



Bates | Harvard Center for
Community Partnerships

Civic Engagement at Bates: Year-End Summary 2013-2014

www.bates.edu/harward-center.xml

Overview

September 2013-August 2014

Note: Approximately 150 community agencies and institutions partnered with Bates in community-engaged learning and volunteer projects between September 2013 and September 2014. A list of these organizations can be found in Appendix 1.

Community-Engaged Learning Program

39,610 documented hours of academically-based community work were provided by Bates students through courses, theses, and independent studies.

12,542 of these hours were provided in connection with the public schools and other youth-serving organizations.

579 students participated in academic community-engaged learning from the fall of 2013 through the summer of 2014.

48 courses included a community-engaged learning component. Of these, 10 were Short Term courses. 30 senior theses were community-engaged.

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

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

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

- 6 were Full Professors;

- 13 were Associate Professors;

- 3 were Assistant Professors;

- 9 were Lecturers;

- 2 were Instructors; and

- 1 was another faculty partner (Applied Dance Faculty, Learning Associate, and Teacher-in-Residence).

Community Volunteerism

11,883 documented hours of volunteer service were provided by Bates students during the academic year. More than 434 students participated in a volunteer activity that required a consistent time commitment, and over 523 volunteered for a one-time opportunity.

Student Leadership Development Programs

27 Bonner Leaders completed 4,186 hours of service during the academic year. 8 Student Volunteer Fellows spent 1,360 hours coordinating and participating in volunteer programs.

Community Work-Study

28 students worked 1,967 hours in the community through the federal community work-study program during the academic year. Of these hours, 714 were dedicated to the America Reads/America Counts program.

Summer Programming

21 students completed 5,922 hours of community work over the summer, locally and nationally, supported through Federal community work-study funds, the Vincent Mulford Fund, the Class of 2000 Fund, and Harward Center funds.

Bates-Morse Mountain Conservation Area and Shortridge Coastal Center

4 Bates College courses (across two departments) used the Bates-Morse Mountain Conservation Area, bringing 57 students to the site.

8 student clubs or organizations from Bates used the site.

3 senior thesis research projects were conducted at or in the near vicinity of BMMCA.

5 colleges used the site on 26 occasions, bringing 559 students and alumni to the site.

16 elementary, middle, and high schools visited BMMCA, representing 566 students.

18 camps and clubs used the site, bringing 691 visitors.

18,802 visitors came to BMMCA during the 2013 gate-keeping season (181 days).

Student Positions

8 students served as Student Volunteer Fellows.

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

27 students served as Bonner Leaders.

7 students served as Summer Community Work-Study Fellows.

14 students served as Harward Summer Student Fellows.

4 students served as Harward Center Student Assistants.

3 students served as Harward Center Student Photographers.

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

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

Grants and Fellowships

In 2013-2014, the Harward Center for Community Partnerships awarded the following grants and fellowships, totaling \$224,326:

- \$32,153 in Grants for Publicly-Engaged Academic Projects (PEAP Grants) to faculty and staff
- \$19,750 in Grants for Programs, Departments, Offices, or GECs (General Education Concentrations) (PDOG Grants) to faculty
- \$7,053 in Faculty Discretionary Grants
- \$450 in Staff Volunteer Grants
- \$8,735 in Carignan Fund for Community Programs Grants to community partners
- \$1,191 in Arthur Crafts Service Grants to students
- \$2,206 in Helen A. Papaioanou Service-Learning Grants to students
- \$3,825 in Volunteer Service Grants to students
- \$1,752 in Transportation Assistance Grants to students
- \$61,893 in Summer Fellowships to students
- \$4,000 in Community-Engaged Research Fellowships to students
- \$3,000 in Short Term Action/Research Team (STA/RT) Fellowships to students
- \$16,200 in Student Volunteer Fellowships
- \$45,400 in Bonner Leader Fellowships to students
- \$16,718 in Academic Year Community Work-Study Fellowships to students

Academic Initiatives

This section details community-engaged learning and research, by department, across the Bates curriculum. While most of the community-engaged learning and research projects listed below are the result of collaborations between Harward Center staff and Bates College faculty and students, some were developed and implemented by faculty and departments on their own. We include those projects due to the importance of the work and the significant impact on the community. We have done our best to include all the collaborative community work done on behalf of the College.

Community-Engaged Learning

American Cultural Studies

Community Studies, ACS 220, Aimee Bessire

This capstone course for majors requires students to develop community-engaged learning projects in collaboration with community partners that address issues of culture and sustainability. Projects included creating a photography project with youth at Tree Street Youth Center that focused on how they maintain family and community culture that may differ from their parents. Other projects included working with a center for homeless women on their community stories, curating an exhibit of photos from an exhibit about the fires in the spring of 2013 in Lewiston, and working with various after school programs encouraging youth to document their life stories.

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

Anthropology

Introduction to Archaeological Fieldwork, ANTH 103 and ANTH s32, Bruce Bourque

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

Forty-eight students worked 120 hours in the community (total of 5,760 hours).

Production and Reproduction, ANTH 339, Britt Halvorsen

Students in this course did extensive work with Museum L/A interviewing retired textile and mill workers. This oral history project is a continuation of a ten-year partnership with the museum to document the history of local mill workers.

Seventeen students worked approximately 40 hours in the community (total of 680 hours).

Encountering Community, ANTH s10, Danny Danforth

This course is required of all majors and serves as the methods course for the discipline. This year, Professor Danforth had students work with the Adult Learning Center to partner with adult English Language Learners. Students helped adult learners with English skills but also

worked with a Somali high school student on helping him to become acculturated to the community and researched how a local organization that works with domestic violence victims works with the immigrant population.

Eleven students each worked 40 hours in the community (total of 440 hours).

Art and Visual Culture

Museum Internship, AVC 361 and AVC s31, Rebecca Corrie

The Bates Museum of Art facilitates intensive museum internships during the academic year and summer. Many students work in curatorial capacities, in some cases fully responsible for organizing and hanging exhibitions. Others perform collections management and museum education work. During the past year, students were able to complete internships at an expanded list of sites. Five students participated in academic-year internships and two students in full-time summer internships.

The approximate total of student hours in the community, including the summer, fall, winter, and Short Term semesters, was 500 hours.

Biology

Virology, BIO 313, Lee Abrahamsen

Four students in Virology presented a virus unit and game to a group of students at Hillview Family Development. The Bates students met with this culturally mixed group of youth once a week during the semester to educate them about viruses, how they spread and how to prevent illness.

Four students each worked 26 hours in the community (total of 104 hours).

Biology of the North Woods, BIO s37, Lea Johnson

In this innovative Short Term Course, professor Johnson and her students lived at a biology field station in Queens, New York while doing studies on urban plants and invasive species throughout New York City. The Bates students' work contributed to a plan for the city to address invasive plant species in parks in Manhattan.

Four students each worked 150 hours in the community (total of 600 hours).

Invasive Plant Ecology, BIO 265, Lea Johnson

Professor Johnson partnered with the Androscoggin Land Trust to have students work on reviews of current information on invasive species that are important or emerging in Maine. The information that students gather will be shared with the Maine Invasive Species Network to help them develop a plan to coordinate their efforts to address invasive species in the state.

Eleven students each worked approximately 56 hours in the community (total of 616 hours).

Biology of the Galapagos, BIO s32, Larissa Williams

In this new Short Term course, Professor Williams students visited six island in the Galapagos archipelago to explore terrestrial and marine ecosystems using field biology techniques. While a major focus of the course was for students to gain skills in field research, a unique aspect of the partnership was that students stayed with local families and worked with local environmental organizations to help them build their capacity to do research. Students reflected on their activities through journaling, group discussions and a blog.

Nineteen students each worked 60 hours in the community (total of 1,140 hours).

Thesis Research and Independent Study

Professor Karen Palin supervised three student theses in Biology. Topics often built upon ongoing research in the immigrant and refugee communities and included: *Gestational Diabetes in Somali Women of Lewiston, Maine*, where the thesis student created education materials for the local immigrant community; *Follow Up to Microbial Sampling at Bates Dining*, where student research led to changes in dining procedures to decrease microbial load; *Consequences of Concussions at Bates College*, where a student researched incidents of concussion of Bates students and their consequences to inform how Bates addresses student concussions; *Assessment of Early Childhood Caries and Malnutrition, Cusco, Peru*, that assessed parent knowledge about caries and its treatment; *Consequences of Concussions*, *Total of 180 hours (approximately 60 hours per student)*

Professor William Ambrose supervised one community-engaged research theses in Biology. The work of this student continues the ongoing research along the coast of Maine that informs local and regional policy. The thesis, *Growth of Soft-shell Clams in Coastal Maine*, found that environmental variables other than temperature are influential to bivalve growth.

Total of 80 hours

Professor Lee Abrahamsen advised two community-engaged research thesis including: *Public Health Awareness of Tuberculosis in the Lewiston-Auburn Community* which resulted in the creation of an educational pamphlet for the immigrant and refugee community about TB, and *A comparison of Two Sanitation Methods for Stainless Steel Test Thermometers Used in Institution Food Service Departments*, which helped the Dining staff decide what disinfection protocols to use.

Total of 140 hours

Professor Larissa Williams advised a thesis student whose work, *Population Genetics of Invasive European Green Crab in the Gulf of Maine*, helped to elucidate the current spread of this invasive species.

Total of 80 hours

Professor Lea Johnson (in collaboration with Professor Patti Buck of the Education Department) supervised an independent study project in which a student helped to develop a digital collection of information about projects and programs that address invasive species in Maine. This information is now available to the public to inform identification and eradication programs.

Total of 60 hours

Biochemistry

Thesis Research

Professor Abrahamsen supervised a year-long Biochemistry thesis in which a student collaborated with the B Street Health Clinic, working with two of the interpreter/cultural brokers at the clinic to research and design a pamphlet for use with patients who are at risk for latent TB. The pamphlet is currently being used by the clinic with immigrant and refugee community members.

Total of 80 hours

Chemistry

Mythbusters: The Lab, CHEM s20, Pat Jokiel

This course invited students to investigate the principles of scientific methods through a series of hands-on activities. In addition to engaging Bates students outside of science majors to

design their own experiments, the course also asked students to act as “ambassadors of science” for youth in the community. Students in the course: participated in the Lewiston High School Science Fair as judges; hosted the top five science fair students on the Bates campus, where high school students worked alongside Bates students to design and practice experiments, followed by a campus tour and lunch on campus; created an outside demonstration of experiments for a group of students from the Lewiston Middle School’s alternative program (also followed by lunch in the Commons); and led a series of demonstrations for all sixth-graders at McMahon Elementary School.

Eighteen students worked 10 hours each in the community (total of 180 hours).

Independent Study

Professor Rachel Austin advised an independent study in which a student investigated the lead levels in soil in Lewiston and related blood lead levels and health effects. The results showed correlation between high lead levels in the soil and elevated blood levels in children who resided in homes built before the 1970s. This information joins a growing body of research on lead levels in children in Lewiston and will be used to guide funding and program priorities.

Total of 40 hours

Dance

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

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

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

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

This course examines arts education theory and policy as well as methods and models of arts education. Students in this course conducted their fieldwork in a range of settings, including regular education, art and music classrooms at Farwell, Geiger, McMahon, and Martel elementary schools, and Lewiston High School, as well as at an after-school arts program for elementary children at Hillview, a low-income housing complex.

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

Economics

Environmental Economics, ECON 222, Lynne Lewis

For the 12th year, students in Environmental Economics bid on and purchased allowances to emit sulfur dioxide (SO₂) in the annual auction hosted by the EPA. These allowances are typically used by utilities that burn coal to produce electricity. Burning coal produces sulfur dioxide, which contributes to respiratory disease and causes acid rain. This cap and trade program was created as part of the 1990 Clean Air Act Amendments. This year's classes purchased 50 allowances. At 1-ton each, they will retire 50 tons of sulfur dioxide, never to be emitted.

Twenty-six students worked 5 hours each in the community (total of 130 hours).

Thesis Research

Professor James Hughes advised a senior thesis, *The Economic Cost of Childhood Lead Poisoning in Maine*, which looked at seven birth cohorts to determine the cost of childhood lead poisoning. The student found that over the seven years, the State's Lead Poisoning Prevention Programs reduced the cost of lead poisoning. This information will be used by the state CDC to inform their lead prevention programs.

Total of 60 hours

Education

All of the courses offered through the Education Department require a field-based experience and a community-engaged learning component. Two-hundred-and-seventy-nine students completed education-based practicum experiences this past academic year. Two students taught in the local schools as student teachers. Twelve students conducted year-long education internships.

The field-based components of Education courses included:

Adolescent Literacy, EDUC 255, Anita Charles

This course asked participants to explore a range of issues related to literacy for middle and high school students. Students in this course worked in 6th grade classrooms at Geiger, Martel, and McMahon elementary schools; organized activities for 8th graders participating in the College Access Mentor Program at Auburn Middle School; helped out in the teen room at the Auburn Public Library; worked in English, ELL, and Special Education classrooms at Lewiston High and Middle Schools; provided homework help for students attending the Lewiston Public Library's after-school program; and formed a digital media partnership with students in a gifted and talented program at Whittier Middle School in Poland, Maine.

Twenty-three students worked 30 hours each in the community (total of 690 hours).

Basic Concepts in Special Education, EDUC 362, Anita Charles

For the past two years, the professor of this course has taken the innovative approach of locating the course at Farwell Elementary School, the school in the district attended by most of the children with special needs. The professor has worked closely with the principal and the teachers in the school to design her syllabus. This year, nearly twice a week, she and her students traveled to Farwell, where they met in a Farwell classroom and were visited on a regular basis by teachers and students with particular special needs, depending on the day's topic. The professor had an "open door" policy, so that any interested staff could join her class, and she shared all of the readings and other course materials with Farwell faculty via Edmodo, an academic Facebook-like platform. Students in this course completed all of their field placement hours at this school, and also developed materials, such as math manipulatives, for their classrooms.

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

Community Organizing, ED/SO s51A, Mara Ticken

In this one-time course, a team of five students worked with the professor to design a future short-term course focused on the field of community organizing. As a part of this course, students explored a range of field experiences, among them: assisting the Maine People's Alliance with a voter registration campaign; participating in phone-banking for Equality Maine; providing some research assistance to Pittsfield Listens, helping with a civic engagement project

for the New Hampshire-based Pittsfield Youth Workshop; conducting a campus-wide organizing needs assessment; and doing some organizing around racial micro-aggressions at Bates.

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

Globalization, Globalism, and Education, ED/WS 384, Patti Buck

Students examined the impact of globalization on educational policy and practices, exploring how these transformative forces influence the educative process in different geographical, national, and cultural contexts. Placements for this course were situated entirely within Lewiston Middle School's 21st Century After-School Program (attended mostly by youth who are African refugees). Students from this course provided enough support so that program directors were able to provide additional enrichment activities for participating youth.

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

Issues in Early Childhood Education, EDUC 243, Anita Charles

In this course, students studied a range of issues related to early childhood education, including the importance of play, the universal preschool movement, culture and family influences, learning across multiple domains and disciplines, and policy forces. Students conducted their fieldwork in two settings, Daisy Garden at the YMCA and the YWCA's preschool program.

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

Learning and Teaching, EDUC 343, Bronwyn Sale

This course asked students to explore how educational theories and research play out in classrooms, through instruction, pedagogy, and curricula. Because many students who take this class are considering the possibility of becoming student teachers, placements were designed to match content area interests. Participating schools included: Farwell, Geiger, McMahon and Montello elementary schools, Lewiston Middle School, and Lewiston High School. Students were required to develop and teach a mini-curriculum unit; students left their mini-units with host teachers for future use.

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

Perspectives on Education, EDUC 231, Anita Charles and Mara Tieken

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

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

One hundred and eight students worked 30 hours each in the community (total of 3,240 hours).

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

Students explored issues of race and class as they relate to education through a variety of theoretical lenses. Students worked in a variety of settings, including Geiger, Longley, Montello, and Park Avenue Elementary Schools; Lewiston High School; and the Lewiston Public Library After-School Homework Help Program.

Twenty-three students worked 30 hours each in the community (total of 690 hours).

Seminar in Educational Studies, EDUC 450, Patti Buck

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

- Evaluating Student and Faculty Experience and Perception of the W2 Mid-Level Writing Requirement at Bates College
- Music Opportunities for Maine Students: A Comprehensive Look at Music in Schools
- Girls' Empowerment Book Club
- The Classroom Experience in a Wheelchair: Challenges to Learning for Students with Disabilities
- The Relationship Between Funding and Measures of Student Achievement
- Understanding the Needs of Underrepresented Minority STEM Students: The creation of an effective program model
- Environmental Education through Nature Walks
- Short-Term Experiential Learning Curriculum Development
- The Push for Correctional Education: Examining the Cumberland County Jail
- Investigating Community Engaged Learning: A Critical Examination of the Bates College Education Department Internship Program
- The Power and Effectiveness of Peers on Campus: Peer Educators for Sexual Assault
- The Story Behind a Photograph: A Photography Program at New Beginnings
- Mentorship: The Benefits of Support in Adolescents at Auburn Middle School

- Shared Space, Shared Knowledge: The Farwell Elementary School and Bates College *Basic Concepts in Special Education* Course Partnership
- Narratives of School Lunch
- Do Grants Mean Change: An Analysis of a School Improvement Grant's Influence on a School's Academic Environment
- Piloting an Outdoor Education Program at Tree Street Youth
- The Relationship between Music Preferences and Behavior for Students at Tree Street Youth

Nine students worked 60 hours each in the community (total of 540 hours).

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

Students interested in becoming peer-writing assistants explored the practices of tutoring and writing instruction. Class participants provided tutoring and homework support for secondary students attending after-school programming at the Lewiston Public Library and Tree Street Youth.

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

Development in Malawi, ED/PY s39, Georgia Nigro

Students, along with their professor, spent three weeks in Malawi, living at M'Pamila Village, a rural site next to a rainforest, where they studied development at both the societal and individual levels. At the individual level, they focused on child development, and partnered with the non-profit organization *Go Malawi!* to teach English (which children need in order to pursue secondary schooling) through music, art and physical activities at an after-school program for elementary youth.

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

See Dance: DN/ED s29

See Dance: DN/ED 265

See Psychology: PY/ED 262

Education Internship Program

This year, in conjunction with the Career Development Center and the Harvard Center for Community Partnerships, the education department launched an internship program designed to provide students with substantive experiences in administration, teacher education, nonprofit

leadership, after-school programming, grassroots organizing, research, and policy. In its first year, 12 students completed internships at the Lewiston Housing Authority's Hillview low-income housing complex; the 21st Century After-School Program at Lewiston Middle School; and Tree Street Youth. As a result of these internships, two new arts programs for local elementary and middle school youth were created; a new leadership and volunteerism program for middle school students was established (each week, youth volunteered in pre-school classrooms at Daisy Garden); and more high-interest volunteer opportunities were created for Bates students. *Ten students worked for 120 hours each in the community; two students worked for 60 hours each (total of 1,320 hours).*

Thesis Research and Independent Studies

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

Professor Patti Buck oversaw an independent study entitled "*Developing a Peer Educator Program on Sexual Violence.*"

Professor Anita Charles oversaw three independent studies, "*Race and Childhood Literacy,*" "*Mental Health and Community,*" and "*Postsecondary Accessibility.*"

Professor Mara Tieken oversaw an honors thesis focused on the goals and intentions of English Language Learning education at Lewiston High School.
Total of 200 hours

Student Teachers in the Education Department included:

Phoebe Tamminen

Mira Carey-Hatch

Two students worked 360 hours each in the community (total of 720 hours).

Environmental Studies

Community-Engaged Research in Environmental Studies, ENVR 417, Holly Ewing and Sonja Pieck

The Environmental Studies program engages students from varied disciplines, and each major follows a unique path to graduating with an ES degree. Environmental Studies professors Sonja Pieck and Holly Ewing taught the ES capstone seminar in Fall, 2013, providing a societal context for what graduating ES majors had learned during their tenure at Bates. The focus of the capstone course was the Androscoggin River.

Working with six community partners on ten different projects, students were able to apply their studies to issues and questions faced by local conservation, historic and entrepreneurial organizations. Projects included, for example, researching the viability of river recreation in Auburn, developing a stewardship monitoring program for conserved lands, and establishing a fee structure for stormwater impacts to impaired streams.

Forty students spent approximately 50 hours conducting community-engaged work (total of 2,000 hours).

Mapping and GIS Lab, ES/GE 217, Dyk Eusden

In this course students learn the principles of GIS through extensive computer use of ArcGIS (ESRI). Geological and environmental projects introduce students to cartography, common sources of geographic data, methods for collecting novel spatial data, and data quality. Finally, students learn to extend the capabilities of GIS software to tackle more advanced spatial analysis tasks by completing an independent project. The mapping project resulted in updated information for the New Hampshire Geological Society.

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

Geology of the Maine Coast by Sea Kayak, ES/GE s39, Dyk Eusden

Students work with the Maine Coast Heritage trust and Bates grad Amanda Devine where they GIS mapped the Whaleboat Island's geology as well as creating a migratory bird list for the Trust. In addition, the class worked with the Maine Island Trail Association and Bates grad Maria Jenness on outdoor skills. Students in the course also spent the day in the field with the Ashley Bryan School students and their teachers on Isleford Island where they collectively mapped the geology of the island, helping the grade school students to better understand their

local environment.

Eight students worked 30 hours each in the community (total of 240 hours).

Food and the Sacred, ES/RE s25, Cynthia Baker

This course integrated the study of food in sacred life and activities in the community including learning the Japanese tea ceremony, visiting a “sacred baker” and visiting local farms. Students also made soup for a local fundraiser as well as providing meals for the class.

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

Internships

Internship in Environmental Studies, ENVR s46, Camille Parrish

All Environmental Studies majors are required to do a rigorous community-based internship of at least 200 hours. Forty students from the Environmental Studies Program were involved with internships during the 2013-2014 academic year and summer. Students can fulfill the requirement over the course of one or two semesters, during Short Term, or during the summer.

Internship sites included:

- Androscoggin Land Trust
- Bates College Dining Services
- Bicycle Coalition of Maine
- Bronx is Blooming
- Community Concepts
- Community Energy Partners (2)
- DC Greenworks
- DuPont (Ladd Internship)
- Environment MA
- Executive Office of Energy and Environmental Affairs (MA)
- Fairfax County Wastewater Treatment Plant (VA)
- Foodchester, Inc.
- Germano and Associates
- Green Corps
- King Hill Farm
- KWR International
- Lots to Gardens
- Lower East Side Ecology Center (2)

- Maine People's Alliance
- Massachusetts Breast Cancer Coalition
- Massachusetts Department of Public Health
- Mill City Grows
- Mohonk Preserve
- National Sports Center
- Natural Resources Defense Council
- The Nature Conservancy
- New American Sustainable Agriculture Project
- Nezinscot Farm
- Rocky Mountain Wild
- Small Point Association
- Soluxe Energy Solutions
- TerraCycle
- Trout Unlimited
- Upper Valley Land Trust (NH)
- Vermont Conservation Corps
- Volunteer Base Camp/Kevin Rohan Memorial Eco-Foundation
- Volunteer Lake Monitoring Program
- World Wide Opportunities on Organic Farms (WWOOF) (2)

Forty-one students worked 200 hours (total of 8,200 hours).

Thesis Research

Professor Holly Ewing advised a senior thesis, *Maine Summertime Bloom: Variability in Populations of Gloetrichia in Three Maine Lakes*. The student's results informed how the three lake monitoring organizations measure this toxic algae. The research showed that there are many factors that contribute to the blooms that need to be monitored.

Total of 60 hours

Extradisciplinary Studies

Grant Writing, EXDS s30, Robert Strong

In this innovative practitioner taught course, Robert Strong worked with six students and their community partners to research and develop grant applications that could be submitted to granting organization for organizational support. The community partners included; Tree Street Youth for their intern program, Androscoggin County Big Brothers/Big Sisters to expand their programming, The Telling Room for general operating funds, St. Mary's Healthcare education programming for Somali women and HIV disclosure workshops, and St. Mary's Neuropsychological Unit to fund baseline testing. While only three grants were actually submitted, the others helped to build the capacity of the community partners to submit grants in the future.

Six students worked 50 hours each in the community (total of 300 hours).

Epidemiology, EXDS 50, Kathy Low

Professor Kathy Low supervised three students who worked with medical residents on interpreting and using epidemiological public health data for their residency program.

Three students worked 20 hours each in the community (total of 60 hours).

First-Year Seminars

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

Exploring Education through Narratives, FYS 300, Patti Buck

Students explored a variety of educational issues both through narratives and by working at the Hillview Housing Complex as well as at McMahon Elementary School (the school attended by children living at Hillview). Most of the students in the course worked in various after-school programs at Hillview, including: boys' and girls' aspirations, cooking, homework help, and an arts program. As a result of the high numbers of volunteers that this course provided, Hillview staff, while able to maintain an adult: youth ratio of 1:5, was able to open up their programs to many more youth.

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

The Sporting Life, FYS 395A, Susan Langdon

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

Fifteen students worked 20 hours each in the community (total of 300 hours).

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

This seminar addressed the relationship between community engagement and higher education, as well as broader questions about community action and social change. Along with an introduction to how social scientists think about social inequality, the seminar offers students an opportunity to spend two hours per week participating in community –engaged learning projects. Students partnered with Tree Street Youth, Lewiston Public Library after school program and Lots to Gardens on projects that ranged from homework help, assisting with youth arts programming and positive youth development projects through gardening activities.

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

Strangers In the House, FYS 422, Georgia Nigro

Partnering with the Social Learning Center, First Year students worked with young adults with intellectual disabilities on various projects that enhanced the socialization skills of Social Learning Center consumers. The course was based on the book *Far From the Tree*, a collection of essays about how families cope with children who are dramatically different from them. Students hosted a party for the consumers at Bates. The party, dubbed Winterfest, was a smashing success, and all the consumers and staff members went home with t-shirts commemorating the event.

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

French and Francophone Studies

Thesis Research

Professor Alexandre Dauge-Roth supervised a student thesis that was based in Madagascar. The student looked at a local community development organization, Fantenana, and the success

of the program in creating economic development opportunities for the local community. The student also produced a short film about the organization for the French funders.

Total of 100 hours

Geology

Coastal Hazards, GEO s36, Bev Johnson

This short term course offered students the opportunity to explore coastal processes, such as erosion and sea level rise, in the context of differing coastal features (e.g., beaches, salt marshes and barrier islands), and in a variety of geological settings. Students explored impacts of coastal change on various communities by interviewing community members, studying coastal dynamics and management approaches, and interpreting climate science.

Fourteen students worked on four projects, each requiring 40 hours (total of 160 hours).

See Environmental Studies: ES/GE 217

See Environmental Studies: ES/GE s39

Thesis Research

Professor Michael Retelle supervised a student thesis the focus of which was to study the impact of a sea wall built adjacent to beachfront property in Phippsburg, Maine.

Total of 60 hours

Professors Beverly Johnson and Michael Retelle supervised the fieldwork of three geology majors at (or in the vicinity of) the Bates Morse Mountain Conservation Area in Phippsburg, Maine, as part of their year-long senior thesis projects. Cameron Russ' research focused on carbon isotope analysis on the Sprague Marsh; Alec Douglas monitored the sediment effects of hard seawalls at Popham Beach; and Sara El Assaad monitored sediment transport on Popham and Seawall Beaches.

Total of 240 hours

History

Wabanaki History of Maine, HIST s28, Joe Hall

Students in this course studied the historical and contemporary issues of the Wabanakis (comprised of Maine's Native American nations including the Penobscot, Passamaquoddy,

Micmac, and Maliseet). At the end of the course, two different groups of students visited local middle schools to talk about Wabanaki history. At Lewiston Middle School, students from the course (including an alumnus of school) addressed 100 middle school youth in the auditorium, where they presented on: Wabanaki place names (many of them present in modern-day Maine); canoes as products of and tools to connect with the environment; and stories as conveyors of history and values. Another set of students presented on Wabanaki history in three different classrooms at Auburn Middle School. Other course projects included: a map of Wabanaki place names on Google, which the professor plans to link to the Androscoggin River portal; and a Penobscot River canoe trip, with Wabanaki stories and histories, for a group of eighth-graders. *Seven students worked three hours each in the community (total of 21 hours).*

Interdisciplinary Studies

Food, Culture and Performance, INDS s19, Professor Myron Beasley

In this innovative course, Professor Beasley guided students through thinking about how food informs and is informed by place and time. In past events, students have incorporated theatrical elements into the dinners; this one was focused on the experience of the space itself. Students partnered with Nezinscot Farm in Turner, Maine where they helped with everything from birthing lambs to creating a “performative dinner,” a place where food meets performance art. At the conclusion of the course, 55 guests took their seats at a long outdoor table for a dinner that marked the culmination of the course.

Twenty-nine students worked 50 hours each in the community (total of 1,450 hours).

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

A sub-set of students in this course (centered on the experiences, cultural beliefs, values, and voices shaping contemporary Africa) with an interest in education issues focused their research on education policy and practice. In addition to their research projects, students did field placements at one of the following schools or organizations: Martel and Park Avenue elementary schools; Lewiston High School; and after-school programs at Lewiston Housing Authority; Lewiston Middle School; and Tree Street Youth. Students with an education focus also participated in a twice-monthly seminar-style reflection session. Education students in this course presented their research findings at the Mt. David Summit.

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

Projects

Defining Promise: Optional Standardized Testing Policies in American Colleges

William Hiss, College Advancement, advised the work of a student who continued an ongoing research project of Hiss's that examined the outcomes of several optional standardized testing policies at 33 public and private colleges and universities. The study has found few significant differences in college success among standardized admission test submitters and non-submitters. This work is currently informing standardized testing policy on campuses across the country.

Total of 60 hours

Latin American Studies

Human Rights and Social Art in Latin America: The Case of Nogales, Mexico, LSSP s21, Claudio Aburto Guzman

This course focused on the social dynamics that generate social art committed to change in Latin America. Students examined three settings in which artists utilize the arts to generate aesthetic and production models that represent the "uniqueness of place." During ten on site in Nogales, Mexico, students worked with artists who engage technology to raise consciousness about the "needs of place." While in Mexico, students considered human rights discourses that address migrants' dislocation. They also worked with volunteers, hiked the desert, and visited shelters to contextualize the social and natural environments.

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

Philosophy

Teaching Philosophy, PHIL s32, Paul Schofield

Students in this course worked with the professor to design a college-level philosophy course, as well as a mini-course aimed at high school students. Students visited Lewiston High School where, rather than explain philosophy, Bates students presented dilemmas to high school students in two classrooms and asked them to debate about the dilemmas. At the end of the sessions, the Bates students asked the high-schoolers to answer the question, "What would you say that philosophers do?" Some of the responses included: "Philosophers ask tough, complex questions. They raise doubts about many things and try to defend and challenge both sides of an argument;" "Philosophers make people question their beliefs in the hopes to make us think

critically about what we believe;" "Philosophers try to evaluate scenarios based on reason. They push aside any opinion and look only at the reasons why something could or should happen. They evaluate conflicting scenarios and find the best option to take even if it's the hardest human decision;" "Philosophers attempt to understand human life and existence (morality, will, experience) through discussion and contemplation;" "Philosophers think a lot about their beliefs, and worry too much."

Six students worked 16 hours each in the community (total of 96 hours).

Physical Education

Methodology of Coaching, PE s20, George Purgavie

Students explored various methodologies of successful coaching and received American Coaching Education certification, widely recognized in secondary schools. As a part of their coursework, students developed and led playground activities for students at the Lewiston elementary schools, including Farwell, Geiger, Longley, Martel, McMahon, and Montello. Each year, every elementary principal in the district is eager to participate in this program. Several principals report that many children come to school not knowing organized games, and that through the efforts of students in this course, children learn games, such as hopscotch and four-square, as well as important skills such as winning—and losing—graciously.

Twenty-eight students worked 30 hours each in the community (total of 840 hours).

Politics

Political Participation in the US, PLTC 215, John Baughman

In this course, students explored the ways in which Americans involve themselves in politics -- voting, voluntarism, interest groups, and social movements -- and why they do so. A central project asked them to create a seven minute video about a Maine-based organization. In groups of two or three, they interviewed leaders and ordinary members of the organizations, supplemented with additional research, to tell a story about how and why they engage in the political process in the way that they do. At the end of the semester, each student also wrote his or her own reflective essay on the project. Groups that were documented included: Maine Civil Liberties Union, AFL-DIO, Maine Chamber of Commerce, Maine Heritage, Maine Medical Association, Maine People's Alliance, Maine State Employees' Association, Maine Women's Lobby, Natural Resources Council of Maine, and Sportsman's Alliance of Maine.

Twenty-nine students worked 30 hours each in the community (total of 870 hours).

Sex Matters: US women and Politics, PT/WS 254, Leslie Hill

Students in Professor Hill's course chose a policy issue and looked at its implications for women. Students worked closely with the Family Planning Association of Maine to help them craft a message for college-aged women about access to birth control and their rights in terms of reproductive healthcare. Students organized focus groups of Bates College women and then created an executive summary for the Family Planning Association to help them update their message for college women.

Three students worked 40 hours each in the community (total of 120 hours).

Psychology

Health Psychology, PSYC 303, Susan Langdon

This course introduces health psychology from a biopsychosocial perspective. The course first describes the theoretical underpinnings of the biopsychosocial model, and the fundamentals of anatomy and physiology. The course then reviews the current research on stress, coping and illness, and stress management techniques. Students in the class engage in community programming that informs and is informed by class work. Students worked in groups with organizations including; Trekkers, the Center for Grieving Children, how music affects workouts, employee nutrition at Bates College, barriers to exercise for Bates employees, the prevalence of hard alcohol use at Bates College, malaria awareness in students who study abroad, Healthy Androscoggin's fitness and nutrition program "5210," substance abuse in college, and work on mental health issues in collaboration with Tri-County Mental Health. Much of the on-campus programming will inform the work of the Dean of Students office and that of the Health Center.

Fifty-five students worked 40 hours each (total of 2,200 hours).

Research Methods, PY/ED 262, Krista Aronson

Students learned aspects of social science research methods by focusing on two community-based research projects. The class projects included working with a local community development organization on their community assessment and working with an organization to research Dialectical Behavioral Treatment programs for adults with intellectual disabilities.

Both projects will inform further research and programming to meet the needs of the community and adults with intellectual disabilities.

Nine students worked 40 hours each (total of 360 hours).

See Education: ED/PY s39

Thesis Research and Independent Study

Senior Thesis/Community-Based Learning, PSYC 457A/B, Krista Aronson, Jill Reich, Amy Douglas, and Kathy Low

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

- A Sense of Community: Hillview Arts Program
- Breaking Youth Cultural Barriers Through a Nutrition and Cooking Program
- Helping Child Witnesses of Domestic Violence Understand Fault: A Program Evaluation
- Implementation and Evaluation of a Girls Group: A Support Group for Girls With Emotional and Behavioral Disabilities
- Teen Dating Violence: Education and Intervention at the Merrill Hill School
- Implementing Positive Youth Development in Homeless Adolescents
- Examining the Relationship Between Status Disclosure and Social Support Among People Living With AIDS
- A New Beginning for Lewiston Youth: An Exploration of Best Strategies When Educating Homeless Youth
- Developing and Evaluating an Outdoor Education Program With River Valley Village
- An Exploratory Evaluation of the Purposeful Work Infusion Project
- The Collective Effect of Appearance Change Instruction and Co-Witness Manipulation
- The Effects of Breast Self-Exam Training on Breast Cancer Awareness and Prevention among Undergraduates
- The Relationship between Self-Efficacy and Performance Satisfaction: An Investigation of Labor Method, Childbirth Satisfaction, and the Cold-Pressor Task
- The Influence of Stereotyping in the Judicial System
- Stress and Physical Health Behaviors in Parents of Children with Autism Spectrum Disorders

- Family Drug Court: States Of Change Model and Participant Success
- Perceptions of Dating Violence in Chilean University Culture

Total of 1,050 hours

Professor Koviach-Cote supervised a student's independent study that focused on breastfeeding in the workplace. The student worked with Healthy Androscoggin on their Breastfeeding in Business Project. The project aimed to educate businesses in Lewiston and Auburn about the 2009 Maine State law that requires companies to have a clean and quiet space for nursing mothers to pump and save breast milk. This work is a continuation of work that other students have done in the past on this issue.

Total of 120 hours

Religious Studies

Human Suffering, REL 313, Cynthia Baker

In this course, Professor Baker's students explored questions about suffering through the lens of the biblical books of Job and Revelation, with subsidiary attention to the first three chapters of Genesis. Students consider issues of justice, belief, morality, meaning, and response in relation to human suffering and bring together personal knowledge and reflections; community-based learning; and close, critical readings of texts in wrestling with these issues. The community-engaged learning component of the course this year resulted from a unique collaboration with members of the local community who responded to the needs of individuals and families who became homeless due to a series of devastating fires that occurred in the spring of 2013.

Students interviewed first responders as well as individuals who were affected including; a local landlord, the fire and police chiefs, city administrators, community development personnel, the director of the YWCA that provided support through clothing donations, the United Way staff, and the director of a center for displaced women. Students took photographs of those they interviewed and incorporated their subjects' word into professionally produced posters.

The resulting exhibit was shown a number of times in the community including at a Bates College reception, at a center for displaced women and at a Red Cross "Heroes Breakfast." A student in American Cultural Studies curated the last two exhibits as part of her community engaged work. Overall, more than 150 people saw the posters, which will continue to be made available for community use at appropriate events.

Thirteen students spent approximately 30 hours each in the community (total of 390 hours).

See Environmental Studies: ES/RE s25

Sociology

Research Methods for Sociology, SOC 205, Emily Kane

This course is a practical introduction to the research methods used by sociologists including survey research, content analysis, participant observation and field research, qualitative interviewing, and comparative historical research. This year, the class worked with a community partner who served as a Learning Associate, Sarah Davis, Executive Director of Welcoming Maine. Students worked with Welcoming Maine to help them look at the local climate for New Mainers and at interaction between New and Native Mainers. In addition, students work with Advocates for Children to help them incorporate ACES (Adverse Childhood Experiences Survey) into their programming while another group worked with Community Concepts to develop their Self-Help Home Ownership program.

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

Sociology of Gender, SOC/WS 270, Emily Kane

This course focused on the social construction of gender through a consideration of a series of interrelated social institutions and practices central to gender stratification. Students worked at a number of community organizations collaborating on program implementation. Community partners included; Lewiston Middle School literacy classes, the Center for Wisdom's Women, Geiger School, the Boys and Girls Club, Hillview afterschool programming, Safe Voices, Tree Street Youth, Lewiston Public Library afterschool program, Project Story Boost, C.A.M.P., and the transitional living program at New Beginnings.

Twenty-one students spent approximately 30 hours each in the community (total of 630 hours).

See Education: ED/SO s51A

See Education: ED/SO 242

Thesis Research

Professor Emily Kane supervised a community-engaged research thesis that focused on working with a positive youth development program at Lots to Gardens. Together, the Bates College student and the youth group looked at ways to incorporate more healthy foods in the local public school nutrition programs.

Total of 80 hours

Professor Kane also advised a student thesis that looked at everyday language that students use on a college campus to discuss topics of gender and sexual culture. The research identified peer pressure/first-year college transition, sexual agency, hookup culture, and the role of alcohol as the social force that impedes heterosexual sexual behavior. The research could be used as a basis for also studying homosexual behavior in this context so as to advise first-year orientation.

Total of 60 hours

Professor Heidi Taylor supervised a student thesis, *Social Entrepreneurship and the New American Sustainable Agriculture Project (NASAP)*. The student applied matrices several non-profits in the social entrepreneurship field in order to assess the levels of social impact and innovation in NASAP.

Total of 80 hours

Professor Taylor also advised a student thesis, *Community Response to Sexual Assault; A Study of the Sexual Assault Nurse Examiner Program in Lewiston, Maine*. Through interviews with Sexual Assault Nurse Examiners (SANE), the student compared nurses' perceptions of the care that they are able to give based on the training they have or have not received. This information will inform the training of local nurses in the care of sexual assault victims.

Total of 80 hours

Women and Gender Studies

See Education: ED/WS 384

See Politics: PT/WS 254

See Sociology: SOC/WS 270

Community-Engaged Research

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

Thanks to a grant from the Christian A. Johnson Endeavor Foundation, we were able to continue a program this academic year which was piloted during Short Term, called STA/RT, the Short Term Action/Research Team. Six students received fellowships to function during the College's five-week term in April and May as a rapid response research and action team. In some cases, they performed research tasks for community partners and, in other cases, they executed actions that were grounded in research evidence. In all, the team worked on six projects for different community partners. The six members of this year's team came from academic majors across the College.

All students participated in developing and delivering a program for Head Start children and their families that engaged participants in activities for family learning. Each STA/RT student then was the primary on a particular research/action project. All students helped with each project as needed. The projects and a brief description of the projects are listed next to each lead student.

Six students spent approximately 100 hours each in the community (total of 600 hours).

Living Light Program Assessment- Naima Qambi

The Central Maine Heart and Vascular Institute (CMHVI) "*Living Light*" healthy lifestyle program is a 16- week program that provides nutrition and fitness education, guidance and support helping people adopt eating and exercise behaviors that promote good health. STA/RT students interpreted data collected from the first cohort of participants as well as worked with Living Light staff to improve the program and develop ideas for marketing materials to recruit new members.

Community Concepts Neighborhood Assessment Project- Emily Meade

This project was a continuation of ongoing work that Community Concepts has done implementing two types of neighborhood surveys. One is a visual survey of the housing in downtown Lewiston to determine how much appropriate housing exists and the other is an in-person survey focused on attitudes residents have about their neighborhood. STA/RT students continued ongoing interpretation of this data and helped to create an executive summary that will guide further research and data collection improvement.

Winter Kids Teacher Survey Data Analysis- Jedidiah Quint

Winter Kids is an education program that gets elementary age children outdoors during the winter with the goal of meeting Maine Learning Results through outdoor education. Each teacher that implements the program answers a survey at the end about the experience and includes suggestions for program improvement. The STA/RT students interpreted the data and produced an executive summary with suggestions for program improvement base on teacher feedback.

Lewiston Public Schools' Chronic Absenteeism Research- Sarika Subramanian

The Lewiston School Department is interested in rolling out a city-wide initiative around improving school attendance in September. Chronic absenteeism is a major problem in Lewiston leading to low school success and graduation rates. STA/RT students researched best practices as well as initiatives done elsewhere and created a plan to address chronic absenteeism in Lewiston Schools. The research report by the students was received with resounding approval and the school department will implement the programming suggested in the coming year.

Lewiston Police Department's *Protecting Children* Study- Sarah Maneval

The Lewiston Police Department initially wanted STA/RT students to explore the police department's role with downtown children and the role of the community-policing unit in addressing issues within high-risk families. This project ended up changing quite a bit over time as the police department's capacity to guide the research proved difficult. Students instead helped to build the capacity of the LPD to work effectively with Bates College student researcher in the future.

Head Start Block Party- Andrea Meyer

STA/RT students planned and ran the fourth annual "block party" for Head Start children and their parents. The purpose of the block party was to emphasize the importance of learning through play for children ages 0-5. Bates students, with support and guidance from Head Start staff, developed a series of play stations, based on themes in Head Start curricula. Projects included: Shadows and reflections; things that grow; literacy and music; early math; and science. STA/RT students updated a take-home booklet for children and their families based on these activities.

Community-Engaged Theses

See Biology

See Biochemistry

See Economics

See Education

See Environmental Studies

See French and Francophone Studies

See Geology

See Psychology

See Sociology

Community Volunteerism and Student Leadership Development

The Community Volunteerism and Student Leadership Development Program works to connect Bates students to volunteer opportunities at local organizations and also provides opportunities for one-time service activities. Because much volunteer work is done independently or in response to requests posted on our listserv, it is difficult to track student hours. Students contribute many hours to organizations through such tasks as tutoring, mentoring, gardening, preparing and serving meals, and helping to build and repair homes.

Bonner Leader Program

This marks the completion of fifth year of the Bonner Leader Program, part of the Princeton, NJ-based Bonner Foundation's national network of 64 campuses dedicated to student leadership, community service, and academic engagement. Program elements include: 4-6 hours per week of community service (this can take many forms, including academic community-engaged learning, volunteerism, and community-engaged research and/or thesis); weekly opportunities for training and reflection; and cornerstone activities such as service exchanges with other campuses and program planning. This year, 27 Bonner Leaders, first-years through seniors, contributed 4,186 hours of service to community organizations working on a range of issue areas.

Bonner Leaders helped us to forge ahead and create new opportunities in some critical new ways:

- *College Aspirations:* Maine has the lowest rate of college attendance in New England, and Androscoggin County, where Lewiston-Auburn is located, has one of the lowest college graduation rates. According to the 2000 US Census, only 16% of working-age adults living in Androscoggin County have at least a Bachelor degree compared to 25% in Maine and 34% in New England. Only 24% have at least an Associate degree compared to 33% in Maine and 34% in New England. In the face of this reality, Bonner Leaders are developing and implementing programs aimed at helping at-risk youth explore their dreams, talents, aspirations and goals with the intention of increasing college aspirations. This year, Bonner Leaders implemented college aspirations programming at Lewiston Middle School, Auburn Middle School and Hillview, a low-income housing project. These programs engaged 125 middle and high school students. In addition, these programs have been developed with an eye towards serving high numbers of K-12 students, and have aligned our programming with best practices as identified in research literature. The Mitchell Institute, a Portland-based organization whose core mission is to raise the college aspirations for Maine's young people, published a report in 2007 report in which they cited college introduction programs by current college students as critical to addressing the social and cultural barriers to college. Among their recommendations is that these introduction programs invite young people to spend time on college campuses, and so we have included trips to Bates and other nearby college campuses for all participating students. The outstanding work of our Bonner Leaders in this area has been recognized by the broader community and has led to several new requests for similar programs at other schools and youth-serving organizations.
- *Outreach to the Immigrant, Refugee and Asylee Communities:* Lewiston and Auburn have been deeply impacted in the past ten years by a large influx of immigrant and refugee from Africa and Latin America. These groups face and pose unique challenges in their efforts to achieve success in their new homes. Several Bonner Leaders have sought to engage these new community members in ways that can foster social and economic success. For instance, one Bonner leader implemented a highly successful outreach program that links Latino Bates students to a community of migrant workers and their families living and working on an egg farm based in Turner, Maine. Every Saturday, this Bonner Leader takes a group of Spanish-speaking Bates students to spend time with

three different families, translating health and school forms, helping to sort through and translate mail, and engaging in informal English conversation. After a series of Border Patrol raids in the mid-2000s, many Latino residents (even those who had legal status) stopped congregating in public spaces, and so it has been difficult, even for non-profit organizations, to provide direct service to Latino migrant workers. Because Bates students have gained the trust of these families, they are receiving services they likely otherwise would not be receiving. Our hope is that more people—both Spanish-speaking Bates students and migrant families—will participate in the future.

- *Public Health:* Many Bonner Leaders are interested in the field of public health and orient their work to address issues in this area. For example, a Bonner Leader started an on-campus organization called Active Minds that combats the stigma connected with mental health issues. While this organization is in its very early days, the Bonner Leader has garnered the interest of dozens of Bates students; next year, he will create a community outreach component of this organization, leading to increased opportunities for students to engage with organizations serving individuals with mental health needs.

Bonner Leaders participated in a wide range of activities (some already captured above):

- **Melody Altschuler** '17 visited regularly with adults with developmental and intellectual disabilities at the Social Learning Center, and worked as a teacher's aide in a classroom for children with autism at the Margaret Murphy Center for Children.
- **Monet Blakey** '17 worked as a tutor mentor for Academic Success, an after-school homework help program at the Lewiston Public Library.
- **DeAundre Bumpass** '17 worked as a tutor mentor for Academic Success, an after-school homework help program at the Lewiston Public Library.
- **Thao Dang** '16 lent her support to Longley Elementary School's Kids Cooking Club, a program that introduced children to cooking and nutrition vocabulary and issues of food safety, and also provided hands'-on experiences using kitchen equipment
- **Emma Davies** '16 worked as a tutor mentor for Academic Success, an after-school homework help program at the Lewiston Public Library.
- **Emily Diepenbrock** worked at River Valley, a low-income housing complex, where she led weekly nature walks for fourteen children at a nearby nature sanctuary.
- **Destany Franklin** '14 helped to lead aspirations programs for middle and high school girls at Hillview, a low-income housing complex.

- **Rodney Galvao** '14 served as an after-school program assistant at the YWCA, organizing structured play opportunities and assisting children with homework.
- **Stephanie Jefferson** '14 coordinated the College Access Mentor Program (C.A.M.P.) at Lewiston Middle School.
- **Meghan Lynch** '17 served as an assistant with the New Americans Sustainable Agriculture Project, where she assisted with English language classes for adult refugee and immigrant farmers. She also helped the farmers to develop planting schedules, start crops, and prepare fields.
- **Clara Maeder** '14 co-created an outdoor leadership program for Tree Street Youth, and worked with the New American Sustainable Agriculture Project to assist immigrant farmers with starting crops, preparing fields, and developing planting schedules.
- **Alexandra Morrow** '16 developed a program called "Community Listen," in which youth at Lewiston Middle School conducted interviews with community members they did not know, and then turned them into podcast stories. The students presented their podcasts at a local restaurant to a wide audience.
- **Tenzin Namdol** '15 acted as a Project Story Boost mentor, reading to a small group of first-grade children at Montello Elementary School and monitoring their reading progress throughout the course of the year; she also provided administrative support for the Somali Bantu Youth Association of Maine.
- **Jessica Nichols** '15 worked as an assistant in the 21st Century After-School Program at Lewiston Middle School, where she assisted youth with their homework and provided support in cooking and art enrichment classes.
- **Kate Paladin** '15 provided data analysis and research support for the Green and Healthy Homes Initiative, a national project (overseen in Lewiston by Community Concepts) designed to create safer physical home environments in low-income neighborhoods.
- **Randy Peralta** '17 provided intensive classroom support in the English Language Learning (ELL) program at Lewiston High School.
- **Naima Qambi** '15 served as a mentor for the after-school College Access Mentor Program at the Lewiston Middle School, and also provided administrative support for the Somali Bantu Youth Association of Maine.
- **Thomas Sacchetti** '16 worked as an aide with the Pine Tree Legal Volunteer Lawyers Project, meeting with clients, helping them complete necessary forms before referring them to lawyers, and occasionally accompanying clients to their sessions with lawyers.

- **Madelene Santizo** '16 implemented an outreach program that connects Latino Bates students to a community of migrant workers and their families living and working on an egg farm based in Turner, Maine; she also engaged in social activities with low-income elderly and younger-disabled residents of the Lewiston Housing Authority's Blake Street Towers.
- **Jonathan Schwolsky** '15 wrote a play, which he hopes to stage next year, about food insecurity and the role played by food banks to address this issue.
- **Max Silverman** '16 coordinated the College Access Mentor Program (C.A.M.P.) at Auburn Middle School.
- **Sarika Subramaniam** '14 coordinated the America Reads/America Counts program at Longley Elementary School, where she hired, placed, and oversaw 15 tutors doing intensive literacy and math tutoring in classrooms; she also served as a classroom assistant in a 2nd grade classroom at Geiger Elementary School.
- **Anna Sucsy** '17 acted as a Project Story Boost mentor, reading to a small group of first-grade children at Montello Elementary School and monitoring their reading progress throughout the course of the year.
- **Jake Villareal** '17 did community organizing with the Maine People's Alliance; he also volunteered with Lots to Gardens, providing support in the gardens and at the Farmer's Market.
- **Merissa Warner** '14 served as a classroom assistant in a music classroom at Lewiston High School.
- **John Woodward** '16 volunteered as a patient transport worker at St. Mary's Hospital, taking patients from their rooms to different appointments in the hospital and helping them to feel comfortable throughout the process.
- **Fidelia Zelaya Aleman** '15 worked as a tutor mentor for Academic Success, an after-school homework help program at the Lewiston Public Library.

This year, four of our juniors did Study Abroad programs: Jess Nichols, Kate Paladin, Cody Tracey (not listed above because he spent the entire year abroad), and Fidelia Zelaya. As a part of their experience, they submitted regular posts about their experiences to a Bates Bonner Abroad blog.

In addition to regular bi-weekly Bonner program meetings, this year Bonner Leaders participated in a variety of skills-building workshops, some of them created by the Bates Leadership Collaborative, a group of Bates staff members working on student leadership issues

across the campus. Together with other student leaders, Bonner students participated in the following Leadership Collaborative workshops:

- ***Handling Failure and Creating a Positive Mindset when Facing Adversity***
This workshop, led by baseball coach Mike Leonard, asked students to explore the positive aspects of failure.
- ***Befriending the Wild Beast: Finding Your Passion and Staying Balanced***
Led by Raymond Clothier, the acting Associate Multifaith Chaplain and the Ben Hughes Program Coordinator for the Office of Intercultural Education, this workshop provided a forum for students to talk about their passions, as well as to identify ways to find balance between work, leadership, and other aspects of life.
- ***Discovering Your Leadership Style***
Ellen Alcorn, Bonner Director, and Julie Rosenbach, Bates Sustainability Manager, led this workshop that drew on a model called Social Styles to help student leaders to identify the strengths and weaknesses inherent in their interpersonal behavior styles.
- ***Moving Towards Purposeful Work, Now and in the Future***
Led by Rebecca Fraser-Thill, a Psychology Professor and a member of the Bates Purposeful Work working group, this workshop asked students to explore two questions--Do you like what you do each day? Are you able to do what you're best at each day?--as they apply to choices of major, classes, co-curricular activities, paid work, and involvement in the community.

Student feedback on these activities has been strongly positive, both in terms of substance, the quality of training, and the opportunity to connect with diverse student leaders from other parts of the college. Professor Thill, based on the results of a scale administered by at the beginning and end of the entire workshop series, found that over the course of the semester, students' level of flourishing (which refers to mental health, and consists of psychological, social, and emotional well-being) increased. Before the workshop series commenced, roughly the same number of students were flourishing as were moderately healthy. After the workshop series concluded, significantly more students were flourishing than were moderately mentally healthy.

Our year ended with a Bonner Senior Celebration in which senior Bonners, their community and faculty partners, and Harvard Center staff shared dinner, followed by an open session during which the senior Bonners took turns telling the stories of their Bonner journeys throughout their four years at Bates.

Student Volunteer Fellows Program

In its twelfth year, the Student Volunteer Fellows Program selected eight students to work 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 community work-study and community-engaged learning students to facilitate student service at the agency. The Fellows met regularly to update each other on their work, exchange ideas, and plan for future events. They also met once a month with Bonner Leaders. In addition, the Fellows worked hard to increase the visibility on campus of volunteer opportunities through a volunteer fair and the communitylinks listserv.

The Student Volunteer Fellows participated in a joint orientation with the Bonner Leaders. They traveled to Shortridge Coastal Center in Phippsburg and took part in group activities in the morning. In the afternoon, they hiked in the Bates-Morse Mountain Conservation Area and helped with a beach clean-up on Seawall Beach. The two groups gathered with other leaders on campus at the beginning of winter semester and participated in team-building activities.

- **Lizzie Baird '14** coordinated volunteers with St. Mary's Nutrition Center and its Lots to Gardens program.
- **Jalen Baker '17** and **Kat Brea '15** coordinated volunteers, America Counts tutors, and community-engaged learning students for Academic Success, the after-school program through the Downtown Education Collaborative at Lewiston Public Library. The program provides homework help to middle- and high-school students. Over the year, thirty-two Bates student volunteers participated in the program. **Max Silverman '16** stepped in to help coordinate the program during Short Term.
- **Brenna Callahan '15** coordinated programming and recruited volunteers for the Montello Elementary School Project Storyboost 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 13 students volunteered each semester for 2 hours twice a week.

- **Matt Gee** '16 coordinated programming for senior citizens and residents with disabilities at Blake Street Towers. His work included planning events and recruiting volunteers to help socialize with residents around Sunday brunches, game days, and occasional seasonal craft activities. Fifty-two students, some regularly and some occasionally, helped with the programs.
- **Julia Dunn** '16 served at ArtVan, a mobile arts therapy program with regular activities at several local non-profits. Julia recruited volunteers to help with art projects at the weekly Lewiston Public Library program.
- **Julia Gordon** '16 coordinated Bates student volunteers at Tree Street Youth. Students assisted in many ways including tutoring, college preparation, enrichment activities, and athletics.
- **Gretchen Kaija** '14 worked with Big Brothers Big Sisters to recruit and coordinate Bates mentors. She was responsible for the Longley School mentoring program as well as for Cats and Cubs, a bi-weekly mentoring program that takes place on campus. Thirty-eight mentors visited their mentees for an average of an hour a week.

Mentoring

Thirty-eight Bates students volunteered this year to be mentors with the Big Brothers Big Sister program, contributing 570 hours of service. Mentors visited their mentees weekly at the child's school for at least one hour, over the full academic year. Eleven of these mentored at Longley Elementary School, eight were at Geiger Elementary School and three were at Lewiston Middle School. The other sixteen participated in Cats and Cubs, a weekly mentoring program that brings children who are on the Big Brothers Big Sisters waiting list to Bates College for activities. Gretchen Kaija '14 worked with Big Brothers Big Sisters staff to recruit volunteers and coordinate programming.

Short Term Senior Volunteer Program

Fifteen seniors participated in the Harward Center Short Term Service Project. They each volunteered between 8 and 15 hours per week in various community agencies including Lewiston schools, Riding to the Top Therapeutic Riding Center, Lewiston Housing Authority, St. Mary's Regional Medical Center, Healthy Androscoggin, and the Eighth District Court. They also attended an orientation and wrote weekly written reflections on their service.

Other Volunteer Activities

Some examples of other volunteer work include:

- Three students, led by Bonner Leader Jonathan Schwolsky, worked closely with the YWCA to facilitate a Stand Against Racism day. Local youth shared their experiences of racism through poetry, prose, and music, followed by a walk through the community and a stand in front of the YWCA.
- The annual Volunteer Fair was held on September 11, 2013. Eleven local agencies and the Student Volunteer Fellows recruited at the event.
- Twenty students participated in the Alzheimer's Walk on September 7 in Lewiston.
- Four students volunteered with Judge John Beliveau at the Eighth District Court.
- Bates Emergency Medical Services hosts four blood drives on campus during the year.
- Latinos Unidos developed a Spanish-to-English tutoring program for Latino farm workers at Turner Farm.
- Over one hundred and forty students volunteered at Tree Street Youth, a drop-in center in the downtown area of Lewiston. These students worked with children and youth to help them complete homework assignments. Some of them also led enrichment activities.
- Three students volunteered regularly for the Court House Assistance Program in Lewiston, run through Pine Tree Legal's Volunteer Lawyers Project. The students received over 20 hours of training to help interview walk-in clients at the District Court. They learned to provide initial interviews, to coordinate with the attorneys on duty, and to assist clients with filling out family law *pro se* materials. Each then volunteered three hours a week.
- Fifteen students volunteered at the Advocates for Children Holiday Fest in December. They volunteered to help with crafts and games, and they dressed up as mascots.
- The Harward Center sponsored a holiday gift drive and collected items from wish lists for youth at St. Mary's Medical Center and the Lewiston High School McKinney-Vento homeless liaison program.
- The Robinson Players performed two shows in conjunction with the community this year. *The 25th Annual Putnam County Spelling Bee* donated proceeds to Tree Street Youth. *The Wiz* was the annual Stages for All Ages performance, which brings children from local elementary schools on campus to watch the show and ask questions of the cast at the end of the production.

- Twenty-six students volunteered as coaches with the Let's Get Ready program at Lewiston High School. They volunteered every week with high school juniors and seniors to prepare them for SAT testing. Two Bates students each semester also served as staff.
- A group of students met bi-weekly on Bates' campus with a group of girls in grades 9 and 10 from Poland Regional High School. Their visits to campus included aspirations programming and dinners in Commons.
- The Student Athlete Advisory Committee hosted a field day on May 18. 221 Bates athletes led activities for approximately 275 local children in grades 1-4.
- Students volunteered at St. Mary's Regional Medical Center and Central Maine Medical Center.
- Three students worked closely with the YWCA to facilitate a Stand Against Racism event. Many students spoke of their experiences with racism. Following that, participants walked in the Y neighborhood to raise awareness of racism in our community.
- Forty-three students and staff volunteered for the day to help renovate several local homes for the annual Rebuilding Together Day in May. Volunteers helped with painting, light carpentry, and yard work.
- A clothing drive was held in January for the New Beginnings youth drop-in center.
- Androscoggin Land Trust and the Auburn Public Library hosted a River of Words program for youth at the Boys and Girls Club and Tree Street Youth. The program gave youth the opportunity to learn about the Androscoggin watershed and to create art and poetry based on this experience. Two Bates students helped to plan and coordinate activities.

Bates-Morse Mountain Conservation Area and Shortridge Coastal Center

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

Bates College manages nearly 600 acres of undeveloped Maine coastline for conservation, education and research purposes. Lying between two tidal rivers near the end of the Phippsburg peninsula, the Bates-Morse Mountain Conservation Area includes salt marshes, barrier dunes, mature Spruce-Fir forest, and a globally-rare Pitch Pine forest. Granite ledge outcrops offer a panoramic view of the Gulf of Maine.

The college conducts educational programs and research at Bates-Morse Mountain Conservation Area (BMMCA). During the 2013-2014 academic year course work with field components at BMMCA included:

- FYS 427, Ecopsychology: The Human-Nature Relationship, Laura Sewall (12)
- GEO 210, Sedimentary Processes and Environments, Mike Retelle (18, 2 visits)
- BIO 313, Marine Ecology, Will Ambrose (12)
- GEOs36, Coastal Hazards, Bev Johnson (15)

Current and on-going research led by Bates faculty is focused on salt marsh responses to sea level rise, carbon cycling in marsh systems, sediment dynamics in coastal systems and ornithology. In the 2013-2014 academic year, three seniors conducted research at BMMCA or in the nearby vicinity. Students were supervised by Geology professors Bev Johnson and Mike Retelle.

- Cameron Russ (2014) *Stable Carbon Isotope Analysis of Sediment Cores from Sprague River Marsh, Phippsburg Maine.*
- Alec Douglas (2014) *Monitoring the effects of hard Stabilization Rock Wall at Popham beach State park, Phippsburg Maine*
- Sara El Assaad (2013) *Monitoring Sedimentation Patterns and Inlet Migration at Popham, Seawall and Small Point Beaches, Phippsburg, Maine*

In addition to the college's research, scientists and faculty from other institutions offer educational programs in environmental sciences and the arts; in addition to Bates, four regional colleges brought 502 students to BMMCA for field work and other activities. On-going research includes a study conducted by The University of Maine on salt marsh nesting birds in the context of "abrupt climate change".

The Bates College Coastal Center at Shortridge is located within two miles of the conservation area and serves a number of functions, all of which benefit from the assets of nearby Bates-Morse Mountain. The Center provides housing for researchers and artists during the summer months, and offers opportunities for course work and student and staff retreats during the academic year. The center sits on seventy-acres of woodlands, granite formations and wetlands,

including a freshwater pond. The facility offers a large living, dining and kitchen area, 16 beds, an office, an art studio and the potential for a wet lab.

The 2013 Shortridge Summer Residency served eight students and researchers from 3 colleges, including 4 students from Bates working in geology and the arts. In addition, scheduled events during the academic year brought 307 individual visitors from a variety of college groups. During the 2013-2014 academic year, Shortridge served 21 courses, student groups, academic departments and administrative offices for retreats and overnight stays.

Both Shortridge and Bates-Morse Mountain also provide a base of operations for community-based research projects and other partnership activities between the college and state agencies, environmental groups and the Phippsburg community. Partnerships with Phippsburg include educational programs with the Phippsburg Elementary School, collaborative work on climate adaptation with town officials, and a grant program, supported by the summer residents of Small Point, to support on-going geology research by Bates faculty and students.

Other Educational Uses and Outdoor Experiences at BMMCA

The primary mission of the Bates-Morse Mountain Conservation Area Corporation is to ensure environmental protection and facilitate educational opportunities. To that end, Bates College encourages use of the conservation area by a variety of educational institutions throughout the year. Between mid-March and Thanksgiving (the gate-keeping season), 16 regional elementary, middle and high schools brought 566 students to the conservation area. (These numbers under-represent the degree of school use over the entire year.) Schools came from Portland, Lewiston, Auburn, Woolwich and more.

In addition to school groups and coursework, less formal educational opportunities also occurred at BMMCA and Seawall Beach. Eighteen camps and clubs brought 691 visitors to the site for hiking, leadership development, Christian fellowship, wildflower study, picnics and more.

Public Service and Conservation

Twenty Bates' parents, alums and staff volunteered to pick up garbage and remove lobster traps from Seawall Beach in April, 2014. Fifty to sixty traps were collected and will be disposed of with funding to eliminate marine debris.

Efforts to protect Piping Plovers continued in 2013-2014 with stake and twine fencing, monitoring and public education, resulting in one pair producing 4 chicks on Seawall Beach. Shorebird migration of 4 other species was monitored for the first time as part of a larger, international study. In addition, seeds from common native marsh plants were collected by the New England Wildflower Society for the first time, in order to supply restoration projects throughout New England. For other monitoring purposes, the site was also visited by the US Fish & Wildlife Services, The Nature Conservancy, Maine Audubon, the Maine Department of Inland Fisheries and Wildlife and the Maine Geological Survey during the 2013 summer season.

Public Use

In addition to providing educational and research opportunities, BMMCA serves the public for recreational purposes. Between mid-April and late-November, 18,802 visitors were recorded during the gate-keeping season, representing an average of 104 visitors each day.

Other Harward Center Programs and Activities

Adopt-A-School

Bates invested fresh energy in its Adopt-A-School partnership with Lewiston Middle School. The partnership supports a variety of academic community-engaged learning projects. In 2013-2014, highlights included:

- College students from education classes used their own course content to prepare and deliver curriculum-relevant lessons for middle school students.
- Education students as well as athletes participated in a semester-long mentor program for a group of 8th-grade students.
- Four Bates students served as education interns in the 21st Century after-school program. Interns designed and led enrichment activities; a leadership and volunteerism program; and the 10-week College Access Mentor Program (C.A.M.P.) which culminated in visits to area colleges (including Bates).
- The Bates baseball coach and students from his team hosted led monthly recreation activities for middle school students on the Bates campus.
- Bates facilities were utilized by Lewiston Middle School teachers and students for various events, including a field day and scavenger hunt.

- Anthony Shostak from the Olin Art Museum worked with language arts teachers on how to use the museum's collection to support instruction. He delivered student workshops from the museum's Thousand Words Program that uses art as a tool to enhance writing skills. Additionally, relevant items from the museum's collection were made available online so students could access them continuously.
- Lewiston Middle School provided a supportive school environment where dozens of Bates students combined practical experience with their academic learning in education, child development, social justice, and other areas.
- Two Bates students developed and taught a year-long science curriculum for students participating in Lewiston Middle School's alternative program. A group of Bates students from a short-term chemistry course hosted students from that program on campus for science demonstrations and lunch in the Commons.

College Access Programming

This year, Bates students implemented college aspirations programming at Lewiston Middle School, Auburn Middle School and Hillview, a low-income housing project. These programs engaged 125 middle and high school students. In addition, these programs have been developed with an eye towards serving high numbers of K-12 students, and have aligned our programming with best practices as identified in research literature. The Mitchell Institute, a Portland-based organization whose core mission is to raise the college aspirations for Maine's young people, published a report in 2007 report in which they cited college introduction programs by current college students as critical to addressing the social and cultural barriers to college. Among their recommendations is that these introduction programs invite young people to spend time on college campuses, and so we included trips to Bates and other nearby college campuses for participating students.

Debating for Democracy (D4D) Training

On Saturday, March 8, 2014, three Bates students attended the D4D on the Road workshop at New England College in Concord, NH. Funded this year by The Henry Luce Foundation – D4D on the Road provides both novice and seasoned activists with the tools and tactics they need to get their message across to policy makers, community leaders, and the public. This year's workshops were facilitated by Wellstone Action, which provides training to college students in

political advocacy, grassroots organizing, get out the vote (GOTV), youth activism, voter education and mobilization.

This opportunity was made possible by Bates' membership in Project Pericles, a New York-based not-for-profit organization that encourages and facilitates commitments by colleges and universities to include social responsibility and participatory citizenship as essential elements of their educational programs.

Federal Programs

America Reads/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. Under the guidelines of the America Reads program, Bates students work with children and with family-based programs designed to increase literacy. America Counts provides support in mathematics and science. Students were recruited, trained, and placed by Bonner Leader Sarika Subramaniam, working closely with Harvard Center staff. Bates students were further trained and supervised by staff at Longley Elementary School. This year 15 different students worked in one or more of the following aspects of the programs:

- **School day classroom support:** Upon teacher and/or school request, Bates students supported math, literacy, and English Language Learners. They worked with individuals and small groups under the supervision of classroom teachers.
- **After-school tutoring:** Bates students provided assistance in reading and mathematics. In 2013-2014, students worked at the Lewiston Public Library and Tree Street Youth after-school programs.

AmeriCorps Education Awards

Kenisha Allen-Daley '16, Brenna Callahan '15, Michelle Palma '15, Carly Peruccio '16, and Jonathan Schwolsky '15 are participating in the AmeriCorps Education Award Program. By completing 300 hours of service over the year, they earn a voucher payable to the College for tuition or to a student loan institution for payment toward education loans. Funding is provided by the federal government, and the program is administered through the Bonner Foundation and the Corporation for National and Community Service.

Lewiston High School Science Fair

Bates students Andrew No and David Smith worked with science teachers at Lewiston High School to help organize and run the 15th annual science fair. All LHS sophomores are required to submit a project to the fair; this year, 50 members of the Bates community and the community at large served as judges for 164 projects. Students taking a short-term chemistry course hosted the top five science fair students on the Bates campus, where high school students worked alongside Bates students to design and practice experiments, followed by a campus tour and lunch on campus. Winning projects were: *Classical Music and Cognitive Tests*; *Drag Suits*; *Tumbling*; *X-Inactivation Pattern in Coat Fur*; and *Drug Solubility*. Science faculty at Lewiston High School, faced with mounting pressures including new mandated curriculum, have decided to discontinue the fair, at least for the time being.

Project Storyboost

This program, created by researchers at the University of Southern Maine, and established in this community through a grant from L.L. Bean to the Lewiston Aspirations Partnership, is designed to boost the literacy skills of younger elementary children. Volunteers are trained to read to children one-on-one, and then to engage the students in discussions and retelling activities that are meant to boost an understanding of basic story language and architecture critical to literacy. This year, Student Volunteer Fellow Brenna Callahan focused her efforts at Montello Elementary School, where 13 Bates students offered 2 hours per week each semester to read to over 75 kindergarten, first-, and second-grade children.

Campus and Community-Wide Initiatives

Admission Events

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

School/Program/Organizational Visits

- Gray/New Gloucester Middle School Visit on March 4
Emily Diepenbrock '14 conducted a Q&A session on community-engaged learning.
- Maranacook High School Visit on March 26
Max Silverman '16, Sofia Gnabasik '17, Anna Sucsy '17 and Meghan Lynch '17 conducted an information session entitled, "Operation Stereotypes."

Special Events

- Open House on October 14
Ellen Alcorn, Patti Buck (Associate Professor of Education), Emily Diepenbrock '14, and Carla Harris (Manager of Resident Services, Lewiston Housing Authority) participated on a community-engaged learning panel
- Prologue Dinner on November 11
Darby Ray attended the dinner and mingled with students, parents, faculty, and staff
- On-Campus Accepted Student Reception on April 4
Elizabeth Baird '14, Emily Diepenbrock '14, Simone Schriger '14 and Holly Lasagna participated on a research at Bates panel
- On-Campus Accepted Student Reception on April 25
Gretchen Kaija '14, Hannah Mitchell '14 and Holly Lasagna participated on a research at Bates panel
- Preface Dinner on May 12
- Darby Ray and Holly Lasagna attended the dinner and mingled with students, parents, faculty, and staff

EcoService Day and Clean Sweep

EcoService Day

This year, Bates held its Fourth annual EcoService Day on Saturday, April 26. More than 80 volunteers turned out, working on and off campus to clean up litter, clear trails, remove fences and plant gardens.

Clean Sweep

At the end of the year, Bates held its annual Clean Sweep effort, organized to enable students to recycle unwanted items, and the Bates community to interact with the L-A area. Clean Sweep bins are placed in campus residences, and as students leave for the summer, volunteers from local organizations collect items for a giant garage sale. The proceeds from the sale are distributed among participating local non-profit organizations. This year, Bates once again filled its ice arena with everything from furniture and fridges to clothes and kitchenware and generated nearly \$22,000 for community organizations.

This year, organizations who participated include:

- Catholic Charities of Maine's Seek Elderly Alone, Renew Courage and Hope (SEARCH) program
- Community Partners, Inc.
- First Universalist Church (Auburn)
- Justice, Ecology and Democracy Collective (Greene)
- Life Center at John F. Murphy Homes (Auburn)
- Loaves and Fishes program of the Dominican Sisters (Sabattus)
- Lots to Gardens
- Lutheran Social Services (Auburn)
- St. Martin De Porres Residence, a homeless shelter
- The Share Center (Auburn)

Greenhouse

The greenhouse was used by the Lots to Gardens program from March through June. Three groups of three to four students from the Lewiston Middle School also visited the greenhouse as did 20 to 40 people on Accepted Students Day.

Martin Luther King, Jr. Day

The Center, in conjunction with the Bates College MLK Committee, sponsored a “Read-In” at Martel Elementary School in Lewiston. Students and staff read to fourth, fifth, and sixth graders at Martel School. This year the Lewiston Public Library identified dozens of books with a civil rights theme for volunteers to read, and the Bates MLK Committee provided funding that allowed us to donate 20 books about Martin Luther King 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.

Mount David Summit

The 2014 the Mount David Summit, an annual college-wide celebration of undergraduate research, featured many examples of important community-based work. This year Darby Ray and Holly Lasagna and the six Community-Based Research Fellows with whom they worked during Winter Term facilitated a presentation and discussion entitled “Cirque do CER,” which served as an entertaining presentation and conversation with Bates faculty, students, staff, parents, and community partners on the process, challenges and rewards of community-based learning.

Museum Of Art

The Museum of Art continues to serve as a major visual arts resource for local K-12 students and teachers. The Thousand Words Project (TWP) was adopted by Lewiston Public Schools as a component of the middle-school curriculum. TWP fosters the teaching of language skills through a sustained investigation of art. Similarly, Rollin’ to Olin (RTO) was adopted by Lewiston Public Schools as part of the 4th-grade curriculum. Through RTO all fourth-graders in Lewiston visited the Museum to see art, watch a performance, and write about their experiences. Under the guidance of the curator of education, museum education fellow, Kim Bentley organized and led three teacher workshops featuring exhibitions at the museum and presenting MLR/Common Core-aligned lessons. The museum was a key component in

Maine Space Day, hosted by Auburn Middle School as a finale to a spring 2013 radio contact with astronaut and Maine native, Capt. Chris Cassidy. Capt. Cassidy visited Auburn Middle School on May 2, 2014, as the keynote speaker for Maine Space Day, at which the museum presented a primer on astrophotography tools and techniques. The museum was also the cornerstone of Auburn Middle School's College Aspirations Days. The museum educators organized visits to campus by all Auburn 8th graders for art lessons, visits to Bates classes and concerts, a campus tour, and lunch in New Commons as a way to give students first-hand experience on a college.

The museum is also a visual arts resource for adults in our community. Free foreign films in the final season of the Global Lens series supported the college's commitment to diversity by presenting award-winning films from Asia, Latin America, the Middle-East, and Africa to members of our surrounding communities. Films were followed by discussions led by members of the Bates community with first-hand knowledge of the countries and cultures depicted. Free lectures by scholars and artists provide additional layers of information to exhibitions. Tours of the exhibitions themselves were popular local homes for the elderly and disabled. Finally, a weekly life drawing session organized by the museum supports local artists by giving them a space to work and to create community.

Neighbor Night

Bates students helped to organize, support and host an annual neighborhood get-together at Hillview Family Development. Students helped with many aspects of the event. Originally begun as a way to introduce Somalis to their new community, it continues with the goal of getting neighbors together.

Phillips Fellowships

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

- Detmer Kremer- Ocean Spirits- Researching international volunteer culture in collaboration with a Grenadian grass roots with a focus on motivation for volunteering

- Barbara Crespo and Edward Poneman- Empowered Refugees and the Power of Education- Documenting the experience of refugee scholars and their educational journey to success in higher education
- Erik Maclean- Examining Vaccines in Bangladesh: An Examination of South Asian Culture- Contributing to an international public health study on vaccines and how different cultures in South Asia respond to public health initiatives

Planetarium

During the academic year, Professor Gene Clough gave shows at the College's planetarium to numerous community and school groups.

Taste of L-A

The Student Activities Office hosted the ninth annual Taste of L-A, held in the Gray Cage. Many restaurants from the Lewiston-Auburn area brought their delicious foods to the event. This event happens at an ideal time (shortly before Parents' and Families' Weekend, when students and their families are likely to be going out to area restaurants). This year's Taste of L-A raised over \$2000 for Outright Lewiston-Auburn, an organization that creates safe and affirming environments for youth under age 22 who identify as lesbian, gay, bisexual, transgender and questioning.

Victoria Wyeth Residency

The Harvard Center facilitated and coordinated the January residency of Victoria Wyeth '01, who visited classes and made presentations in the community on the work of her grandfather, Andrew Wyeth. She visited classes at Sherwood Heights School in Auburn and at all of the elementary schools in Lewiston and the Lewiston Middle School. She made presentations for groups at Temple Shalom Synagogue; Tree Street Youth; and the Alzheimer's Association's Discovery Day and gave a lecture for the Great Falls Forum, held at the Lewiston Public Library. She met informally with residents of the Bates Art and Visual Culture House and visited Professor Sale's Teaching Through the Arts class.

Convenings and Celebrations

One key goal of the Harvard Center is to build a culture of community engagement at Bates. We want to bring students, staff, faculty, and community friends together to talk, build relationships, and celebrate the achievements of our common work.

Each year, the Harvard Center hosts four convenings that offer important opportunities to think about, talk about, and celebrate academic engagement and public affairs:

Annual Awards Celebration

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

- **Donald W. Harward**, sixth president of Bates College, recipient of the 2014 Inaugural Vision Award;
- Senator **Margaret Craven**, recipient of the 2014 James and Sally Carignan Award for Career Achievement;
- **Elisabeth Baird '14**, **Nicole Huang '14** and **Carly Peruccio '16**, recipients of the 2014 Harvard Center Student Award for Outstanding Community-Engaged Academic Work;
- **Emily Diepenbrock '14**, **Matthew Gee '16** and **Gretchen Kaija '14**, recipients of the 2014 Harvard Center Student Award for Outstanding Community Volunteerism and Student Leadership;
- Professor Emerita of Mathematics **Bonnie Shulman**, recipient of the 2014 Harvard Center Faculty Award for Outstanding New Community Partnership Initiative;
- Associate Professor of French and Francophone Studies **Alexandre Dauge-Roth**, recipient of the 2014 Harvard Center Faculty Award for Sustained Commitment to Community Partnership;
- Head Baseball Coach **Donald (Michael) Leonard**, recipient of the 2014 Harvard Center Staff Award for Community Volunteerism, Leadership or Engagement;
- **Auburn C.A.M.P. (College Access Mentor Program)**, recipient of the 2014 Harvard Center Community Partner Award for Outstanding New Initiative;
- **Lewiston Public Library**, recipient of the 2014 Harvard Center Community Partner Award for Sustained Commitment to Partnership;

- **Bates College Education Internship Program**, recipient of the 2014 Harvard Center Award for Outstanding Community Project/Partnership;
- Executive Director of the Kennebec Estuary Land Trust **Carrie Kinne**, recipient of the 2014 Bates-Morse Mountain Award for Environmental Stewardship;
- **John Banks**, Director of the Penobscot Nation's Department of Natural Resources, recipient of the 2014 Bates-Morse Mountain Award for Environmental Lifetime Achievement.

Civic Forum Series

The Civic Forum Series explores civic, political, and policy issues that are significant to the Bates community, Maine, and beyond. This past year we had the pleasure of partnering in this series with a variety of people from the Bates and larger communities.

The first forum event, which was co-sponsored with the Office of Intercultural Education and numerous academic departments and programs, took place in September and was a lecture and residency of Manal al-Sharif, Saudi Arabian womens' rights activist. Ms. al-Sharif's public lecture was entitled, "Driving for Freedom," which focused on her work to secure driving rights for women in her country. While at Bates, Ms al-Sharif visited Anthropology and History classes and met informally with members of the larger Lewiston- Auburn community. A variety of opportunities were created to enable members from many different student groups to meet with her.

In October, we hosted South African human rights activist, Justice Albert Sachs, who spoke on "Ubuntu: An African Contribution to the Universality of Human Rights." The lecture was sponsored in partnership with the Justice for Women Lecture Series of the University of Maine School of Law. A dinner was held before the lecture for students and faculty.

Our final event was a panel in November on homeless youth in our community. Partnering with New Beginnings, which provides shelter and programming for homeless youth, we presented a panel entitled, "Invisible Strength: Connecting with Homeless Youth." Panelists included Robert Rowe, Executive Director of New Beginnings; Sarah Vazquez, the Education Specialist at New Beginnings; Cindy Carraway-Wilson, Director of Training at Youth Catalytics; and Hoshea Muyderman, an alumnus of several of New Beginnings' programs. Professor Georgia Nigro of the Psychology Department moderated.

Public Works in Progress Series

The Harvard Center completed the eighth year of our discussion series, “Public Works in Progress.” PWIPs offer faculty, staff, students, and community partners an opportunity to present and discuss community partnerships, community-engaged learning, community-engaged research, and other public projects. Open to the public and the Bates campus community, PWIPs continue to draw a wonderfully mixed audience of community partners, faculty, staff, and students, averaging roughly 25 participants per session.

This year’s Public Works in Progress series featured:

- September 17: Sarah Maneval ’14, Elisabeth Baird ’14, Teika Carlson ’15 and Kathryn Polio ’15 (Summer Fellowship Recipients), *What I Did Last Summer: Adventures in Community Engagement Part One*
- October 8: Alexandra Morrow ’16, Mikka Macdonald ’16, Merrill Brady ’14 and Stephanie Caplan ’14 (Summer Fellowship Recipients), *What I Did Last Summer: Adventures in Community Engagement Part Two*
- October 29: Melinda Plastas (Women and Gender Studies) and Leslie Hill (Politics/Women and Gender Studies), *Beyond Bumper Stickers: Seeing Possibilities for Social Change*
- January 14: Gerald Bigelow (Anthropology), *Environmental Archaeology and Community Partnerships in Northernmost Scotland*
- January 28: Myron Beasley (African American Studies/American Cultural Studies) and Daniel Mills (Museum of Art), *Seeing Lewiston: Photography, Pedagogy, & Participatory Community Engagement*
- March 18: Emily Kane (Sociology/Women and Gender Studies), Sarah Davis and Gillian Roy (Advocates for Children), *Family Resilience and Adverse Childhood Experiences in the Lewiston-Auburn Area: A Community-Based Research Approach*
- March 20: Alexandre Dauge-Roth (French and Francophone Studies), *Filming Rwanda with Orphans of the Genocide: A Double-Lens Approach and Conversation*
- April 30: James Hughes (Economics), *Labor Migration and Human Trafficking in Rural Vietnam: Results from a Pilot Project*

Senior Civic Leaders Celebration

In the middle of May, the Harvard Center celebrated the graduating seniors who had participated in our leadership programs—the seven Bonners and the two Student Volunteer Fellows. 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 student presentation followed. Each student had created four slides that highlighted the story of his or her civic engagement at Bates. They presented briefly on the impacts their experiences had on them: what they learned, how their commitment developed, and how their plans for the future were affected. Questions from the audience completed the evening.

Grants

Grants Awarded by the Harvard Center

Harvard Center Summer Student Fellowships

(Funded by the Vincent Mulford Fund, The Class of 2000 Fund, The Bonner Foundation, and Harvard Center Funds)

The Harvard Center Summer Student Fellowships provide funding for academic community-based learning projects that address a wide range of social issues. To apply for one of these competitive grants, a student works with a supervisor at a partner agency site, designs an eight-week project, outlines job responsibilities, and identifies the social issues that the work will address. Recipients of these grants for the summer of 2014 include:

- Evan Cooper '15, *Pine Tree Legal, Lewiston, ME*
- Alexandra Druck '16, *Maine Peoples Alliance, Portland, ME*
- Phillip Dube '16, *ICLEI—Local Governments for Sustainability, Cape Town, South Africa*
- Madison Ekey '17, *Montanans Against Toxic Burning, Bozeman, MT*
- Isabel Ferguson '16, *Donors Choose, New York, NY*
- Olivia Gregorius '15, *Carpe Mundi, Portland, OR*
- Nick Michaud '15, *Fort Kent Recreation and Parks Department, Fort Kent, ME*
- Lydia Mitchell '15, *Boston Children's Hospital, Boston, MA*
- Emma Noto '16, *Friends of the Children, Portland, OR*

- Carly Peruccio '16, *Adult Learning Center, Lewiston Adult Education, Lewiston, ME*
- Yessenia Saucedo '16, *Oakland Community Organization, Oakland, CA*
- Jonathan Schwolsky '15, *L/A Arts, Lewiston, ME*
- Barbara VanDerburgh '15, *Beloit Poetry Journal, Farmington, ME*
- Audrey Zafirson '16, *Volunteer Lawyers Project, Portland, ME*

Arthur Crafts Service Grants

Arthur Crafts Service Grants provide funds for students who design an academic community-engaged learning project. Arthur Crafts funds are intended to cover such expenses as supplies, fees, or research expenses. Awards are competitive and are available to students in all disciplines and classes. Crafts recipients for 2013-14 include:

Fall 2013

- Simone Schrager '14, *Thesis work, Chile*
- Laura Stoff '14, *Thesis work with St. Mary's HIV Case Management Program, Lewiston, ME*

Fall 2013 and Winter 2014

- Elisabeth Baird '14, *Thesis work with Lots to Gardens, Lewiston, ME*

Winter 2014

- Michael Creedon '15, *Community-engaged learning work with Ntchisi Primary School, Malawi*

Helen A. Papaioanou Community-Engaged Learning Grants

Helen A. Papaioanou Community-Engaged Learning Grants are awarded on a competitive basis to students who seek support for expenses related to academic community-engaged learning projects during the academic year. Students may submit a proposal at any point during the semester. Papaioanou recipients in 2013-14 include:

- David Alfaro '15, Erin Cooper '15 and Michelle Pham '15, *Community-engaged learning work with Community Concepts, Lewiston, ME*
- Emily Allen '17, Julia Lipner '16 and Fatima Sacko '17, *Community-engaged learning work with Maine Women's Policy Center, Augusta, ME*
- Sophie Baron '14, *Thesis work with the Renaissance School, St. Mary's Regional Medical Center Behavioral Medicine Division, Lewiston, ME*

- Teika Carlson '15 and Malia Taggart '15, *Community-engaged learning work with Lewiston High School, Lewiston, ME*
- Barbara Crespo '15, Andrea Meyer '14 and Jessica Segal '16, *Community-engaged learning work with Hillview Family Development, Lewiston Housing Authority, Lewiston, ME*
- Emily Diepenbrock '14, *Thesis work with Riverside Valley Village, Lewiston Housing Authority, Lewiston, ME*
- Rachel Ellis '14, *Community-engaged learning work with Farwell Elementary School, Lewiston, ME*
- Brett Emmons '14, Andrea Meyer '14, Nicholas Michaud '15 and Malia Taggart '15, *Community-engaged learning work with Welcoming Maine, Lewiston, ME*
- Rosemary Hale '14 and John Walsh '17, *Community-engaged learning work with Hillview Family Development, Lewiston Housing Authority, Lewiston, ME*
- Clara Maeder '14 and Matthew Mosca '14, *Community-engaged learning work with Tree Street Youth, Lewiston, ME*
- Rebecca Rosen '14, *Community-engaged learning work with New Beginnings, Lewiston, ME*

Community Work-Study Awards

Community Work-Study Awards provide federal work-study funds for academic-year and summer community-based work with non-profit and governmental agencies. Students can apply for jobs existing positions or work with an agency to develop their own position. Host organizations must agree to reimburse Bates College for 25% of the student's total earnings. Community Work-Study Award recipients in 2013-2014 include:

Fall 2013

- Britta Clark '16, *Lewiston High School, Lewiston, ME*
- Jessica Clergeau '15, *Advocates for Children, Lewiston, ME*
- Frances Jennings '15, *Pine Tree Legal, Lewiston, ME*
- Charlie Kenyon '15, *America Reads/Counts Tutor at Longley Elementary School, Lewiston, ME*
- Dylan Lopez '15, *St. Mary's Nutrition Center, Lewiston, ME*
- Diosmiry Rodriguez '14, *America Counts Tutor at Tree Street Youth, Lewiston, ME*
- Nick Steverson '15, *Tree Street Youth, Lewiston, ME*
- Maria Vargas '16, *America Counts Tutor at Longley Elementary School, Lewiston, ME*

Fall 2013 and Winter 2014

- Folashade Ade-Banjo '16, *America Counts Tutor at Lewiston Public Library, Lewiston, ME*
- Kenisha Allen-Daley '16, *America Counts Tutor at Lewiston Public Library, Lewiston, ME*
- Eunice Anderson '14, *City of Lewiston, Lewiston, ME*
- Nicole Bermudez '16, *America Reads/Counts Tutor at Longley Elementary School, Lewiston, ME*
- Camden Bock '17, *America Reads/Counts Tutor at Longley Elementary School, Lewiston, ME*
- Grace Boueri '16, *St. Mary's Nutrition Center, Lewiston, ME*
- Alyssa Connors '16, *St. Mary's Nutrition Center, Lewiston, ME*
- Jason DeFelice '17, *Boys and Girls Club, Auburn, ME*
- Brett Emmons '15, *Tree Street Youth, Lewiston, ME*
- Patrece Joseph '14, *Advocates for Children, Lewiston, ME*
- Thomas Koshy '14, *America Reads/Counts Tutor at Longley Elementary School, Lewiston, ME and America Counts Tutor at Tree Street Youth, Lewiston, ME*
- Sarah Logan '14, *Center for Wisdom's Women, Lewiston, ME*
- Toby Myers '16, *Stanton Bird Club, Lewiston, ME*
- Katherine Nuñez '17, *America Counts Tutor at Lewiston Public Library, Lewiston, ME*
- Katie Stevenson '17, *America Counts Tutor at Longley Elementary School, Lewiston, ME*

Winter 2014

- Jose Herrera '17, *America Counts Tutor at Lewiston Public Library, Lewiston, ME*
- Maddie Inlow '17, *America Reads Tutor at Longley Elementary School, Lewiston, ME*
- Emily McIlvaine '15, *America Reads/Counts Tutor at Longley Elementary School, Lewiston, ME*
- Jacqueline Paredes '16, *America Counts Tutor at Longley Elementary School, Lewiston, ME*
- Julia Szeto '17, *America Reads/Counts Tutor at Longley Elementary School, Lewiston, ME*

Summer 2014

- Brenna Callahan '15, *Montello School, Lewiston, ME and Lewiston Housing Authority's Hillview Family Development, Lewiston, ME*
- Brett Emmons '15, *Tree Street Youth, Lewiston, ME*
- Sarah Miller '15, *Museum L-A, Lewiston, ME*
- Katherine Nuñez '17, *One Voice, Los Angeles, CA*

- Michelle Palma '15, *Lewiston Housing Authority's Hillview Family Development, Lewiston, ME*
- Nick Steverson '15, *Tree Street Youth, Lewiston, ME*

Volunteer Service Grants

These grants are awarded by the Student Volunteer Fellows to support students' community service activities. Awards in 2013-14 include:

- Teika Carlson '15, *Hillview Family Development, Lewiston Housing Authority, Lewiston, ME*
- Yarisamar Cortez '17, *Auburn School Department, Auburn, ME*
- Jedd Countey '14, *Maine People's Resource Center, Portland, ME*
- Barbara Crespo '15, *Hillview Family Development, Lewiston Housing Authority and Tree Street Youth, Lewiston, ME*
- Emily Diepenbrock '14, *Hillview Family Development, Lewiston Housing Authority, Lewiston, ME*
- Emily Diepenbrock '14, Michelle Palma '15 and Lydia Rosenfield '16, *Hillview Family Development, Lewiston Housing Authority, Lewiston, ME*
- Bridget Feldmann '16, Destany Franklin '14, Laurel Meyer '16 and Megumi Milla '16, *Hillview Family Development, Lewiston Housing Authority, Lewiston, ME*
- Destany Franklin '14, Rosemary Hale '14, Alexandra Klein '14, Cecilia Pina '14 and Cecily Tennyson '17, *Hillview Family Development, Lewiston Housing Authority, Lewiston, ME*
- Matthew Gee '16 and Anna Sucsy '17, *Blake Street Towers, Lewiston Housing Authority, Lewiston, ME*
- Tara Humphries '17 and Carly Peruccio '16, *Experience Exchange, Bates College, Lewiston, ME*
- James Jhun '16, *Bates Buddies, McMahan Elementary School, Lewiston, ME*
- Thomas Koshy '14, *Tree Street Youth, Lewiston, ME*
- Alexandra Morrow '16, *Lewiston Middle School, Lewiston, ME*
- Alexandra Morrow '16, *The Telling Room, Portland, ME*
- Kathryn Mulholland '14 and Ashleen O'Brien '15, *Androscoggin Land Trust, Auburn, ME*
- Nolwazi Ngwenyama '16 and Lucy Triedman '15, *Poland Regional High School, Poland, ME*
- Jacob Sandor '14, *Student-Athlete Advisory Committee, Bates College, Lewiston, ME*
- Maxwell Silverman '16, *Auburn Middle School, Auburn, ME*

- Devin Tatro '14, *Lewiston Adult Learning Center, Lewiston, ME*

Harward Center Student 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 2013-14:

- Erekle Antadze '17, Monet Blakey '17, Bridget Feldmann '16, Destany Franklin '14, Cecily Tennyson '17 and John Walsh '17, *Community-engaged learning work with Hillview Family Development, Lewiston Housing Authority, Lewiston, ME*
- Gordon Batchelder '16, James Jhun '16 and Tyler Jones '15, *Volunteer work with Bates Buddies, McMahon Elementary School, Lewiston, ME*
- Merrill Brady '14, *Volunteer work with the Free Health Clinic of Lewiston/Auburn, Lewiston, ME*
- Ashley Bryant '16, *Internship at the Massachusetts State House, Boston, MA*
- Mira Carey-Hatch '14, *Student teaching at Oak Hill High School, Wales, ME*
- Mira Carey-Hatch '14, *Attendance at National Conference of Science Education, Boston, MA*
- Natacha Danon '15, *Attendance at J Street National Conference, Washington, D.C.*
- Emily Diepenbrock '14 and Lydia Rosenfield '16, *Volunteer work with Hillview Family Development, Lewiston Housing Authority, Lewiston, ME*
- Emily Diepenbrock '14 and Clara Maeder '14, *Volunteer work with Central Maine Adaptive Sports, Auburn, ME*
- Emily Diepenbrock '14, Lydia Rosenfield '16, Aidan Schmidtberger '14 and Camilla Walker '17, *Volunteer work with Hillview Family Development, Lewiston Housing Authority, Lewiston, ME*
- Charles Kenyon '15, *Job shadowing at the Drew School, San Francisco, CA and the Girls' Middle School, Palo Alto, CA*
- Simone Schriger '14, *Thesis work, Chile*
- Jessica Segal '16, *Education internship at Hillview Family Development, Lewiston Housing Authority, Lewiston, ME*
- Malia Taggart '15, *Attendance at Language, Culture and Identity Conference, Portland, ME*
- Phoebe Tamminen '14, *Student teaching at Longley Elementary School, Farwell Elementary School, Lewiston, ME and Edward Little High School, Auburn, ME*

Faculty Discretionary Grants

Faculty Discretionary Grants are offered to faculty in amounts up to \$1000 to support community-engaged learning activities in existing courses. Discretionary grants may also be used as seed funding for the planning and development of larger community-engaged grants such as the Harvard Center Grants for Publicly-Engaged Academic Projects. Grants can 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 2013-14 academic year include:

- Cynthia Baker, Religious Studies; REL 313: Human Suffering, to fund the creation of a poster exhibit based on interviews with responders to the fires in downtown Lewiston in the spring of 2013. An opening reception for the exhibit was held on campus in December 2013 and the posters were displayed on site through the end of January 2014.
- Cynthia Baker, Religious Studies; ES/RE s25: Food and the Sacred, to support the cost of ingredients for course-based experiential explorations into sacred foods and local religious eating practices, to enlist a translator, to cover transportation expenses, and to cover the cost of materials to produce and mount visual projects documenting sacred food practices in the local community.
- John Baughman, Politics; PLTC 215: Political Participation in the United States, to fund student transportation for interviews with leaders and members of ten Maine-based political organizations to understand how and why they engage in the political process.
- Aimee Bessire, American Cultural Studies; ACS 220: Community Studies, to fund a fieldtrip to Maine Standard Biofuels in Portland, Maine to discuss community sustainability. The fieldtrip was followed by lunch at a local, sustainable restaurant.
- Patti Buck, Education; "Education Symposium," to cover the costs of hiring a temporary employee to plan the annual Education Symposium at Bates College.
- Anita Charles, Education, EDUC 362: Special Education, to provide an honorarium and travel reimbursement for a speaker, and to cover the costs of a small celebration for Farwell Elementary School staff.
- Anita Charles, Education, EDUC 255: Adolescent Literacy, to fund student transportation costs to Whittier Middle School in Poland, Maine, to cover the cost of lunch for middle school students on a visit to the Bates campus, and to fund the purchase of supplies for a final celebration and presentation.

- Britt Halvorson, Anthropology, ANTH 339: Production and Reproduction, to fund admission fees to Museum L-A, and to cover the cost of supplies for a final lunch presentation of oral history projects.
- Patrick Jokiel, Chemistry, CHEM s20: Mythbusters: The Lab, to fund lunch in the Bates Dining Hall for alternative middle school students, support staff, and Lewiston High School Science Fair winners.
- Mara Ticken, Education; ED/SO 242: Race, Cultural Pluralism, and Equality in American Education, to cover the cost of speaker stipends (the Wabanaki Education Director and the Director of the Somali Bantu Youth Association).
- Mara Ticken, Education; EDUC 231 A/B: Perspectives on Education, to cover the cost of speaker stipends (a former classroom teacher and a local parent and community advocate).
- Larissa Williams, Biology; BIO s32: Biology of the Galapagos, to fund the purchase of GPS units to assist in the detailed mapping of turtle nesting sites in the Galapagos Islands.

Staff Volunteer Grants

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

- Kristen Cloutier, Harward Center for Community Partnerships, for her work on the Advocates for Children Holiday Festival. Funds helped with program supplies.
- Amie Parker, Human Resources, for her work with the Farwell School Pumpkin Festival. Funds helped defray the costs of program supplies.
- Laurie Tewksbury, AmeriCorps VISTA at the Harward Center for Community Partnerships. Funds were used to support the Youth Take the Streets downtown clean-up.

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 and strengthens existing connections between Bates College and our community. The aim of the Fund is to support sustainable initiatives that address community needs through partnership with the college. Bates students, working with Harward Center staff, constitute the

selection committee. This year's student selection committee included Stephanie Jefferson '14, Tra La '14, Alexandra Morrow '16, Michelle Palma '15, Madelene Santizo '16, Max Silverman '16, Sarika Subramaniam '14, and John Woodward '16. Students participated in an orientation and a training on non-profits and the roles they in the Lewiston-Auburn area. The following awards were granted:

- Androscoggin Land Trust received funding to help develop a smart phone app that Bates students will beta test
- ArtVan was funded to work with the Lewiston Middle School Alternative Program.
- Maine Mathematics Science and Engineering Talent Search Program received a grant for a modular origami project at Auburn Middle School.
- Lewiston Housing Authority received funding to further develop the art program, which is led by Bates education interns.
- Maine Women's Policy Center received funding to help complete a photo documentation project of women in Androscoggin County
- Outright Lewiston-Auburn received funds to help support their Youth Summit 2014.

Grants Administered by the Harvard Center

The Professor Leland Bechtel Fund supports the outstanding community work of a Psychology major. This year the award went to Aisling Ryan '14. Aisling did her senior thesis work with Judge John Beliveau and the family drug court.

The Robert S. Moyer Award for the Prevention of Domestic Violence, given to a Bates College student for exceptional work related to the prevention of domestic violence, went to Simone Schriger '14. Simone worked with Safe Voices, the domestic violence prevention organization that serves Androscoggin, Oxford, and Franklin counties. She has volunteered regularly over her four years at Bates, taking Help Line calls and providing assistance with various projects. She also wrote her senior thesis on this issue, "Perceptions of Dating Violence in University Students in Chile."

Grants Received by the Harvard Center

- Christian A. Johnson Endeavor Foundation (\$232,203.08): for multi-year support of Harvard Center faculty and departmental grants for community partnerships, student

community-engaged research fellowships, and an annual forum of public scholarship by Bates faculty and students.

- TD Charitable Foundation (\$1,000): to support the Civic Leadership Program, also known as the Bonner Leader Program.
- Thomas P. Saddlemire Fund (\$10,000): to support the Civic Leadership Program, also known as the Bonner Leader Program.
- Kenneth R. and Vickie A. French Family Fund (\$30,000): to support the Civic Leadership Program, also known as the Bonner Leader Program.

National, Regional and State Awards and Recognitions

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

- For the eighth year in a row, Bates was included in the President's Higher Education Community Service Honor Roll, sponsored by the Corporation for National and Community Service.
- Destany Franklin '14 received the Maine Campus Compact Heart and Soul Award in April. The Heart and Soul Award is presented annually to undergraduates who have demonstrated a depth and breadth of involvement in community service, community-based learning, and activism. Destany was recognized for her work with Lewiston Housing Authority's Hillview Family Development. Destany played an important part in much of their programming but her particular focus was on youth aspirations programming.
- Emily Diepenbrock received the PILLARS award from the Maine Campus Compact in recognition of her work with youth at two low-income housing complexes, River Valley Village and Hillview.

Affiliations

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

- the Downtown Education Collaborative, a seven-member partnership of four colleges and two community organizations, that pursues community educational work in and with Lewiston's downtown neighborhood;
- Maine Campus Compact, a state-wide consortium of colleges and universities (an affiliate of the national Campus Compact) engaged in public work, service, and scholarship; in addition to our membership, Bates is proud to host the Maine Campus Compact office and staff on its campus;
- Project Pericles, a national consortium of 28 colleges and universities committed to the role of liberal arts education in citizenship;
- Imagining America, a national consortium of more than 90 higher education institutions in all sectors committed to civic engagement in the arts, humanities, and design;
- the Bonner Network, a group of 67 colleges and universities convened and supported by the Bonner Foundation, to make a culture of service a central aspect of campus life and undergraduate education;
- Bringing Theory to Practice, a project sponsored by the Association of American Colleges and Universities and led by Bates President Emeritus Don Harward which works with dozens of academic institutions to research and reinforce the linkages among engaged learning, civic development, and student well-being;
- the Talloires Network, first convened in 2005, is an international association of institutions that are committed to strengthening the civic roles and social responsibilities of higher education. With its global reach, the Network offers Bates an exciting opportunity to collaborate with and learn from colleagues around the world.

Presentations, Publications, Consultations and Public Service

- Ellen Alcorn presented a workshop entitled "Addressing the Gap Between Faculty Research Interests and Community Needs" for the Bonner Foundation's Fall Directors' Meeting. The workshop described the Short-Term Action/Research Team (START) program (see p xx), and helped participants to think about how they might adapt similar approaches for their own campuses.
- Professor Karen Palin presented her work on refugee health at the North American Refugee Health Conference in Rochester, New York. Professor Palin and community

partner Jean Kahn's presentation, "Using Pill Cards at Prenatal Visits" described a number of years of work that included the development of videos for local pharmacies, the development of instructional medicine usage cards, and nutrition workshops for the local African immigrant and refugee populations. The project spanned more than three years and incorporated work by eleven students, one of which, Deborah Mack along with Jean Kahn, are co-authors on the paper presented.

- In collaboration with Laure Grobman from Pennsylvania State University, Holly Lasagna presented a workshop entitled, "Supporting Curricular and Non-Curricular Community-Engaged Undergraduate Research" at the Eastern Region Campus Compact Conference in Philadelphia, PA. Holly presented the Short Term Action/Research Team program as a model for non-curriculum based CBR in which community partners drive project development.
- Holly Lasagna facilitated a discussion with Maine Campus Compact that focused on current trends in community-engaged learning in higher education, including such topics as assessment and what the idea of "purposeful work" can mean at various institutions.
- Holly Lasagna facilitated a world café discussion at the New England Campus Compact Symposium that addressed the theme, "Beyond Service and Service Learning: The Next BIG Steps for Community Engagement in Higher Education."

Appendix

Community Agency and Institutional Partners

- Achievement First Hartford Academy
- Advocates for Children
- American Cancer Society
- American Institute for Cancer Research
- The Amigos School
- Androscoggin County Chamber of Commerce
- Androscoggin Head Start and Child Care
- Androscoggin Land Trust
- ArtVan
- Auburn, City of
- Auburn Land Lab
- Auburn-Lewiston YMCA Childcare
- Auburn Middle School
- Auburn Public Library
- Auburn School Department Central Office
- Auburn Ski Association
- Audubon Naturalist Society
- B Street Health Center, St. Mary's Health System
- Big Brothers/Big Sisters
- Blake Street Towers
- Bowdoin College Organic Farm
- Boys and Girls Club
- Bruce M. Whittier Middle School
- Bureau of Land Management
- Camp Ronald McDonald for Good Times
- Casco Bay High School
- Catholic Charities of Maine
- Center for Wisdom's Women
- Central Maine Medical Center
- Children's Museum of New Hampshire
- Clover Health Care
- Community Concepts, Inc.
- Cottonwood Gulch Foundation
- Damascus Citizens for Sustainability
- Downtown Education Collaborative
- Durham Elementary School
- Edward Little High School
- Equality Maine
- Environmental Protection Agency
- Farwell Elementary School
- Finney Farm
- Franco-American Heritage Center
- Friends of Pettingill Park
- Futurewise
- Geiger Elementary School
- Good Shepherd Food Bank
- Goodwill Industries International, Inc.
- Greenaction for Health and Environmental Justice
- Green Corps
- Green Energy Maine

- Habitat for Humanity
- Healthy Androscoggin
- Hillview Family Development
- Huyck Preserve
- Immigrant Legal Advocacy Project
- International Rescue Committee
- International Union for Conservation of Nature
- Jane Doe, Inc.
- John T. Gorman Foundation
- Kids Unlimited
- L/A Arts
- Lake Auburn Watershed Protection Commission
- Lake Region High School
- Lakes Environmental Association
- LEAD Pakistan
- LEAP
- Leeds Elementary School
- Let's Get Ready
- Lewiston, City of
- Lewiston Adult Education
- Lewiston/Auburn Economic Growth Council
- Lewiston Auburn Islamic Center
- Lewiston District Court
- Lewiston High School
- Lewiston Housing Authority
- Lewiston Middle School
- Lewiston Public Library
- Lewiston School Department Central Office
- Longley Elementary School
- Looking Ahead Clubhouse
- Lots to Gardens
- Maine Audubon
- Maine Center for Disease Control and Prevention
- Maine Democratic Party
- Maine People's Alliance
- Maine Republican Party
- Maine Volunteer Lake Monitoring
- Maine Women's Policy Center
- Margaret Murphy Center for Children
- Martel Elementary School
- McMahon Elementary School
- Meadowbrook Montessori School
- Merriconeag Waldorf School
- Montello Elementary School
- Museum L-A
- Natural Resources Council of Maine
- The Nature Conservancy
- Neighborhood Housing League, Visible Community
- New Beginnings
- New Gloucester Community School
- Nezinscot Farm
- NOT HERE Justice in Action Network
- Nutrition Center of Maine, St. Mary's Health System
- Office Depot
- OUTright, Lewiston/Auburn
- PACENow
- Park Avenue Elementary School

- Pen School Executive Foundation
- Phippsburg Elementary School
- Pine Grove Child Development Center
- Pine Tree Legal Assistance
- Poland Community School
- Poland Regional High School
- Rebuilding Together
- Renaissance School
- Revolution Energy
- River Valley Village
- Safe Voices
- Sandcastle Clinical and Educational Services
- SAVA
- Save the Bay
- Second Harvest Japan
- Sexual Assault Prevention and Response Services
- Sherwood Heights Elementary School
- Silent Sprint Institute
- Small Point Association
- Somali Bantu Youth Association
- Southeast Alaska Conservation Council
- Spoke Folks
- Squam Lakes Natural Science Center
- Stanislaus National Forest Wilderness Crew
- St. Dominic Academy
- St. Martin de Porres Residence
- St. Mary's Health System
- Stanton Bird Club (Thorncrag Bird Sanctuary)
- Susan L. Curtis Foundation
- Sustainable Bates
- Tree Street Youth
- Tri-County Mental Health Services
- Trinity Jubilee Center
- Truckee Donner Land Trust
- Tubebo, Rwanda
- Uncommon Good
- Volunteer Lake Monitoring Program
- Volunteer Lawyers Project
- The Waynflete School
- Western Maine Community Action Health Center
- Westside Neuro Rehabilitation Services
- Winfield Children's House
- WinterKids
- Winthrop Elementary School
- WWOOF
- YWCA of Central Maine

Note: No Bates College partners are listed here, though they include the Museum of Art, Dining Services, the Multifaith Chaplaincy, the Office of Institutional Research, the Office of

Intercultural Education, the Bates-Morse Mountain Conservation Area and the Office of Environmental Health and Safety.