

# Civic Engagement at Bates

## 2020-2021

## INTRODUCTION

Harvard Center staff appreciate the opportunity to take the lead for Bates College in community-engaged learning, research, and related work, and we are grateful to the students, faculty, community partners, donors, and other colleagues for their support and partnership. The programs outlined in this report offer Bates students extraordinary opportunities to connect their learning to real-world projects and partners, address the challenges and needs of today's world, and develop habits of civic engagement and social responsibility that will shape their lives and communities for years to come. We are pleased to share this account of civic engagement at Bates in the 2020-2021 academic year.

## ACADEMIC Initiatives

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

### **Community-Engaged Learning Courses**

The cultivation of civic awareness and informed civic action is at the heart of a Bates education. Many faculty embrace community-engaged learning as an innovative pedagogy that enhances student engagement with course content while developing important academic and life skills such as critical thinking, problem-solving, collaboration across differences, and ethical reasoning, while contributing to the flourishing of communities near and far. The 32 (unduplicated count) community-engaged courses listed below were offered during the 2020-21 school year and produced over 28,105 hours of community-engaged work. Many of these courses met a threshold of community-engaged practice that allowed them to be tagged in the course catalog as Community-Engaged Learning (CEL) courses. All contributed to the cultivation of civic awareness and informed civic action.

#### Biology

- Lab-Based Biological Inquiry: Marine Biology in a Changing Ocean, BIO 195, Professor Dobkowski
- Marine Science, BIEA 113, Professor Dobkowski (cross-listed with Environmental Studies)
- Gene Editing in Biology and Neuroscience, BINS 305, Professor Kruse (cross-listed with Neuroscience)

## Classical and Medieval Studies

- Trans-Saharan Africa in the Middle Ages, CMHI 293 (cross-listed with History), Professor Tizzoni

## Education

- Perspectives on Education, EDUC231 (three sections), Professors Wallace and Sale
- Adolescent Literacy, EDUC 255, Professor Charles
- Teaching Through the Arts, EDUC265, Professor Sale
- Learning and Teaching, EDUC 343, Professor Sale
- Basic Concepts in Special Education, EDUC 362, Professor Charles
- Ethnographic Approaches to Education, EDUC 378, Professor Buck
- Understanding Migration to Maine, EDUC 379, Professor Buck
- Discipline, Race, and Schooling, EDUC 390, Professor Buck
- Seminar in Educational Studies, EDUC 450, Professor Buck

## Environmental Studies

- Community-Engaged Research in Environmental Studies, ENVR 417, Professor Eanes
- GIS Across the Curriculum, ENVR 220, Professor Aoki

## Extra-Disciplinary

- STEM Scholars, EXDS 116, Professor Ott

## First-Year Seminars

- Environment and Social Justice, FYS 460, Professor Wallace
- Local Lens on Global Issues, FYS 507 A, Professor Boss

## French and Francophone Studies

- Oral French, FRE 205, Professor Rice-DeFosse

## Gender and Sexuality Studies

- Education in a Globalized World, EDGS 384 (cross-listed with Education), Professor Buck

## History

- Trans-Saharan Africa in the Middle Ages, CMHI 293 (cross-listed with Classical and Medieval Studies), Professor Tizzoni

## Music

- Community-Engaged Music and Well-Being, MUS 392, Professor Fatone

#### Neuroscience

- Gene Editing in Biology and Neuroscience, BINS 305 (cross-listed with Biology), Professor Kruse
- Physiological Psychology, NSPY 366 (cross-listed with Psychology), Professor Calhoon

#### Physics

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

#### Psychology

- Physiological Psychology, NSPY 366 (cross-listed with Neuroscience), Professor Calhoon
- Statistics, PSYC 218, Professor Douglass
- Health Psychology, PSYC 303, Professor Low
- Community-Based Research Methods, PSYC 262, Professor Garrison
- Psychology and Law, PSYC 317, Professor Douglass

#### Sociology

- Contemporary Social Problems, SOC 104, Professor Kane
- Power, Privilege and Inequality, SOC 250, Professor Kane

### **BatesConnect**

A key focus of community-engaged learning this year was BatesConnect, an online learning platform that allows Bates students from academic courses to upload learning materials for local K-12 materials. This year, students from the following courses developed short videos, PowerPoint presentations, lesson plans, games, and other materials for use in Lewiston-Auburn classrooms:

BIEA 113: Marine Science

BINS 305: Gene Editing in Biology and Neuroscience

BIO 195: Marine Biology in a Changing Ocean

CMHI 293: Trans-Saharan Africa in the Middle Ages

EDUC231: Perspectives on Education

EDUC 255: Adolescent Literacy

EDUC265: Teaching Through the Arts

EDUC 343: Learning and Teaching

EDUC 379: Understanding Migration to Maine

EDUC 390: Discipline, Race, and Schooling

EDUC 450: Seminar in Educational Studies  
EXDS 116: Bates STEM Scholars  
NSPY 366: Physiological Psychology  
PLTC 263: Women and the Women's Movements in Africa

## **Publicly-Engaged Research, Independent Studies, & Internships**

During the 2020-2021 school year, sixteen students completed community-engaged senior theses under the direction of Bates faculty members. These projects occurred in disciplines from across the college. Dozens more students completed independent study projects or academic internships that had significant community engaged aims and content.

## **Community-Engaged Research Fellows Program**

The Community-Engaged Research Fellowship is offered by the Harvard Center for Community Partnerships once each year during the Winter term for seniors who are undertaking especially promising projects in collaboration with off-campus partners. This year we had seven scholars in the program, representing seven different majors and numerous minors and concentrations. Each scholar worked in partnership with at least one local or statewide partner to undertake research or to advance research-informed policy work or praxis that would benefit their partner or partners. They met together as a cohort throughout the Winter term, with guidance from Sam Boss and Darby Ray of the Harvard Center, to learn about the distinctive commitments and characteristics of Community-Engaged Research and to serve as thought partners, brainstorm buddies, problem solvers, and cheerleaders for each other's work. The 2021 CER Fellows and their projects were as follows:

- Emma Block (Sociology), "Maine Prisoner Reentry Network: Benefits and Barriers to Post-Incarceration Reentry Resources"
- Jan Cornelius-Knudsen (Anthropology), "Branding Lewiston: The Origin and Politics of the Phrase 'Dirty Lew'"
- Deon Custard (English, Theater), "'Put Me Into Good Fooling': Using Shakespeare to Approach a Post-Bakhtinian *Carnivalesque*"
- Amelia Keleher (American Studies), "Local Food, Local Places: Cultivating a Local Food and Agriculture Brand in Lewiston-Auburn"
- Sophie Landes (Environmental Studies), "The Role of Community Land Trusts in Resisting Gentrification: A Lewiston, Maine Case Study"
- Kerry Manuel (Politics), "Exploring Community Support for Intellectually and Developmentally Disabled Students and their Families"
- Hannah McKenzie (Anthropology), "Exploring 'Cultural Sensitivity' among Frontline Workers Addressing Violence Against Women in Lewiston, Maine"

## **A/RT (Action/Research Team) Fellowships**

In a typical year, the Harvard Center hosts an intensive five-week program for students during the college's springtime Short Term. The program, called the Short Term Action/Research Team, pairs students who have specific research skills with community organizations in need of those skills. The students work 20 hours per week for five weeks to complete a research project or research-based action project for their community partner. When COVID forced the cancellation of Short Term and the elongation of Winter Break, Harvard Center staff decided to move the program into the long Winter Break, with a focus on projects that could be undertaken remotely from wherever students were spending the long December-February break. The quick pivot meant that the usual process of inviting community organizations to submit project proposals would not be possible. Instead, most projects focused on the development of resources to enhance future Bates students' ability to undertake well-informed, high-level community-engaged work, whether through the curriculum or co-curriculum. Based on the record number of applications submitted, students were clearly ready to do something constructive with their extra time at home. Rather than the usual ten, twenty-two students were chosen to join the Action Research Team. Hailing from a wide range of hometowns and academic disciplines, students worked individually or in small teams over the course of four weeks to complete a diverse slate of projects, all designed to move community engagement forward at the college. After being trained in StoryMaps, many students used that platform to develop their resources. This year's project areas A/RT Fellows:

- Creation of a virtual Lewiston/Auburn Downtown Walkabout to help orient future students (and interested others) to the local off-campus community (Kerry Manuel, Sophie Nahirny)
- Creation of online resources to help students connect to local arts and culture organizations and activities (Esme Goldfinger, Anais Ranque, and Kush Sharma)
- Creation of Story Maps telling the story of both local and statewide work around food access and food justice (Kate Loughlin, Annika Mirchandani)
- Creation of Story Maps that bring local immigration stories to life (Fiona Cohen, Bijou Kanyambo)
- Creation of Story Maps that tell the story of Lewiston/Auburn from several angles (Sacha Feldberg, Ray Joseph, Liz Casey)
- Creation of Story Maps that bring public health issues such as racial disparities in healthcare in Maine to the fore (Andrew Murdoch, Emma Johnston, James Calhoon)
- Creation of a website designed to educate and inspire users on the topic of racial justice and healing (Sam Jean-Francois, Rachel Retana, Paige Sonoda)

- Creation of a Story Map highlighting an overlooked community natural area with multiple hiking trails (Tucker Pierce; community partner: City of Auburn Department of Parks and Recreation)
- Creation of a website and related materials to promote and enable voter education and mobilization (Amalia Herren-Lage, Ashka Jhaveri, and Avrah Ross)
- Creation of a Story Map to orient Bates students to a variety of preK-12 after-school programs in Lewiston/Auburn that depend on Bates student volunteers (Eliana Al-Konsul, Georgia Moses)
- Development of a curriculum for a mentor program called M.O.V.E.—mood management, overcome, visualize, and empower—that pairs Bates athletes with local middle and high school athletes (Lauren Nudi)
- Creation of a Story Map that provides an overview of the college’s preK-12 partners and introduces viewers to a wide range of ways to volunteer in local schools, including classroom placements, tutoring, mentoring, and curriculum development (Caroline Davis, Emma Morehouse-Hulbert)

## **DALI x Bates Fellowships**

DALI x Bates is a new collaboration between Bates and the Digital Applied Learning and Innovation (DALI) Lab at Dartmouth College. For over ten years, the DALI Lab has trained Dartmouth students in the software engineering and design skills required to develop digital products for real world partners. Now for the first time, they are bringing their student training and development model to students outside their home campus. Ten first- and second-year Bates students with diverse interests and backgrounds were selected for the fellowship, which involved taking two mini-courses to learn the basics of web development and design from experienced DALI students. In the coming year, the Bates students will become part of a consulting corps, working in teams to apply their skills to digital projects undertaken in collaboration with nonprofit organizations in the Lewiston/Auburn community. The inaugural cohort of DALI x Bates Fellows comprise Noah Ackerman, Mir Shadman Alam, Gabe Alvarez, Jasmine Chen, Emma Choi, Katie Fletcher, Emma Johnston, Yari Kim, Ariella Lowenstein, and Lea Rosen.

## **Faculty Development**

As faculty members undertook the considerable challenge of excellent teaching during a global pandemic and a national reckoning with centuries of systemic racism in the U.S., many embraced community-engaged teaching as a pedagogy for the times. To grow faculty members' understanding of and appetite for publicly-engaged work, the Harvard Center offered a range of services and programs, with an emphasis on resources for remote teaching and learning and for anti-racist teaching and learning. In

addition to dozens of one-on-one consultations with faculty, Harward Center staff offered these faculty development programs offered during the 2020-2021 school year:

- “Pedagogy Matters: Focus on Community Engagement” - part of the College’s Pedagogy Matters virtual conference, this online workshop for 60 interested Bates faculty members provided an overview of Community-Engaged Learning and then Breakout Room sessions on these topics (and with these facilitators):
  - BatesConnect with professors Andrew Mountcastle and Krista Aronson
  - CollegeGuild with Ellen Alcorn
  - Electoral Engagement with Peggy Rotundo
  - Place-Based Projects with professor Katie Dobkowski
  - COVID-19 Expeditions with Sam Boss
  - Other Possibilities with Darby Ray
- New Faculty Orientation – a session introducing new faculty to the Bates civic mission and to the range of opportunities, resources, and support provided to faculty for publicly-engaged teaching and research
- A series of short 30-minute programs, delivered via Zoom, to introduce faculty to new resources for community-engaged teaching, all of which could be used for both in-person and remote teaching, including:
  - “Democratic Engagement: QuickBite Videos, Voter Engagement Moments, & More” - offered by HCCP staff members Peggy Rotundo, Sam Boss, and Darby Ray and featuring ideas for integrating democratic engagement into any course, including the new Democracy QuickBites series of short videos; ideas for quick & easy Voter Engagement Moments in a course; and more.
  - “BatesConnect: What is it? How does it work? + Examples of student work” - offered by Biology professor Andrew Mountcastle and HCCP staffers Ellen Alcorn and Darby Ray; a brief introduction to BatesConnect, the new online platform that allows Bates students to create and upload presentations, videos, and other learning products developed in the context of a Bates course and designed for use by local K-12 educators with their own students.
  - “BatesConnect Part 2: Creating and Evaluating Assignments” - similar to above
- PEP .5 - With the challenges of pandemic teaching in mind, instead of offering the typical Publicly-Engaged Pedagogy faculty learning community, with its emphasis on the development of a new CEL course, Harward Center staff instead offered what became known as “Half PEP” or “PEP .5”—a series of casual virtual get-togethers designed to welcome new faculty to Bates and introduce them to the Harward Center, community engagement at Bates, and the local community.



## Faculty Grants

Community Engagement Grants are offered to faculty in amounts up to \$500 to support community-engaged learning activities in existing courses. Grants may enhance community-engaged learning, community-engaged research, and community engagement activities in the curriculum through the support of new materials, transportation, honoraria, and the like. Community Engagement Grants awarded for the 2020-21 academic year totaled approximately \$800 and included these projects:

- Patricia Buck, Education; for honoraria for immigrant role model interviewees in *EDUC 378: Ethnographic Approaches to Education*
- Stephanie Wade, Writing at Bates/Education; to hire a Peer Educator in FYS 514: Writing and Language Justice in a Global World, and to support publication of a collection of student writing.
- Stephanie Wade, Writing at Bates; to hire a Peer Educator in *ED/ES 222: Community Writing and Gardens*, and to purchase gardening, craft, and signage supplies for the Plot and Commons Garden.

## CO-CURRICULAR Initiatives

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

### Bonner Leader Program

This year, 29 Bonner Leaders spent 2,173 hours participating in a range of significant community-engaged activities:

- *Eliana Al Konsul '22* provided online tutoring support for Lewiston High School students.
- *Nour Al Twal '21* provided online tutoring support for Lewiston High School students and also worked with the school as a mentor.
- *Emma Block '22* oversaw a mentoring program that matches first-generation-to-college Bates students with first-generation students at Lewiston High School. She also helped to develop strategies for reducing the stigma of people who have been formerly incarcerated for the Maine Prisoner Reentry Network.

- *Carolyn Chepkemboi '22* provided tutoring for youth and young adult refugees at the Root Cellar.
- *Larry Cruz '22* helped with a variety of projects, including trail maintenance, for the Thorncrag Bird Sanctuary.
- *Adama Diaby '22* helped to support members of her Mosque during Ramadan, including food distribution. She also made check-in calls to senior residents living at Blake Street Towers.
- *Dianna Georges '22* worked as a hub coordinator for the Sunrise Movement, helping to organize Bates students to engage in climate change-related action.
- *Ronan Goulden '22* worked as a COVID-19 contact tracer for Marin Health and Human Services. He also conducted policy research related to the exploitation of LatinX migrant workers in Maine.
- *Samuel Jean-Francois '23* volunteered with Maine Initiatives to help them rework and structure their racial justice crash course website.
- *Candace Johnson '22* worked in consultation with a Bates education professor to provide educational support to the children of a Congolese family seeking asylum.
- *Hannah McKenzie '21* worked with the Immigration Resource Center to develop and lead discussion groups for immigrant women. She also led a conversation group for francophone women at the Center for Women's Wisdom.
- *Genesis Paulino '21* served as a reader for College Guild, an organization that provides correspondence courses for people who are incarcerated. She also helped to lead remote tutoring and other programs for youth living at Hillview.
- *Claudia Petrie '23* did a variety of projects for the Maine Gun Safety Coalition, including collecting candidates' views on gun safety and gun violence.
- *Joshua Redd '21* was a reader for the Free Minds Book Club, an organization that uses books and creative writing to support people who are incarcerated. He also conducted policy research related to the role of security departments in higher education.
- *Martha Reyes '23* provided remote tutoring support for an elementary classroom as well as the Hillview after-school program. She also mentored a student at Lewiston High School, and in the fall she volunteered in the Trinity soup kitchen.
- *Kush Sharma '23* helped to develop curriculum for the winter Bonner first-year cohort. He also volunteered with the Recreation Department's Futsal Soccer program and the Lewiston Regional Technical Center's Robotics Team.
- *Matthew Suslovic '21*, this year's Bonner senior intern, helped to develop and lead Bonner student meetings.
- *Muskan Verma '21* provided remote support for a 4th-grade classroom at Farwell Elementary School.

- *Sarah Marta Veskimagi '23* provided remote tutoring support for a Lewiston Middle School classroom and Lewiston High School's homework help program.
- *Kendall Williams '23* worked on an anti-bullying program with staff at Connors Elementary School. He also worked as the PR Director for the Georgia-based non-profit organization, My Black Has a Purpose.
- *Anah Witt '21* conducted thesis research regarding the relative effectiveness of stigma reduction strategies for the Maine Prisoner Re-Entry Network.

Due to COVID-19, we ran our application process during the fall semester and invited a cohort of 8 first-year students to join the Bonner Leader Program in January. First-year Bonners participated in a seminar-style experience, during which they learned about the history, the assets, and the needs of the local Lewiston-Auburn community. In small groups, they developed community asset maps, which they presented to each other at the end of the semester. Additionally, they served as mentors for Lewiston High School students. Several of them volunteered with other programs as well, including the St. Mary's vaccination clinic; Present! Maine; the Carignan grants committee; and the Lewiston High School/Lewiston Public Library remote tutoring program. Our first-year Bonners were:

- Nayeli Cortes-Tzompantzi
- Marisol Cortez
- Stephanie Dominguez
- Daisy Kettle
- Isaac Levinger
- Faith Nwando
- Betelihem Stevens
- Alexander Wheelock

### **Bates Civic Action Team (BCAT)/America Reads/America Counts (ARAC)**

During the 2020-21 academic year, 30 students spent 3,063 documented hours providing remote classroom and tutoring support. Sites included: Geiger, Connors, and McMahon Elementary Schools, and Lewiston High School. Students worked an average of 4 hours per week at their community sites, and they met monthly (on an optional basis) for skill building and reflection.

### **Community Outreach Fellows Program**

The Community Outreach Fellows Program engages Bates students in significant leadership development as they work to recruit, train, and oversee their fellow students in targeted community partnership work. During the 2020-21 school year, eight Fellows worked together to lead key volunteer programs at Bates. The Fellows each took

responsibility in different areas, working as a team to expand volunteer programming at Bates and to explore leadership issues. Fellows ran site-based programs, working with volunteers, community work-study students, and community-engaged learning students to meet community needs by facilitating student work at the agency. Given the extraordinary barriers to volunteerism posed by COVID-19, the Fellows worked creatively to develop new opportunities for safe in-person and remote engagement. The Fellows met weekly to update each other on their work and exchange ideas. In addition, the Fellows worked to increase the visibility on campus of volunteer opportunities through a volunteer fair and an email listserv. The 2020-21 Community Outreach Fellows, and their community partners were:

- Annika Mirchandani '23 [developed and led programs to support tenants at Lewiston Housing Authority's Blake Street Towers and Meadowview](#), low-income residences for elderly and younger disabled people. 17 students spent 62 hours developing care packages and writing cards for Blake St residents. Additionally, 8 students spent 40 hours making general check-in calls to Meadowview residents, and 5 students spent 10 hours making phone calls to encourage residents at both places to get COVID vaccines.
- Emma Johnston found placements and led workshops for 25 students participating in America Reads/America Counts, a federal program that provides work-study funding for college students to provide literacy and math tutoring in K-12 settings.
- Lauren Nudi '23 worked with head football coach Malik Hall to develop a mentor program, M.O.V.E. (mood management, overcome, visualize, and empower), that paired Bates athletes with local middle and high school athletes. 34 Bates students provided 80 hours of mentorship. The program was highlighted in [this Bates Student](#) article.
- Chloe Baylor '23 (with assistance from Emma Johnston) oversaw the Montello Book Buddies program. Typically, this program matches Bates students with K-2 students for twice-weekly reading sessions. This year, due to the pandemic, [Chloe developed three opportunities for Bates students to get engaged](#). Bates students visited a first-grade remote classroom at Montello Elementary School for reading sessions; they participated in an after-school Zoom program for children living at Hillview, a local-income housing complex; and they created recordings of themselves reading books from the Bates diverse children's book collection for use by local elementary teachers.
- Casey Kelley '21 [created art bags and led remote art sessions](#) for children living at Hillview. She recruited 8 volunteers, who provided 36 hours to assist her in this work.
- Georgia Moses developed safe in-person as well as remote programming for youth living at Hillview, including homework help, enrichment opportunities, and a series Georgia created of video-recorded interviews with women-

identifying Bates students which she shared with the Hillview girls' aspirations program. She recruited four volunteers who spent 66 hours assisting her.

- Anna Maheu oversaw a number of projects related to gardening and nutrition, among them: assisting in a pop-up garden for Healthy Homeworks; seed-saving for the St. Mary's Nutrition Center; a food systems research project for AuburnAg; and work in the Lots to Gardens' Wood Street and Meadowview community gardens. She recruited 24 volunteers, who provided 149 hours. Anna described her connection to this work in [this blog post](#).
- Ilze Smidt '21 coordinated the Lewiston High School/Lewiston Public Library remote tutoring program, which provided academic support to high school students five days per week. She recruited 164 volunteers who spent 1,945 hours over the course of the year providing tutoring via Zoom. [This program won an award this year from Maine Campus Compact](#).

### **Short Term Community Service Program**

Due to the pandemic, we did not offer this program in 2020-21.

### **Harward Center Summer Fellowships**

In 2020-21, the Vincent Mulford and Class of 2000 Funds were used to supplement our summer Community Work-Study Fellowships (listed later in this report).

## **EXTRA-CURRICULAR Initiatives**

In addition to the community-engaged work Bates students undertake within the formal academic program or as part of a co-curricular program that includes intentional learning goals and activities, most also participate in community work through various extracurricular pathways. In these instances, civic learning still occurs, and often to great effect, but it is typically not the result of formal or systematic learning activities. When it comes to extra-curricular civic engagement, individual students sometimes connect on their own to a community agency or project; in other cases, they connect informally as a friend or interest group. Oftentimes, students participate in extra-curricular civic engagement activities organized by the college. College-sponsored extra-curricular activities for the 2020-2021 academic year that were reported to or supported by the Harward Center are presented below.

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

This partnership was limited due to COVID-19.

## **AESOP**

AESOP (Annual Entering Student Outdoor Program) is a student-run orientation program that takes place during the first days of a student's Bates experience. Through small-group experiences in a variety of locations and activities, AESOP trips foster inclusivity, enduring friendships, and a strong connection to place. The COVID pandemic limited AESOP activities to the confines of campus, but several groups were still able to contribute to the work of a local community partner, Lots to Gardens, by working in the community garden that is located on the Bates campus next to the Harward Center.

## **College Access Programming**

Due to Covid-19 pandemic many of the normal responsibilities of the college's AmeriCorps Vista member (the Post Baccalaureate Civic Fellow) were unable to be fulfilled in the college access programming sector. Local students would usually be organized to make visits to Bates, take tours, meet with students, and have a meal in Commons, but sadly campus was closed to outside visitors this year so none of that traditional programming could happen.

## **Community Liaison Program**

Since its inception at the start of the 2014-2015 academic year, the Community Liaison program, a collaboration between the Harward Center, Bates College Student Government, and the Office of Campus Life, has grown dramatically. Community Liaisons are students who lead their club or team in community-engaged activities in collaboration with off-campus partners and with support from the Harward Center. Due to the global health pandemic, the program did not run at full capacity during the 2020-21 school year. Despite the challenges, a small number of clubs and teams still managed to mobilize for community engaged work.

Among others, 2020-2021 programs included:

- Three science demonstrations, hosted by the Bates Chemical Society over Zoom, with youth at Hillview (low income) Housing Development. The Bates students used Community Liaison mini-grant funds to purchase materials for science kits they created and then gave to participating youth so they could follow along virtually and participate in the hands-on science modules. Programs focuses on acids, bases, and ocean acidification, as well as capillary action and polarization.
- A "Snowman Fashion Show," also at Hillview Housing Development, hosted by the Bates Outing Club. This outdoor program paired Hillview youth with Bates Outing Club members for a friendly competition to build and outfit snowmen.
- In the spring, the Outing Club organized a hike with Hillview youth at the Thorncrag Bird Sanctuary in Lewiston.

- The Bates Builds club worked to restore the exterior of the Masjid as-Salaam mosque in Downtown Lewiston.
- The Dance Club held two socially distanced movement classes in person with kids from Hillview.

## **Equity and Justice Programming**

Harward Center staff gladly participated in numerous programs designed to build our capacity to "know, do, and be better" when it comes to racial justice and related social justice issues. We joined book groups and discussions of *So You Want to Talk About Race* by Ijeoma Oluo, *How to be An Antiracist* by Ibram X. Kendi, and *Caste* by Isabel Wilkerson. We also participated in numerous workshops, Commons Conversations, and related events sponsored by the VPEI's office throughout the year, as well as a range of virtual programs offered by other organizations around the nation. We also worked with Bates emerita professor of politics and Harward Center Faculty Fellow Leslie Hill to present the following programs:

- “Building Capacity to Foster Racial Justice” - a faculty learning community that featured four virtual gatherings, modest readings on racial justice and community engagement, consideration of how these things do or could converge in one’s discipline, and a focus on getting to know several organizations in Maine that center racial justice work, among them Raise-Op Housing Cooperative (Craig Saddlemire), Choose Yourself (Judicaelle Irakoze), Elmina B. Sewall Foundation (Lauress Lawrence), Wabanaki Women’s Coalition (Donna Brown), Maine Youth Justice (Ali Ali), and Southern Maine Workers’ Center (Drew Christopher Joy).
- “Community Engagement and Racial Justice: A learning and action series hosted by Harward Center Faculty Fellow Leslie Hill” that included:
  - “Community Engagement and Racial Justice: Professor Emily Kane in Conversation with Leslie Hill, Sam Boss, and You(!)”
  - "Walking the Walk: Thought Partnership for Building Your Racial Justice-Focused CEL Course"
  - “Community Engagement for Racial Equity and Liberation: Aspirations and Conversation” with Dr. Tania Mitchell, internationally recognized scholar of community engagement and Professor of Higher Education at the University of Minnesota - presentation, breakout rooms for reflection on the presentation, and follow-up Q&A with Dr. Mitchell
- Racial Justice Community-Engaged Learning (CEL) Mini-Grant program - With support from the Bonner Foundation, small grants of \$1,000 were awarded to faculty to support the development of a new CEL course, CEL course component, or significant community partnership that centers racial justice. Includes consultations with professor emerita and Harward Center faculty fellow Leslie

Hill, as well as Harvard Center staff, to support project and partnership development. Grants were awarded to:

- Professor Stephanie Pridgeon (Hispanic Studies and Latin American and Latinx Studies) for partnership and project development with Presente Maine
- Professor Aleks Diamond-Stanic (Physics and Astronomy) for partnership and project development with Central Maine Standing Up for Racial Justice
- Professor Ian Khara Ellasante (Gender and Sexuality Studies) for development of a CEL course—AFGS 201: Race, Ethnicity, and Feminist Thought—that incorporates a focus on healing justice
- Professor Brian Evans (Theater and Dance) for partnership development with local K-12 partners
- Professor Michael Roman (Art and Visual Culture) for partnership development with Maine Inside Out
- Carignan Fund mini-grant program - With generous support from Leslie Hill and Nicollette Mitchell, Darby led a re-vamp of the Carignan Fund program to focus on supporting the work of local nonprofit organizations that were establishing or deepening racial justice/ equity/healing work. More information is below.

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

With the closing of Martel and the opening of Connors (a much bigger school), the MLK Read-In will no longer take place.

## **Mentoring**

Thirty-one Bates students volunteered this year to be mentors with the Big Brothers Big Sisters program. Due to the pandemic, things looked a lot different than usual but students continued to build relationships with children at Connors Elementary School, some with the same match for multiple years. Jennifer Cartmell, Androscoggin Manager for Big Brothers Big Sisters of Mid Maine, facilitated the exchange of over five hundred letters over the past year. During the academic year, she set up and hosted weekly zoom meetings for the matches. And in May, she arranged for students to meet at the school (outside and masked) to be able to say goodbye in person. All these activities took an enormous amount of work and patience on the part of everyone but the year was a great success.

Emma Block '22 worked with Lewiston High School to continue a mentoring program between first-year Bates students and first-year high school students that was started last year. Seven Bates sophomores continued from last year, staying in touch virtually



through e-mail and Zoom. Seven Bates first-year students were matched with LHS first-years but it took extra time to get started due to the pandemic.

### **Montello Book Buddies**

Chloe Baylor '23 (with assistance from Emma Johnston) oversaw this program, which typically matches Bates students with K-2 students for twice-weekly reading sessions. This year, due to the pandemic, [Chloe developed three opportunities for Bates students to get engaged](#). Bates students visited a first-grade remote classroom at Montello Elementary School for reading sessions; they participated in an after-school Zoom program for children living at Hillview, a local-income housing complex; and they created recordings of themselves reading books from the Bates diverse children's book collection for use by local elementary teachers.

### **New Student Orientation**

The Harvard Center's participation in Orientation during 2020-2021 prioritized a new event, "Welcome to Your New Hometown," which took place under the Bardwell Field tent and in the surrounding green space. The event took place two times, back to back, with half of the first-year class attending each one. The goal was to invite students into the Bates community engagement paradigm and to help them identify and problematize the service/savior/charity paradigm that so many students bring with them to Bates. The program began with small-group conversations led by Orientation Week Leaders about the difference between a "service" approach to the off-campus community and an "engagement" approach. Then everyone returned to the big tent for a presentation with slides by Harvard Center staff members Darby Ray, Sam Boss, and Hamza Abdi, which extended a warm welcome and brief overview of Harvard Center programs and opportunities. While we were still mourning the loss of the Downtown Walkabout as a required program, we were glad to have a chance to engage with all new students. We did offer student-led Walkabouts as part of the new First Year First Weekend (FYFW) program, but very few students attended. Our understanding is that none of FYFW programs was well attended.

### **Residence Life Programming**

Due to the Covid-19 pandemic, many of the normal responsibilities of the college's AmeriCorps Vista member (the Post Baccalaureate Civic Fellow) were unable to be fulfilled. The requirement for all First Year Centers to hold a community-engaged program was waived due to the inability for large groups to participate in off-campus engagement opportunities.

### *Hillview Programming*

Due to the Covid-19 pandemic many of the normal responsibilities of the college's AmeriCorps Vista member (the Post Baccalaureate Civic Fellow) were unable to be fulfilled. The lack of available programming with our normal partners (mainly the local primary schools) and restrictions on in person programming made it exceedingly difficult to find opportunities for our student groups to engage. After months of planning we were able to arrange a virtual after school tutoring/enrichment program with Hillview, an affordable housing complex overseen by the Lewiston Housing Authority. Through Volunteer Recruitment and management, mentorship, training, assessment, supply of resources for best practices, and cross-program collaboration, the VISTA helped support the following programs:

- Tutoring: Bates students met with Hillview students on week days to provide them with homework help via ZOOM. All tutors were trained prior to meeting with kids. Students were provided help in social studies, English, sciences, and math. (21 volunteers, 193 hours)
- Girls and Boys Aspirations: Four Bates students assisted in this weekly program. The goal was to talk to 7-12 grade students about deeper life aspirations.
- Arts and Crafts: Casey Kelley led weekly virtual and in-person workshops with the kids. They met weekly and occasionally a guest Bates student would join to lead a class. Workshops were led in digital design, photography, collaging, interior design, holiday crafts, and origami.

### *Other Office of Residence Life and Health Education Projects*

This year, the VISTA supported the Residence Life office in a variety of other ways. Most significantly, the VISTA served as the Area Director for the largest residence hall on campus and supported the JARC hiring process, serving on multiple interview committees.

## **Other Volunteer Activities**

The pandemic definitely curtailed volunteer options and energies this year, but Bates students still volunteered throughout the year in diverse ways and places, both as individuals and in groups. Some of that activity is recorded elsewhere in this report, and some of it was not captured at all. Some of the highlights follow.

The annual Volunteer Fair was held in September. Because of the pandemic, community partners were not allowed on campus. We held the event outside under the Bardwell Field tent and adjusted to the absence of community partners by recruiting students to represent a wide range of volunteer opportunities. We raffled off gift cards to local restaurants and Bates merch every fifteen minutes. We had a pretty good student turnout and were pleased with the way the redefined event turned out.

In a lovely COVID pivot from the usual weekly brunches provided by students at Blake Street Towers, students instead implemented a Blake Street Towers Dessert Deliveries program, led by Gabe Alvarez '24. While residents definitely missed the in-person visits from Bates students, they were delighted to be remembered each week in such a sweet (pun intended) way.

Among the standout volunteer commitments by individual students was Jaden Witte-Schrock, who became a trained and devoted volunteer with the CA\$H Maine program, providing volunteer income tax preparation services for low income residents.

Dozens of students, faculty, and staff participated in the 2021 Dempsey Challenge to raise funds and share enthusiasm for the work of the Dempsey Center for Cancer Hope & Healing, located in Lewiston. Bates community members participated as bikers, runners, fundraisers, and event volunteers, and a Bates

Dozens of students volunteered to support the Central Maine Medical Center's mass vaccination clinic at the Auburn Mall, as well as at several other vaccine clinics offered by community partners like AK Health and Social Services.

The Bates Swim Team turned out in force for the City of Lewiston's Annual Litter Pick-Up Day in April, establishing what we hope will become an annual tradition for the team.

As in previous years, the Harvard Center sponsored a holiday gift drive and collected items from wish lists for youth at St. Mary's Medical Center and the Lewiston High School Store Next Door homeless liaison program. While the entire campus contributed to the drive, the Men's Lacrosse team once again stepped up to provide some \$800 in gift card donations.

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

Six students volunteered regularly with the Volunteer Lawyers Project. They helped virtually, doing intake and assisting the Courthouse Assistance program.

Community Outreach Fellow Lauren Nudi '23 worked with head football coach Malik Hall to develop a mentor program, M.O.V.E. (mood management, overcome, visualize, and empower), that paired Bates athletes with local middle and high school athletes.

The Harvard Center sponsored a holiday gift drive and collected gift certificates for the Lewiston High School Store Next Door homeless liaison program.

Emma Block '22 worked with Lewiston High School to continue a mentoring program between first-year Bates students and first-year high school students that was started last year. Seven Bates sophomores continued from last year, staying in touch virtually through e-mail and Zoom. Seven Bates first-year students were matched with LHS first-years but it took extra time to get started due to the pandemic.

Twelve students served as poll watchers in Lewiston for the November election.

Eleven students helped with soccer practices at the Rosati Leadership Academy.

One student completed an internship with Maine Family Planning.

Five students helped package food for distribution at Trinity Jubilee Center.

One student completed an internship through L/A Arts. She made a documentary video of the public art sculpture created by artist Hugh Lasson.

Sixty-five students volunteered at vaccine clinics through St. Mary's Regional Medical Center and Central Maine Medical Center.

Seven students volunteered with the LA CA\$H Coalition program, which helps low-income people file tax returns. They received extensive training and assisted with completion and filing of returns.

In May, three students spent a morning helping the Dempsey Center prepare raised beds for their gardening program.

Fundraising efforts included a dance marathon coordinated by Emily Bass and Natalie Brewer, which raised over \$25,000 for the Barbara Bush Children's Hospital at Maine Medical Center.

## **CIVIC Capacity-Building Initiatives**

### **Electoral Engagement**

Here again, the pandemic frustrated our best laid plans for the BatesVotes initiative—a nonpartisan, campus-wide, student led voter education and mobilization effort run under the auspices of the Harvard Center. Partnering with individuals and offices from

across campus, as well as with statewide, regional, and national partners (Maine Students Vote, NESCAC Votes, Campus Election Engagement Project, NSLVE, CIRCLE, League of Women Voters of Maine, National Conference on Citizenship, Students Learn Students Vote, Vote.Org, Civic Nation, Ask Every Student, NASPA (National Association of Students Affairs Administrators in Higher Education's Voter Friendly Campus project), and the ALL IN Democracy Challenge), we made a massive pivot in response to the significant disruptions and limitations imposed by COVID. At the helm were Peggy Rotundo and Amalia Heren-Lage '22, our Electoral Engagement Fellow and Co-coordinator of BatesVotes. Ultimately, the college's voter registration and participation rates increased to an all-time high, which we are quite proud of. Among our tactics were the following:

- A relational model that involved hiring and training eight student Vote Captains, who in turn recruited almost 100 volunteers who provided opportunities to other Bates students in their dorms, athletic teams, classes, and clubs to register. The goal was to ask every student to register and vote and to provide information and motivation for students to cast informed ballots. A grant of \$11,000 from Ask Every Student funded the Vote Captains program as well as various GOTV materials.
- Faculty outreach, which took the form of [Election Engagement Moments](#), which was a series of concrete actions faculty could take to support their students' voter education and engagement—e.g., putting key election-related dates on their syllabi.
- [Democracy Quick Bites](#), a series of short videos in which diverse people responded to the battle cry, "Tell me what democracy looks like!" Contributors ranged from our two Bates Student Government presidents, Perla Figueroa to Lebanos Mengitsu, to U.S. Senator Angus King, to actors Paul Giamatti and Maggi Siff.
- A giant, colorful VOTE banner, designed by Jill Lopardo.
- A BatesVotes Instagram account that included a "Why I Vote" series featuring students, as well as engaging voter-related graphics and information. This account became the go-to source of information for students.
- Voter information packets mailed to all incoming students.
- Zoom-based voter registration parties for students during their quarantine days at the beginning of the fall semester, with "celebrity" special guests Safiya Khalid, the first Somali woman elected to the Lewiston City Council, and Nate Libby, a Bates alum and Lewiston's State Senator.
- In-person and virtual visits to classes to help students register to vote.
- Voter registration stations at Ladd Library and Post & Print.
- Voter education materials re: Ranked Choice Voting developed by students in the "What is Rhetoric?" class taught by Prof. Stephanie Kelley-Romano.

- Bates President, Clayton Spencer, spoke at length about the importance of voting during her Convocation address.
- Athletic Department efforts, including t-shirts for team members who promoted voting and proactive efforts by several coaches.
- Banner and Chalk Tally on the library wall on National Voter Registration Day.
- A virtual panel on Ranked Choice Voting, featuring Maine Secretary of State Matt Dunlap and Anna Kellar, Executive Director of the League of Women Voters of Maine, ably interviewed by professor of Politics John Baughman.
- A virtual program on voter suppression in Maine featuring Zach Hayden of the Maine American Civil Liberties Union.
- Commons Quick Bites, a series in which Ashka Jhaveri '22 interviewed students while they waited in line at the dining hall about their questions, concerns, and sometimes ambivalence about voting.
- A virtual meet-up for student volunteers with Maine's first female Secretary of State, Shenna Bellows, who talked about her own public service path and encouraged Bates students to pursue careers of public service.

Bates was proud to be designated a Voter Friendly campus, which recognized our work during the 2020 election to mobilize students and facilitate voter engagement efforts on campus. We were also thrilled when the NSLVE data showed our accomplishments for the 2020 election: 93.7% of eligible student voters were registered to vote, with 90.6% of those students casting a ballot in the election, either in their home states or in Maine, for an overall student voting rate of 84.9%, which was an increase of 7.3 percentage points from the 2016 election.

### **Co-Sponsorships**

The Harvard Center is pleased to join with colleagues from on and off campus in providing opportunities for the infusion of fresh voices and ideas into the civic reflection and action practices at Bates and in the wider community. During the 2020-21 school year, the Harvard Center was pleased to support the following campus and/or community programs:

- The 10<sup>th</sup> annual Stand Against Racism event with the YWCA Central Maine
- Group membership to the Coalition for Community Writing with Writing@Bates

## **OTHER Programs, Initiatives, & Activities**

### **Office of Admission Events**

Due to the pandemic, the Harvard Center did not participate in any Office of Admission programming in 2020-21.

## **Back to Bates Weekend**

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

## **Davis Projects for Peace Grants**

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

Due to the pandemic, both winning 2021 proposals, entitled "Nhyal Danda Aahal (Pond) Restoration Project" submitted by Nissim Gurung '24 and "Gua Le Mara" submitted by Grace (Sandia) Taban '22 have been postponed until the summer of 2022. In addition, the winning 2020 proposal, entitled "Promoting Peace in the African Continent through Sport and Entrepreneurial Leadership" submitted by Omar Sarr '23 and Stephon Baxter '23 was postponed a second time to the summer of 2022.

More information on all three projects can be found in [this article](#) in *The Bates Student*.

## **Greenhouse**

COVID 19 disrupted the community's use of the Greenhouse.

## **Mount David Summit**

Mount David Summit, which happens each spring, is the annual college-wide celebration of Bates students' academic and artistic achievement. Because of the pandemic, this year's Summit was a virtual event featuring hundreds of student presentations, including a session by this year's Community-Engaged Research Fellows entitled, "Research and the Public Good: Multi-Disciplinary Explorations." This year's Fellows hailed from diverse disciplines, but they shared an interest in the public purposes of higher education and the potential of research to address community needs. For more details, please see "Community-Engaged Research Fellowship" above.

## **Planetarium**

COVID 19 disrupted the community's use of the Planetarium.

## **Project Pericles**

Due to the pandemic, neither the 2021 D4D on the Road training workshop nor the 2021 D4D National Conference for students were offered. In addition, Bates students did not submit letters for the 2021 Letters to an Elected Official Competition. The annual Program Director's Conference, scheduled to be held at Rhodes College in October 2020 was postponed.

## **Robinson Players**

Due to the pandemic, Stages for All Ages did not take place in 2020-21.

## **COMMUNITY Partners**

Bates students, faculty, and staff are fortunate to work with approximately 150 community agencies and institutions that provide generous opportunities for shared learning, research, volunteering, fellowships, and creative work. A list of some of the organizations with whom the college partnered during 2020-21 is below:

- An Angel's Wing
- Blake Street Towers
- Center for Women's Wisdom
- College Guild
- Connors Elementary School
- Farwell Elementary School
- Frances Perkins Center
- Freedom House
- Free Minds Book Club
- Geiger Elementary School
- Hillview Housing Development
- Immigration Resource Center
- Leavitt Area High School
- Lewiston High School
- Lewiston Housing Authority
- Lewiston Middle School
- Lewiston Public Library
- Lewiston Regional Technical Center
- Maine Gun Safety Coalition
- Maine Initiatives
- Maine Prisoner Re-Entry Network
- Margaret Murphy Center for Children



- Marin Health and Human Services
- Meadowview Park Housing Development
- Montello Elementary School
- Museum L/A
- New Beginnings
- Pine Tree Legal Assistance
- The Root Cellar
- Rosati Leadership Academy
- Stanton Bird Club
- St. Mary's Nutrition Center
- The Sunrise Movement
- Sustainable Livelihoods Relief Organization
- Thorncrag Bird Sanctuary
- Tri-County Mental Health Services
- Trinity Jubilee Center
- YWCA Central Maine

### **The Carignan Fund for Community Programs**

The Carignan Fund is typically used to support the work of local nonprofit organizations through the administration of a mini-grant program. Bates students are trained to serve as evaluators of mini-grant proposals and to award grants of up to \$2,000 each to organizations with the strongest proposals in a given year. Harward Center staff oversee the selection and work of the students and handle the administrative, budgetary, and reporting work required to run the program.

Due to staffing shortages and transitions at the Harward Center, the Carignan program was not administered during the 2021-2022 academic year. However, we are happy to provide an update on the outcomes of the prior year's mini-grants, which supported six non-profit organizations in their efforts to advance racial justice in their own work and in the communities they serve. Due to COVID-produced challenges, all the programs from the 2020-2021 Carignan cohort continued their Carignan-supported projects during the 2021-2022 school year:

- Our partners at Promise Early Childhood Education (formerly known as Head Start) used their Carignan Fund mini-grant to deepen their organization's racial equity work by providing training to all classroom staff on Reducing Implicit Bias through the National Center for Pyramid Model Implementation, as well as to purchase copies of Anti-Bias Education for Young Children and Ourselves, 2nd edition, for each classroom. By March of 2022, 100% of the organization's staff had completed the training and were looking forward to a book circle focused on the aforementioned text.

- Art Van, which brings art therapy to individuals and communities who typically have little exposure to the arts and who have often experienced adverse life experiences such as poverty, used their Carignan mini-grant to allow staff to educate themselves about racial justice issues and to develop arts-based racial justice therapy projects. The results included:
  - Project themes that addressed personal and global issues (“Who am I,” “My safe space looks like \_\_,” “How am I different, how am I the same”).
  - The painting of imaginary planets, considering who might live there and culture and customs. One young artist’s “Penni Planet” was peaceful, without war; people ate moonstones and lived in apartments. People and animals (but no bugs!) inhabited another youth’s “Universary,” split into 3 distinct tribes after a war.

Another outcome of Carignan support was that the organization, No Borders/No Walls, invited Art Van to participate in their collaborative, international art project designed to foster a culture of openness. Finally, during Fall 2022, Art Van involved four Bates student volunteers in the design and implementation of a “Family Roots” project that explored cultural differences, similarities, and relationships by depicting family and community members as trees and envisioning how they connected or didn’t connect through their roots and branches.

- Our partners at Lewiston Public Schools found that COVID continued to disrupt their best-laid plans for a teacher development series of programs that would have had teachers view three documentaries followed by a panel discussion designed to help them better understand the importance of culturally relevant teaching, especially in science, math, and technology. However, they did purchase the rights to show the films, and they hosted a successful program focused on one of the films, with a panel discussion that featured BIPOC experts from science and math fields reflecting on strategies for increasing engagement in those fields among students from diverse racial groups. Their work is ongoing in the 2022-2023 school year.
- Our colleagues at the Rosati Leadership Academy in Lewiston offer a free, after-school, youth-development program for at-risk youth in Lewiston that teaches life skills and fosters character development and leadership potential through soccer. Their program takes place after school and during school breaks and summer vacation and is conducted in partnership with our local elementary and middle schools, with graduates often returning to serve as mentors for younger participants. With Carignan mini-grant support, Rosati staff was able to focus time and energy to advance gender parity in their program by building out a girls’ program; they also added a high school program. Bates volunteers and work-study students served as highly-valued mentors and coaches.

- At the YWCA in Lewiston, a Carignan mini-grant allowed all seven managers/directors to participate in a rigorous training and self-reflection series to ensure managers are continuously building racial equity into the workplace and promoting a culture that is transformative in their daily operations and decision making. Staff worked through the Racial Healing Handbook and then attended two Equity in the Center workshops.
  - "We are incredibly proud of the work we did as a senior leadership group, individually, and as a team. This format of individual reflection through an award-winning workbook, combined with active participation in discussion groups, absolutely helped us to critically examine our internal processes and work together to develop our skills in talking about race, racism, and their implications. After we completed the handbook and discussions, 100% of the leaders who participated noted that they had a better understanding of their own relationship to race and racial identity, and could think more critically about how a person's racial experience affects many aspects of their lives. All participants also reported that they met the core objective of understanding their connection to internalized racism. We are confident that this reflection and greater understanding will help us to build more equitable programs and provide better services for our community. As leaders, we also feel better equipped to support our staff in their development on this topic, which will be transformative for those individuals, our organization, and the community at large."
- Our partners at Gateway Community Services, which is an immigrant-led organization with a focus on youth skill-building and leadership development, used Carignan funds to hire a youth leadership and curriculum development consultant. This consultant led members of the Youth Coalition leadership team in strategic planning and curriculum development work. This planning was used to inform the second cohort of the organization's Youth Coalition and to move the larger program beyond a pandemic-response program into a sustained, consistent program within the Gateway portfolio, focused on BIPOC youth voice and leadership.

## FELLOWSHIPS & Grants

The Harvard Center is delighted to support students' academic, leadership, and vocational development by facilitating a number of grants and fellowship programs. In 2020-2021, the Harvard Center was pleased to award the following grants and fellowships, totaling \$76,357:

## **Community-Engaged Learning/Transportation Grants**

Community-Engaged Learning/Transportation Grants, supported by the Arthur Crafts and Helen A. Papaioanou funds, provide financial support for students who design an academic community-engaged learning project. CEL Grants are intended to cover such expenses as transportation, supplies, fees, or research expenses. Awards are competitive and are available to students in all disciplines and classes. Community-Engaged Learning/Transportation Grant recipients for 2020-21, along with their community partners, were:

- Andrea Aguilera '21, Blake Street Towers, Lewiston, ME
- Dominique Frideger '21, Sustainable Livelihoods Relief Organization, Lewiston, ME
- Molly Goldberg '21 and Nicki Lane '21, Geiger Elementary School, Lewiston, ME
- Annika Mirchandani '23, Blake Street Towers, Lewiston, ME
- Annika Mirchandani '23, Meadowview Park Housing Development, Lewiston, ME
- Georgia Moses '21, Hillview Family Development, Lewiston, ME
- Travis Palmer '21, Leavitt Area High School, Turner, ME

## **Community-Engaged Research Grants**

Community-Engaged Research Grants support material costs related to promising research projects undertaken by Bates students in collaboration with local or statewide community partners. Awards are competitive, are granted without regard to financial need, and are available to students in all disciplines and classes, with preference given to projects likely to produce the most community benefit. Community-Engaged Research Grant recipients for 2020-21, along with their community partners, were:

- Emma Block '22, Maine Prisoner Reentry Network, Lewiston, ME
- William Cotrone '21, Margaret Murphy Center for Children, Lewiston, ME
- Deon Custard '21, Lewiston High School, Lewiston, ME
- Zoe McKinney '21, Lewiston Middle School, Lewiston, ME

## **Community Work-Study Awards**

Community Work-Study Awards provide work-study funds for community-based work with non-profit and governmental agencies. Students may apply for existing positions or work with an agency to develop their own positions. Host organizations agree to reimburse Bates College for a percentage of the student's total earnings. Community Work-Study Award recipients in 2020-2021, along with the community organizations for whom they worked, include:

### **Fall 2020**

- Xiomara Alarcon Alarcon '24, Trinity Jubilee Center, Lewiston, ME

- David Allen '24, America Counts tutor, Lewiston High School, Lewiston, ME
- Emily Carty '22, Museum L/A, Lewiston, ME
- Adrian deCola '23, Trinity Jubilee Center, Lewiston, ME
- Layla Dozier '21, America Reads/Counts tutor at Lewiston Public Schools, Lewiston, ME
- Oo Meh '23, St. Mary's Nutrition Center, Lewiston, ME
- Anna Marie Puaala '23, America Reads/Counts tutor at Lewiston Public Schools, Lewiston, ME
- Kat Salazar '21, St. Mary's Nutrition Center, Lewiston, ME
- Alec Szwarczewicz '22, Rosati Leadership Academy, Lewiston, ME
- Sean Vaz '22, America Reads/Counts tutor at Lewiston Public Schools, Lewiston, ME

### **Fall 2020 and Winter 2021**

- Peter Ackley '23, Lewiston High School, Lewiston, ME
- Andrea Aguilera '21, Lewiston Housing Authority, Lewiston, ME
- Salamata Barry '23, Lewiston High School, Lewiston, ME
- Maya Benziger '22, Center for Wisdom's Women, Lewiston, ME
- Valerie Bravo '21, Lewiston Housing Authority, Lewiston, ME
- Erin Bucki '21, America Reads/Counts tutor, Lewiston Public Schools, Lewiston, ME
- Liam Byrne '23, America Reads/Counts tutor at Lewiston Public Schools, Lewiston, ME
- Aislinn Carty '24, Lewiston High School, Lewiston, ME
- Maya Castiblanco '23, America Counts tutor at Lewiston High School, Lewiston, ME
- Alice Cockerham '23, America Counts tutor at Lewiston High School, Lewiston, ME
- Annie Conway '23, America Reads/Counts tutor, Lewiston Public Schools, Lewiston, ME
- Deon Custard '21, America Counts tutor at Lewiston High School, Lewiston, ME
- Reilly Dwight '22, America Reads/Counts tutor at Lewiston Public Schools, Lewiston, ME
- Mayra Gomes Spencer '22, Lewiston High School, Lewiston, ME
- Julia Hanus '24, America Reads/Counts tutor at Lewiston Public Schools, Lewiston, ME
- Fiki Hunt '24, Lewiston High School, Lewiston, ME
- Belize Iteriteka '23, Lewiston High School, Lewiston, ME

- Bijou Kanyambo '21, America Reads/Counts tutor at Lewiston Public Schools, Lewiston, ME
- Jessica Kissi '23, Lewiston High School, Lewiston, ME
- Hannah Kleinbardt '23, Maine Gun Safety Coalition, Portland, ME
- Kona Lindsey '23, America Counts tutor at Lewiston High School, Lewiston, ME
- Rachel Lowell '24, America Reads/Counts tutor at Lewiston Public Schools, Lewiston, ME
- Faith Nwando '24, America Counts tutor at Lewiston High School, Lewiston, ME
- Olivia O'Regan '21, Pine Tree Legal Assistance, Lewiston, ME
- Kona Lindsey '23, America Counts tutor at Lewiston High School, Lewiston, ME
- Henri Pratt '21, America Counts tutor at Lewiston High School, Lewiston, ME
- Rachel Retana '22, America Counts tutor at Lewiston High School, Lewiston, ME
- Emma Vieten '22, America Reads/Counts tutor at Lewiston Public Schools, Lewiston, ME
- Qi Schmidt '24, Lewiston High School, Lewiston, ME
- Alexander Togneri-Jones '23, New Beginnings, Lewiston, ME
- Isaac Williams '23, Tri-County Mental Health Services, Lewiston, ME

### **Winter 2021**

- Mia Brumsted '24, Lewiston High School, Lewiston, ME
- Maxwell Elsasser '23, An Angel's Wing, Lewiston, ME
- Christen Fields '23, YWCA Central Maine, Lewiston, ME
- Talia Kurlansky '22, Frances Perkins Center, Damariscotta, ME
- Lauryn Mandy '22, America Reads/Counts tutor at Lewiston Public Schools, Lewiston, ME
- Samuel Melcher '21, Museum L/A, Lewiston, ME
- Abbey Otterbein '23, Lewiston High School, Lewiston, ME
- Alexandra Priganc '24, An Angel's Wing, Lewiston, ME
- Jillian Serrano '21, Lewiston High School, Lewiston, ME
- Daniel Tepler '21, Freedom House, Washington, DC
- Friedrich Wilcox '23, Museum L/A, Lewiston, ME

### **Summer 2021**

- Wade Brown '24, Trinity Jubilee Center, Lewiston, ME
- Jasmine Chen '23, Trinity Jubilee Center, Lewiston, ME
- Larry Cruz '22, Stanton Bird Club, Lewiston, ME
- Isaac Williams '23, Maine Campus Compact, Lewiston, ME

## **Staff Volunteer Grants**

Due to the pandemic, we did not offer this program in 2020-21.

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

**The Leland and Claudina Bechtel Award** recognizes the outstanding community work of Psychology majors. This year the award was given to Valerie Bravo and Skye Conley, both seniors.

- Val Bravo dedicated much of her time at Bates to youth programming at Lewiston Housing Authority's Hillview Family Development. Her work over the years included leading the aspirations cooking group and working with the girls' aspirations program. In addition, she helped to run the summer youth program.
- Skye Conley worked with Tri-County Mental Health Services to produce an executive report, Understanding Overdoses in Lewiston, Maine from 2011 to 2020, that reviews patterns of drug overdose and seeks to better understand past, present and future opportunities to address this epidemic. In addition, she participated in interventions around opioids and helped with Narcan distribution.

**The Robert S. Moyer Award** for the Prevention of Domestic Violence recognizes a Bates student for exceptional work related to the prevention of domestic violence. This year's award was given to Isabel Eichenbaum. Izzy served as a Helpline volunteer with Safe Voices, the local domestic violence prevention agency, for over a year. She also helped to recruit other Bates students to volunteer with the organization.

## **RECOGNITIONS & Celebrations**

### **Campus Compact Awards**

- Emma Block '22 received the Maine Campus Compact Heart and Soul Student Award in recognition of exemplary civic engagement.
- Georgia Moses '21 received the Maine Campus Compact PILLARS (Philanthropy, Innovation, Learning, Leadership, Action, Responsibility, and Service) Award.
- Ronan Goulden '22 received the Maine Campus Compact Community Health Hero Student Award in recognition of exemplary civic engagement directly related to the COVID-19 public health crisis.
- Dianna Georges '22 received the national Campus Compact Newman Civic Fellows Award, presented annually to undergraduates who have demonstrated an invested interest in service, research, and advocacy throughout their college experiences and beyond.

- Doug Dumont and the Lewiston High School Aspirations Program received the Maine Campus Compact Community Partner of the Year Award in recognition of distinguished contributions and dedication to strengthening campuses and communities in Maine.

A recording of the 2021 Maine Campus Compact Awards Ceremony can be viewed [here](#).

## **Harward Center Awards**

Due to the pandemic, the Harward Center was once again unable to host its annual Awards Celebration in person. However, Harward Center staff were honored to create videos in which they recognized students, faculty, staff, and community partners for their dedication to connecting the college with the larger community through collaboration, research, and service. This year's award recipients were:

- Carla Harris, Lewiston Housing Authority, recipient of the 2021 James and Sally Carignan Award for Career Achievement
- Skye Conley '21, Hannah McKenzie '21, Zoe McKinney '21, and Dylan Simon '21, recipients of the 2021 Harward Center Student Award for Outstanding Community-Engaged Academic Work
- Max Friedenwald-Fishman '21, Genesis Paulino '21, Joshua Redd '21, Jillian Serrano '21, Matthew Suslovic '21, and Anah Witt '21, recipients of the 2021 Harward Center Award for Outstanding Community Volunteerism and Student Leadership
- Perla Figuereo '21 and Lebanos Mengistu '21, recipients of the 2021 Harward Center Award for Student Activism
- Amalia Herren-Lage '22, Ashka Jhaveri '22, and Travis Palmer '21, recipients of the 2021 Peggy Rotundo Award for Excellence in Democratic Engagement
- Aaliyah Moore '24 and Marcos Pacheco Soto '24, recipients of the 2021 Harward Center Award for Outstanding Community Engagement by a First Year Student ("Rookie of the Year" Award)
- The Chemical Society, recipient of the 2021 Harward Center Student Award for Community Liaison Programming
- Professor Loring "Danny" Danforth, Anthropology, recipient of the 2021 Harward Center Faculty Award for Outstanding Community-Engaged Work
- Jason Moreau and Jake Paris, Information and Library Services, recipients of the 2021 Harward Center Staff Award for Community Volunteerism, Leadership, or Engagement
- MOVE (Lauren Nudi '23 and Coach Malik Hall, Bates Football), recipient of the 2021 Harward Center Community Partner Award for Outstanding New Initiative
- The Lewiston Housing Authority Collaborative (Carla Harris, Lewiston Housing Authority; Andrea Aguilera '21, Casey Kelley '21, Annika Mirchandani '23, and



Georgia Moses '21) and the “Understanding Migration:” Lewiston High School Teacher Cohort (Donna Olsen, Kate Chase, and Michelle Crowley), recipients of the 2021 Harward Center Award for Outstanding Community Project/Partnership

Award recipient recognition videos can be accessed [here](#).

## **Senior Civic Leaders Celebration**

On May 18, in the Harward Center backyard, Harward Center staff gathered with our graduating Bonners and Outreach Fellows to celebrate them as they reflected on their civic journeys across their four years at Bates.

## **Harward Center Staff Civic Leadership & Recognitions**

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

**Service on Boards of Directors and Advisory Boards:** Community Advisory Board for the University of Southern Maine’s Lewiston-Auburn College; Tree Street Youth; Community Concepts Board of Directors; 21st Century Community Learning Centers; Lewiston-Auburn Railroad Board of Directors; L-A Arts Board of Directors; Valo Board of Directors; Maine Community Integration Board of Directors

**Service on Task Forces, Committees, and Teams:** Montello Elementary School Leadership Team; New Mainers Community Collaborative; Androscoggin Land Trust Lands Committee

**Elected Office and Municipal Bodies:** State Representative, House District 60 (Appropriations and Financial Affairs Committee); Mayoral Ad-Hoc Committee on Reducing Poverty, City of Lewiston; Auburn Conservation Commission; Lewiston Public Library Board of Directors; Lewiston-Auburn Community Forestry Board

**Campus Committees and Boards:** Sexual Misconduct Review Board

## **Presentations & Publications:**

- Kristen Cloutier and Christopher Castaneda presented a workshop on the role of elected officials in addressing a public health crisis and remote community engagement opportunities in *FYS 517: Epidemics: Disruption, Inequality, and Change*.

- Kristen Cloutier joined Senator Nate Libby in a class discussion on the effects of a pandemic on state economies in *ECON 270: Intermediate Macroeconomic Theory*.

## AFFILIATIONS

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

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

## The NUMBERS September 2020-August 2021

### **Academic Community-Engaged Work**

28,105 documented hours of academically-based community work were provided by Bates students through courses, theses, and independent studies.

13,340 of these hours were provided in connection with public schools and other youth-serving organizations.

1,314 students participated in academic community-engaged learning from the fall of 2020 through the summer of 2021.

47 courses included a community-engaged learning component. Due to the pandemic, none occurred during Short Term.

21 community-engaged senior theses were completed.

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

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

4 were Full Professors;

5 were Associate Professors;

6 were Assistant Professors;

4 were Visiting Assistant Professors; and

4 were Lecturers.

### **Volunteer Work during the Academic Year**

3,322 documented hours of volunteer service were provided by 304 Bates students during the academic year. Another 2,000 hours were contributed by Bates students through residence life programs, student clubs and athletic teams.

### **Summer Work**

555 documented hours of community-engaged work were provided by Bates students over the summer through Federal community work-study funds.

### **Student Leadership Development Programs**

Thirty Bonner Leaders completed 2,914 hours of community work during the academic year. Eight Community Outreach Fellows spent 1,035 hours coordinating and participating in volunteer programs. Thirty students tutored in local schools for 3,063 hours through America Reads/America Counts and the Bates Civic Action Team.

Twenty-one students worked with non-profit organizations through the Community Work-Study program.

### **Community Work Study**

Fifty-one students worked 3,688 hours in the community through the federal community work-study program during the academic year. Of these hours, 1,683 were dedicated to the America Reads/America Counts program.

### **Student Positions**

8 students served as Community Outreach Fellows.

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

30 students served as Bonner Leaders.

30 students served as tutors through America Reads/America Counts and the Bates Civic Action Team.

2 students served as Harvard Center Student Assistants.

1 student served as the Harvard Center Social Media Intern.

2 student served as BatesVotes Coordinators

7 students participated as Vote Captain Organizers.

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

10 students participated in the DALI x Bates Fellows program.

27 students participated in the Action/Research Team Fellows program.

## **Grants & Fellowships**

In 2020-2021, the Harvard Center for Community Partnerships awarded the following grants and fellowships:

\$781 in Faculty Discretionary Grants

\$12,250 in Carignan Fund for Community Programs Grants to community partners

\$1,544 in Community-Engaged Learning/Transportation Grants to students

\$1,107 in Community-Engaged Research Grants to students

\$527 in Community Liaison Grants to student clubs and organizations

\$2,800 in Community-Engaged Research Fellowships to students

\$6,800 in DALI x Bates Fellowships to students

\$10,800 in Action/Research Team (A/RT) Fellowships to students

\$15,000 in Community Outreach Fellowships to students

\$42,332 in Bonner Leader Fellowships to students

\$3,993 in Electoral Engagement Fellowships to students (through an Ask Every Student grant)

\$65,541 in Academic Year Community Work-Study Fellowships to students

\$6,882 in Summer Community Work-Study Fellowships to students