit. Community-Engaged Research Grant recipients for 2017-18, along with their community partners, were:

- Madeline McKay ’18, Healthy Neighborhoods, Lewiston, ME
- Joseph Tulip ’18, Hillview Housing Development, Lewiston, ME

Community Work-Study Awards

Community Work-Study Awards provide federal work-study funds for academic-year and summer community-based work with non-profit and governmental agencies. Students may apply for existing positions or work with an agency to develop their own positions. Host organizations agree to reimburse Bates College for a percentage of the student's total earnings. Community Work-Study Award recipients in 2017-2018, along with the community organizations for whom they worked, include:

Fall 2017

- Daniel Aldrich ’18, America Reads tutor at Lewiston Public Schools, Lewiston, ME
- Emily Ausman ’19, America Counts tutor at Tree Street Youth, Lewiston, ME
- Michael Bennett ’19, Preble Street Resource Center, Portland, ME
- Anton Brown ’19, St. Mary’s Nutrition Center, Lewiston, ME

Fall 2017 and Winter 2018

- Andrea Aguilera ’21, Trinity Jubilee Center and Lewiston Housing Authority’s Blake Street Towers, Lewiston, ME
- Samantha Alexander ’20, Auburn Police Department Work with ME program, Auburn, ME
- Analea Angot ’20, Trinity Jubilee Center, Lewiston, ME
- Maya Church ’20, America Reads/America Counts tutor at Lewiston Public Schools, Lewiston, ME
- Daniel Cohen ’21, Trinity Jubilee Center, Lewiston, ME
- John Collantes ’18, Tree Street Youth, Lewiston, ME; America Reads tutor at Lewiston Public Schools, Lewiston, ME
- Irvin Dominguez ’20, America Counts tutor at Auburn Public Schools, Auburn, ME
- Nina Flores ’20, America Reads/America Counts tutor at Lewiston Public Schools, Lewiston, ME
- Kai Lindsey ’18, America Counts tutor at Tree Street Youth, Lewiston, ME
- Priscila Guillen ’20, PAL Center, Auburn, ME
- Juliana Martino ’21, America Counts tutor at Lewiston Public Schools, Lewiston, ME
- Maria Maza San Vicente ’18, Tree Street Youth, Lewiston, ME

- Elijah McLean '20, Lewiston Housing Authority, Lewiston, ME
- Genesis Paulino '21, America Reads/America Counts tutor at Lewiston Public Schools, Lewiston, ME
- Tyler Post '18, Auburn Police Department Work with ME program, Auburn, ME
- Eleanor Shields '20, America Reads/America Counts tutor at Lewiston Public Schools, Lewiston, ME
- Lisa Slivken, Center for Wisdom's Women, Lewiston, ME
- Sophia Thayer '18, St. Mary's Nutrition Center, Lewiston, ME

Winter 2018

- Daniel Carmona '19, America Reads/America Counts tutor at Lewiston Public Schools, Lewiston, ME
- Irvin Dominguez '20, Lewiston Public Library, Lewiston, ME
- Abel Ramirez '20, L/A Arts, Lewiston, ME
- Joe Tulip '18, America Counts tutor at Lewiston Public Schools, Lewiston, ME

Summer 2018

- Nicholas Lambert '19, Pink Circles and Blue Squares, Los Angeles, CA
- Jennifer Martin '21, Lewiston Recreation Department, Lewiston, ME
- Jessie Moriarty '19, Generation Teach, Holyoke, MA
- Kirsten Pelletier '20, Stanton Bird Club, Lewiston, ME
- Walter Washington '19, Pine Tree Legal Assistance, Augusta, ME

Grants Administered by the Harvard Center

The Leland and Claudina Bechtel Award recognizes the outstanding community work of Psychology majors. This year the award was given to Hanna Condon, Sophie Merelas and Hannah Prince, all seniors.

- Hanna Condon worked with College Guild, a nonprofit that offers free, noncredit educational experiences through correspondence to prisoners across the country. As the founding director prepared to step down, the organization sought Hanna's help in understanding leadership transition. To that end, Hanna reviewed the research literature and interviewed people in varying roles across the nonprofit sector in Maine. She offered College Guild a set of recommendations based upon the findings from her research.
- Sophia Merelas worked with the educational program at New Beginnings, an agency that serves homeless and runaway youth. Her particular focus was the design of project-based learning activities with a STEM focus that the educational program could use over time. She designed a set of activities and observed how they worked when implemented by the teachers in the programs. Through her observations and interviews, she was able to demonstrate successful engagement of youth in the activities she created.
- Hannah Prince also worked with the educational program at New Beginnings. Her focus was on practices that would improve self-regulation of youth while being sensitive to the consequences and complications of homelessness. She developed a new framework for the educational program that utilized three facets of self-regulation (goal-setting,

feedback, and targeted reflection), and she demonstrated the efficacy of the framework in daily practice.

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. This year, the award was given to Tessa Liebes '19, who worked with Safe Voices (the local domestic violence prevention agency).

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 2017-18:

- Dylan Carson '18, Internship at Pine Tree Legal, Lewiston, ME
- Carol Harding '19, Volunteer work with the Volunteer Lawyer's Project at the District Court, Augusta, ME
- Ryan Lizanecz '20, Internship at the Democratic Office of the Maine State Senate, Augusta, ME
- Madeline McGonagle '18 and Sophia Thayer '18, Attendance at the Maine March for Racial Justice, Waterville, ME
- Hannah McKenzie '21, Volunteer work with Maine Immigrant and Refugee Services, Lewiston, ME
- Keenan Shields '18, Attendance at Maine Youth Action Network's Youth Leadership Conference, Bangor, ME
- Muskan Verma '21, Volunteer work with Community Servings, Jamaica Plain, MA
- Xiaoqing "Hermione" Zhou '21, Attendance at Foodtank 2018 Summit: Cultivating the Next Generation of Young Food Leaders, Washington, D.C.

RECOGNITIONS & Celebrations

Campus Compact Awards

- The Bates Department of Biology received the President's Campus Leadership Award in recognition of their long-term and present-day commitment to integrating community-engaged learning into departmental courses.
- Amanda Brea '20 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.
- Emily Halford '18 and Brianna Wilson '18 were each recognized with a statewide Heart and Soul Award for their considerable civic leadership achievements.

Harward Center Awards Celebration

In May, the Harward Center hosted its Twelfth 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:

- Georgia Nigro, recipient of the 2018 Vision Award
- Mary Ruchinskas, recipient of the 2018 James and Sally Carignan Award for Career Achievement
- Zsofia Duarte '18, Reed Mszar '18, and Joseph Tulip '18, recipients of the 2018 Harvard Center Student Award for Outstanding Community-Engaged Academic Work
- Analea Angot '20, Adam Blau '18, Emily Manter '18, and Lisa Slivken '18, recipients of the 2018 Harvard Center Award for Outstanding Community Volunteerism and Student Leadership
- Elijah McLean '20, recipient of the 2018 Harvard Center Student Award for Residence Life Programming
- The Crosstones and the Bates Field Hockey Team, recipients of the 2018 Harvard Center Student Award for Community Liaison Programming
- Assistant Professor of Sociology Michael Rocque, recipient of the 2018 Harvard Center Faculty Award for Outstanding Community-Engaged Work
- Hamza Abdi and Julia Nemy '18, recipients of the 2018 Harvard Center Community Partner Award for Outstanding New Initiative
- Somali Bantu Community Association of Lewiston-Auburn (SBCMALA), recipient of the 2018 Harvard Center Award for Outstanding Community Project/Partnership

Senior Civic Leaders Celebration

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

Graduating Bonner Sam Lagerstrom had this to say about his experience at our Senior Celebration:

“I’m generally a reflective person, but given that graduation is fast approaching, I have been reflecting even more than usual. In thinking about what I wanted to say tonight, I realized that I kind of took Bonner for granted these past few years.

In reality, Bonner was the first thing I felt like I had at Bates. I was beyond terrified on the inside as my move-in date got closer and closer, even though I tried my best not to show it on the outside. I even elected early in the summer to skip Aesop... delaying the inevitable for a whole two days. But knowing I had the Bonner group helped me start my first year with more confidence both on the inside and outside.

Related to my community placement, I have worked at the courthouse with the Volunteer Lawyers Project for the last three years. I have mostly focused on the Courthouse Assistance Project, which provides free legal advice to people with family law concerns. During this past year I also started volunteering with the Domestic Violence Panel, assisting attorneys as they

represent otherwise unrepresented parties bringing forward or responding to a protection from abuse claim.

In these endeavors I have grown in both my capacity for empathy and compassion as well as my ability to empathize with people one-on-one. Much of the work I do in the courthouse is helping people through some of the worst things they have gone through throughout the course of their entire life. It has been heavy but rewarding and has highlighted how meaningful individual relationships are to me.

I often hear my peers and incoming first-year students criticizing Lewiston and people who live here. But in my experience I have been able to develop relationships with people in Lewiston I never would have met if I spent my time on campus or met in the community I have grown up with. This experience has given me a much stronger perspective on life circumstances and how flawed the legal system is for the most vulnerable people in our communities.

I knew going into this work that organizations like the Volunteer Lawyers Project exist because the legal system is flawed. But it is another thing to see how the system marginalizes individual people on a day-to-day basis. From these experiences I now know that I have a strong passion to work on fixing the flawed legal system in my career.

Overall, Bonner has informed the academics I have confidently pursued on campus, provided a group of like-minded people I have so enjoyed getting to know and celebrate tonight, and helped me decide that law/the legal system will absolutely be a part of my future career.”

Harward Center Staff Civic Leadership & Recognitions

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

Service on Boards of Directors and Advisory Boards: Community Advisory Board for the University of Southern Maine’s Lewiston-Auburn College; Tree Street Youth; Margaret Chase Smith Public Policy Center; Muskie School of Public Policy; Frances Perkins Center; Maine Coalition to End Domestic Violence; Friends of Pettingill School Park; Community of Kindness; Chair of Lewiston Public Library Board of Trustees; L/A Arts Board of Directors; New Beginnings Advisory Board

Service on Task Forces, Committees, and Teams: Lewiston School Committee; Public Health Community Stakeholders Group; Green and Healthy Homes Initiative Learning Network; Lewiston Area Public Health Committee; City of Lewiston’s Immigrant and Refugee Integration and Policy Development Working Group; Center for Wisdom’s Women Sophia’s House Steering Committee; Montello Elementary School Leadership Team; Nellie Mae Community Engagement Facilitation Team; Family Drug Court Advisory Committee; University of Southern Maine’s Lewiston-Auburn College Facilities Committee; Bates Dean of Faculty search committee; Chair of Bates Admission and Financial Aid Committee; Lewiston Schools

Immigrant Advisory Council; Healthy Neighborhoods Council; Workgroup for Constructive Theology Steering Committee; Chair, Transformative Scholarship and Pedagogy Unit of the American Academy of Religion

Elected Office: Lewiston City Council (President)

Presentations & Publications:

- Brenna Callahan joined five college admissions staff and high school teachers from around Maine on a panel, “Making Campus Visits Meaningful,” at the MELMAC Peer Learning Session in Augusta.
- Brenna Callahan presented “Using the Bates College Diverse BookFinder” at the annual LPS Professional Learning Day, “InspirED LPS.”
- Brenna Callahan co-authored “Messages Matter: Investigating the Thematic Content of Picture Books Portraying Underrepresented Racial and Cultural Groups” published in Sociological Forum, March 2018 Vol. 33 No. 1.
- Ellen Alcorn presented a workshop on our PEP model at the Bonner Summer Leadership Institute at Wagner College.
- Peggy Rotundo spoke on the topic of civic engagement and civil discourse at the University of Maine, Orono, and the University of New England.
- Darby Ray gave the keynote address at the annual Maine Campus Compact awards ceremony.
- Darby Ray contributed to a panel presentation, ”Civic Engagement, the Equity Imperative, and the Need for an Advocacy Toolkit,” at the AAC&U National Meeting, Washington, D.C., January 2018
- Darby Ray facilitated a session, “Protest, Politics, & Policy: Tensions and Possibilities at the Intersection of Activism, Political Engagement, and Public Policy,” at the NESAC Civic Engagement Conference, Bowdoin College, October 2017
- Darby Ray presented ”Civic Engagement and Well-Being: Connections, Intersections, Tensions, and Puzzles” at the Project Pericles Directors’ Conference, Chatham University, October 2017

Awards:

- Peggy Rotundo received the Maryann Hartman Award at the University of Maine, Orono and was inducted into the Deborah Morton Society at the University of New England.

AFFILIATIONS

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

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

The numbers September 2017-August 2018

Academic Community-Engaged Work

35,345 documented hours of academically-based community work were provided by Bates students through courses, theses, and independent studies.

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

1200 students participated in academic community-engaged learning from the fall of 2017 through the summer of 2018.

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

39 community-engaged senior theses were completed.

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

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

16 were Full Professors;

14 were Associate Professors;

10 were Assistant Professors;

16 were Lecturers; and

2 were Post-Doctoral Fellows.

Volunteer Work during the Academic Year

15,620 documented hours of volunteer service were provided by Bates students during the academic year. More than 300 students participated in a volunteer activity that required a consistent time commitment, and over 700 volunteered for at least a one-time opportunity.

Summer Work

18,723 hours of documented community-engaged work was provided by Bates students over the summer. This work was supported through Federal community work-study funds, the Vincent Mulford Fund, the Class of 2000 Fund, the Purposeful Work Initiative, the Forest Foundation, and Harward Center funds.

Student Leadership Development Programs

Twenty-seven Bonner Leaders completed 3,310 hours of community work during the academic year. Ten Community Outreach Fellows spent 969 hours coordinating and participating in volunteer programs. Ten members of the Bates Civic Action Team tutored for 1,135 hours in local schools.

Community Work Study

Thirty-three students worked 3,412 hours in the community through the federal community work-study program during the academic year. Of these hours, 1,705 were dedicated to the America Reads/America Counts program.

Student Positions

10 students served as Community Outreach Fellows.

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

27 students served as Bonner Leaders.

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

8 students served as Summer Community Work-Study Fellows.

9 students served as Harward Summer Student Fellows.

2 students served as Harward Center Student Assistants.

1 student served as the Harward Center Social Media Intern.

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

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

Grants & Fellowships

In 2017-2018, the Harward Center for Community Partnerships awarded the following grants and fellowships:

\$5,130 in Faculty Discretionary Grants

\$8,787 in Carignan Fund for Community Programs Grants to community partners

\$5,106 in Community-Engaged Learning Grants to students

\$970 in Community-Engaged Research Grants to students

\$1,122 in Community Liaison Grants to student clubs and organizations

\$910 in Transportation Assistance Grants to students

\$4,000 in Community-Engaged Research Fellowships to students
\$4,000 in Short Term Action/Research Team (STA/RT) Fellowships to students
\$21,350 in Community Outreach Fellowships
\$43,850 in Bonner Leader Fellowships to students
\$33,947 in Academic Year Community Work-Study Fellowships to students
\$56,259 in Summer Fellowships to students

Appendix

Anthropology

Citizenship, Borders, and Belonging, ANLS 205, Jacqueline Lyon

In this placement-based course, students conducted two hours of work each week in organizations that offer services to immigrants and refugees. Partners included MIRS, Trinity Jubilee Center, and Androscoggin Literacy Volunteers. Detailed descriptions of the engagement projects students took part in can be found [here](#).

Production and Reproduction, ANTH 339, Elizabeth Eames

This course featured a single partnership with the Somali Bantu New Roots Cooperative Farm, with students supporting the development of a farm-to-table restaurant featuring New Roots produce in traditional Somali Bantu cuisine. The final projects included analysis of the market for the restaurant; analysis of space; estimates of startup costs; marketing; and planning to make the project economically viable in the long-term. The final presentation took place at the St. Mary's Nutrition Center and was accompanied by a meal prepared by the New Roots cooperative team. The project as a whole was featured in an article for the [Lewiston Sun Journal](#). A link to the final report shared with the partners can be accessed [here](#), and a short video the course produced is available [here](#).

Thesis and Independent Study in Anthropology

Keenan Shields, "Evaluating the Success of the Nutrition Center's Youth-Powered Cooking After-School Program"

(100 hours)

Zsofia Duarte, "Examining Lewiston, Maine's Farmer's Market: Race, Respectability, & Resistance"

(100 hours)

Astronomy

Introduction to Astronomy, ASTR 106, Aleks Diamond-Stanic

Students in this course spent their last three lab periods developing hands'-on presentations and activities for an Astronomy Extravaganza to which all 3rd through 8th graders in Lewiston were invited. Over 500 young people and their families attended for a night of stargazing, planetarium shows, and exhibits showcasing topics such as black holes, moon phases, planets, and galaxies.

(81 students worked 15 hours each in the community for a total of 1215 hours)

Biology

Conservation Biology, BIES 246, Carla Essenberg

For this course, students worked closely with a variety of community partners on projects that advanced their knowledge of conservation biology by giving them firsthand experience in the considerations and work that goes into developing management plans. They presented the

materials to partners at the end of the semester. A detailed project description is available [here](#). Final projects are available [here](#), and a table of the projects with comments on next steps is available [here](#).

Bacteriology/Lab, BIO 315, Lee Abrahamsen

Six students in this course collaborated with an Engaging Global Issues course at Lewiston High School taught by Tony Leavitt. They contributed to the development of curricula on issues such as access to clean drinking water and the experiences of refugees seeking healthcare in camps. CEL was optional for this course.

Thesis Research in Biology

Jessica Duserick, “Woodland Gardening Practices and the Bates Campus”
(50 hours)

Emily Halford, “Evaluating Encounter Data from the Trinity Jubilee Center Free Clinic”
(50 hours)

Joseph Tulip, “Oral Health Assessment at Hillview Housing Development”
(50 hours)

Dance

See Education

Education

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

Perspectives on Education, EDUC 231, Mara Tieken, Hoang Tran

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. This year, I partnered with Tieken and Tran to provide an evening training for all Perspectives students. (Notes for this training are in EA’s Drive entitled “Perspectives Fieldwork Training-jan 23.”)

(143 students worked 30 hours each in the community for a total of 4,290 hours)

Teaching in the Sciences, EDUC 235, William Wallace

Students in this course explore the excitement and challenges of teaching sciences in the traditional classroom setting and experientially through lab and outdoor experiences. Field experiences varied widely and included classrooms at the elementary, middle, and high schools

levels, as well as in after-school programs. For their final project, students in this course write curriculum units, which they give to their host teachers. This year's projects included:

- The Solar System--4th Grade
- Multiplication, Division, Fractions--4th Grade
- How to Study Effectively--High School
- How to Get the Most Out of Reading--High School
- Forces and Motion--6th Grade
- Getting to Know the Human Body--1st Grade
- Earth's Place in the Universe: Introduction to Astronomy--8th Grade
- The Cartesian Coordinate Plane--6th Grade
- There's No Place like Home: An Exploration of Maine's Ecosystems--4th Grade
- Understanding the Brain in Our Everyday Lives--High Functional Life Skills--4th-6th Grade
- Exploring Environmental Disasters--4th Grade
- An Introduction to Genetics and Heredity--10th Grade
- Ecosystems--7th Grade
- Introduction to Animal Classification and Thinking like a Scientist--5th Grade
- Teaching Science through Children's Literature--K-2
- Introduction to Plant Anatomy and Physiology--12th Grade
- Body Science and Health: Drugs & Alcohol; Nutrition; Reproduction & Sexuality--High School
- Zoe Chamberlain--Interactions Between The Earth and Humans--6th Grade

(18 students worked 30 hours each in the community for a total of 540 hours)

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

Students explored issues of race and class as they relate to education through various theoretical lenses. Students conducted their fieldwork in schools and after-school programs.

(25 students worked 30 hours each in the community for a total of 750 hours)

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

This course examines the principles and techniques of literacy acquisition in the early years through various sociocultural perspectives. Students conducted their fieldwork in various preschool programs and elementary classrooms, as well as at Montello's Book Buddies. (Note: this program did not provide enough varied experiences to serve as an effective placement for this course.)

(26 students worked 30 hours each in the community for a total of 780 hours)

Community-Based Research Methods, EDPY 262, Krista Aronson

See Psychology

Teaching Through the Arts, DNED265, 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 the elementary, middle, and high school levels, as well as regular elementary classrooms.

(17 students worked 30 hours each in the community for a total of 510 hours)

Learning and Teaching: Theories and Practice, 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. Students were required to develop and teach a mini-curriculum unit; students left their mini-units with host teachers for future use.

(14 students worked 30 hours each in the community for a total of 420 hours)

Basic Concepts in Special Education, EDUC 362, Anita Charles

Students conduct all of their fieldwork for this 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 administrators and staff at this school for several years; all of the readings and other course materials are available to Farwell faculty via Edmodo, an academic Facebook-like platform.

(43 students worked 30 hours each in the community for a total of 1290 hours)

Seminar in Education Studies, EDUC 450, Patti Buck

Students in this course undertake empirical and community-engaged capstone projects relevant to their own areas of interest, as well as those areas of interest to the professor. (Note: Patti declined to submit any information about her students' research projects.)

(30 students developed capstone projects)

Theory and Practice of Writing and Tutoring, EDUC S19, Dan Sanford and Bridget Fullerton

Students explored writing across the curriculum, rhetoric & composition, writing center theory, peer-led learning, assignment design, active learning, and critical thinking. They applied their learning in high school classrooms as well as in the Lewiston Public Library's homework help program. At the conclusion of the course, Dan wrote "Just a note to say what a wonderful experience it was working with you on our course- I have a renewed appreciation for you and for the Harvard Center. The practicum portion of the course was amazing, and I just can't believe what a smooth experience it was to plug in to such a robust community engaged learning experience. Next year we'll have the writing center fully staffed with folks who have been through this course, and it's the most confident I've ever felt (in my career, not just Bates) at the level of training the writing tutors have going in."

(18 students worked 30 hours each in the community for a total of 540 hours)

Teach Tour Perform, DNED S29, Gretchen Berg

Students in this course spent two weeks creating an interactive theater piece based on 3rd grade science curriculum, then spent three weeks performing at over a dozen elementary schools and interacting with children.

(11 students worked 30 hours each in the community for a total of 330 hours)

Community Organizing for Social Justice, S24, Mara Tieken

This course was designed to teach students the basics of community organizing which, this year, was focused on campus issues, including: access to Bates facilities for community residents; racial profiling of Bates and high school students of color; and better training for members of the Security staff.

(16 students worked 30 hours each in the community for a total of 480 hours)

Student Teachers in the Education Department included:

Victoria Dobbin at Lewiston High School (French)

Emma Egan at Lewiston Middle School (Social Studies)

Levi Morin at Leavitt High School (Social Studies)

Robert Perry at Lewiston High School (Math)

Dylan Thomas at Oak Hill High School (Life Science)

(Five students worked 360 hours for a total of 1800 hours)

Environmental Studies

Community Writing and Gardens, ENVR S23, Stephanie Wade

Students in this course supported programming for youth at the St. Mary's Nutrition Center by engaging in collaborative writing sessions with K-12 students in garden properties of the Lots to Garden program.

Lives in Place, ENVR 205 (F,W) , Jane Costlow

For the fall semester course, students recorded oral histories in collaboration with Museum L-A. Kate Webber and Rachel Desgrosseilliers helped to identify community members who could speak to specific issues relevant to the course, namely involvement with local conservation efforts and environmental activism. To prepare for the work, students received an instructional training from Kate Webber during an in-class session. For the winter semester course, students conducted interviews and wrote profiles with longtime Stanton Bird Club members to learn about the meaning of places such as Thorncrag Nature Sanctuary and Woodbury Nature Preserve. These profiles were developed in conjunction with the Centennial celebration of the Stanton Bird Club.

Community-Engaged Research in Environmental Studies, ENVR 417 (F,W) - Holly Ewing & Francis Eanes

Students in this course conduct extensive research on behalf of partners on a wide range of issues relating to environmental conservation, policy, and science. Partners for the Fall section of the course included BMMCA, Whiting Farm, the Bates Sustainability Office, the Union of Visual Artists, the Somali Bantu Association, the Wild Mountain Cooperative, and Healthy Neighborhoods. A detailed list of the project descriptions from the fall semester is available [here](#). Projects for the winter semester are outlined [here](#).

Soils/Lab, ENVR 310, Holly Ewing

This course included a very limited engagement with the Somali Bantu Association. As part of their fieldwork, students took soil samples from one of the associations farming properties, and

analyzed the samples to inform the work of students in the ES 417 capstone course who were working to develop management plans.

Food Systems, ENVR 308 (Eanes)

This course explored national, statewide, and local food systems. To support this learning, a group of students in this course laid the groundwork for a Bates gleaning group, forming partnerships with several local farms that will allow the club to glean food for donation to local food banks during the fall semester.

First-Year Seminars

Exploring Education through Narratives, FYS 300, Bronwyn Sale

Students explored a variety of educational issues both through narratives and by working at Montello Elementary School (in the Book Buddies program) and at Tree Street Youth.

(15 students worked 20 hours each in the community for a total of 300 hours)

Communicating Science to the Public, FYS 465, Andrew Mountcastle

Bates students visited classrooms at Lewiston Middle School to hear from middle schoolers about what scientific topics interested them. Based on those visits, students created a series of skits, which they performed in front of an audience of over 130 middle schoolers and their teachers. Students presented a range of topics, including: the periodic table; aerobic and anaerobic exercise; and how trees communicate.

(15 students worked 20 hours each in the community for a total of 300 hours)

Strangers in the House, FYS 422, Georgia Nigro

Community-engagement in this course was structured around a robust partnership with the Social Learning Center. Students learned about care of adults with intellectual disabilities who have aged out of the state support systems by working in groups of two or three to provide enrichment activities for clients of the Social Learning Center system. Sample projects involved painting with residents, illustrating client authored books, and leading music and dance sessions. Students presented their work to team leaders from the Social Learning Center staff at the conclusion of the semester.

Environmental & Social Justice, FYS 460, Bill Wallace

In partnership with Shawn Boyd of the PAL Center, Donna Wallace of the Auburn Public Library, and Healthy Androscoggin, students in this first-year seminar developed educational materials to help students in the Washburn district of Auburn understand the risks of lead-poisoning, and simple methods to reduce those risks. Those materials may be viewed [here](#).

French and Francophone Studies

Thesis Research in French and Francophone Studies

Julia Nemy, “Djiboutian Experiences in Lewiston”

(50 hours)

Julia Nemy, “A Curriculum for ELL for Francophones at the Immigrant Resource Center”

(50 hours)

Gender and Sexuality Studies

Women, Culture, Health, GSPY 343, Langdon

Students in this course conducted placement-based work for an average of two hours per week with local organizations that work with women and gender issues. Partners for the course included the Center for Wisdom's Women, the YWCA, the Dempsey Center, Hillview Apartments, Maine Immigrant and Refugee Services, and Healthy Androscoggin. Detailed descriptions of the work and projects they engaged in may be found [here](#).

Gender and Tobacco, GSPT s14, Plastas

Students in this course worked with a range of local partners to understand the connections between gender, class, age, and tobacco use. To support the partners' tobacco-cessation efforts, they conducted research on best practices for tobacco cessation programming and campaigns for demographics including high school youth, low-income individuals, and seniors. Partners included Lewiston High School, the Lewiston Municipal Housing Authority, and the Bates Human Resources department.

History

History of East Africa, HIST 287, Patrick Otim

In collaboration with the Harvard Center and the Immigrant Resource Center, groups of students from this course developed short videos featuring immigrant community members talking about their cultures and the history of their nations. The videos will ultimately be featured in a multi-year website project that will provide resources for the public and service providers to learn about the history and culture of our African immigrant and refugee communities.

Civil Rights Movement, HIST 301, Hilmar Jensen

This course included community-engagement placement work of eight hours per student with organizations with some connections to civil rights and advocacy. A detailed description of the options and projects are available [here](#).

Math

Calculus I and II, MATH 105 and 106, Meredith Greer, Katy Ott, Adriana Salerno

Students from this course were able to brush up on their own math skills by providing math tutoring to high school youth, particularly in the area of algebra. Algebra is often referred to as a "gateway to college," since many students who fail this class have difficulty gaining access to higher education. Students worked as tutors in various settings, including Edward Little and Lewiston High Schools; the Lewiston Public Library; and the 21st Century after-school program at Lewiston Middle School.

(51 students worked 10 hours each in the community for a total of 510 hours)

Neuroscience

Introduction to Neuroscience, NSPY 160, Michelle Greene

Students in this introductory neuroscience course developed education materials for ten local partners, that highlighted the effects of different behaviors and environmental factors on the

brain and neurological system. A list of the partners and descriptions of the projects they engaged in may be found [here](#).

Politics

Experiences in Policy Process, PLTC 377, Jacob Longaker

For this project-based course, students worked with local politicians, lobbying and advocacy organizations, and political campaigns including the following: Maine Alliance for Addiction and Mental Health Services; Senator Nate Libby; State Congress candidate Kristen Cloutier; the Maine Gun Safety Coalition; the Maine People's Alliance; and Maine Equal Justice Partners. They ultimately presented their work during a Public Works in Progress session. All descriptions of the projects are available [here](#).

Psychology

Developmental Psychology, PSYC 240, Georgia Nigro

For this lifespan developmental psychology course, students conducted optional placement work with partners representing a range of experiences across the lifespan. Partners included Daisy Garden childcare, Hillview Afterschool Program, and Blake Street Towers. Students already conducting fieldwork for education were given credit for community-engagement in this course. Full descriptions of the projects and partnerships are available [here](#).

(39 students completed 25 hours each of community work for a total of 975 hours)

Experiencing the Power of Picture Books, PSYC 378, Krista Aronson

To understand the impact of picture books featuring diversity and the ways that students interact with the different themes that were presented in the range of different categories discussed in the project, students worked with several local partners. Partners included the Social Learning Center, the 21st Century Program, the YWCA, Montello Book Buddies, and Hillview. A full list of projects and partners is available [here](#).

(13 students completed 25 hours each of community work for a total of 325 hours)

Community-Based Research Thesis, PSYC 457, Georgia Nigro

Students in this course conduct individualized research projects in collaboration with a community-partner, and receive guidance on the ethics and methods of community-engaged research in psychology. A full list of projects from this year's course may be found in the listings of student theses below.

Thesis Research and Independent Study in Psychology

Tori Fitzgerald, "Recovery and Transition of Varsity Female Athletes in College After Suffering from a Sports Related Concussion."

(50 hours)

Hanna Prince, "The intricacies of reflective practice and its impact on a cohort of homeless youth within and education program."

(50 hours)

Hanna Rae Condon, “Facing Transitions in Leadership: How Change in Leadership can Enable Advancement and Growth of a Non Profit Organization.”
(50 hours)

Erin Fuller, “Factors Impacting the Wellbeing of Emergency Medical Technician and Paramedics at United Ambulance Services”
(50 hours)

Sophia Merelas, “Implementing Project Based Learning in STEM at New Beginnings”
(50 hours)

Julia Juenemann, “Liaising with Maine Immigrant and Refugee Services to Establish a Behavioral Health Home.”
(50 hours)

Victoria Dobbin, “Immigrant Women’s Use of Culturally Sensitive Physical Activity Programs at the Lewiston, ME YWCA”
(50 hours)

Chun-Yen Chao, “A Case Study of Restorative Practices Implementation in an Elementary School.”
(50 hours)

Religious Studies

Death and the Afterlife: Bodies and Souls in Comparative Perspective, REL 110, Alison Melnick
How do different cultures and religions shape the ways that people understand death and conceptualize the afterlife? In this course, students conducted research and compiled posters on death and the afterlife within Asian religious traditions. At the conclusion of the semester, they presented these projects to a religiously diverse audience including representatives from multiple Christian denominations, Muslims, Jews, Buddhists, and others, who then joined them in a lively discussion about how different traditions handle death.

Rhetoric

Thesis Research

Dylan Franks, “Community-Based Filmmaking”
(100 hours)

Sociology

Contemporary Social Problems: Sociological Perspectives, SOC 104, Emily Kane

In this placement-based community-engagement course, students conducted approximately two hours per week of work with partners whose work relates to a wide range of issues, including poverty and homelessness, legal/school discipline, gender and women’s health, public health, food access, and elder care. A detailed description of the partnerships and projects is available [here](#).

(39 students completed a total of 25 hours of community work for a total of 974 hours)

Knowledge, Action, Social Change, GSSO 395K, Emily Kane

Students in this course took on a range of research projects on behalf of community partners, and shared their work in final presentations. Projects included collaborations with the Healthy Neighborhoods Network, Lewiston Auburn Areas Services for the Homeless, the ACES-MACS network, and the Bates Prevention/Action/Response Team. Detailed descriptions of the projects are available [here](#).

(17 students completed a total of 30 hours of community work for a total of 510 hours)

Sociology of Gender, GSSO 270, Emily Kane

Students in this course completed a mix of project and placement based assignments with a range of community partners that included the YWCA, the Center for Wisdom's Women, Hillview Apartments, Safe Voices, the Lewiston Public Library Tutoring Program, Blake Street Towers, MIRS, Tree Street Youth, and the Root Cellar. A full description of the projects and partnerships for the course is available [here](#).

Aging and the Life Course, SOC s26, Heidi Taylor

Students in this course supplemented their learning about the process of aging by providing a range of enrichment programs for local seniors over the course of the five week short-term. Partners for the course included Blake Street Towers, Clover Manor, the Chapman House, Schooner Estates, Montello Heights, and Seniors Plus. A full description of the projects and programs that students were involved in may be found [here](#).

Thesis Research in Sociology

Allegra Saco, "Measuring the Quality of Life of Adults with Cerebral Palsy and Other Diseases"
(50 hours)

Sophie Moss-Slavin, "Awareness of and Experience with Adverse Childhood Experiences in the Lewiston/Auburn Community"
(50 hours)