

Civic Engagement at Bates

2022-2023

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 2022-2023 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 36 (unduplicated count) community-engaged courses listed below were offered during the 2022-23 school year and produced over 13,340 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.

Art and Visual Culture

- Art and Social Practice: A Community-Engaged Project, AVC 137, Professor Droge

Biology

- Microbiology, BIO 315, Professor Banks

Classical and Medieval Studies

- The Medieval Year, CMS 220, Professor Lynch

- Saints, Ships, Sultan: Horn of Africa in the Middle Ages, CMS 276, Professor Tizzoni

Digital and Computational Studies

- TechnoGenderCulture, DCS 106, Professor Shrout
- Public History in the Digital Age, DCS 301, Professor Shrout

Education

- Perspectives in Education, EDUC 231, Professors Sale and Wallace
- Teaching in the Sciences, EDUC 235, Professor Wallace
- Race and Justice in American Education, EDUC 242, Professor Tieken
- Teaching Through the Arts, EDUC 265, Professor Sale
- Educational Psychology, EDUC 274, Professor Snyder
- Learning and Teaching: Theories and Practice, EDUC 343, Professor Sale
- Education, Reform, and Politics, EDUC 380, Professor Tieken

English

- Modern Short Stories, ENG 121, Professor Strong
- Fiction Writing, ENG 291, Professor Strong

Environmental Studies

- Community-Engaged Research in Environmental Studies, ENVR 417, Professor Harper
- Mapping and GIS Lab, ENVR 217, Professor Arora

First-Year Seminars

- Exploring Education Through Narratives, FYCS 300A, Professor Tieken
- Lewiston: Local Lens on Global Issues, FYS 507, Professor Boss
- The Land is Whose Land?, FYC 541, Professor Hall
- The Study and Practice of Human Cooperation, FYS 544, Professor Goff

French and Francophone Studies

- French in Maine, FRE 240, Professor Rice-Defosse

Gender and Sexuality Studies

- Work, Family, and Social Inclusion, GSS 340, Professor Kane
- The Women's Movement in Africa, GSS 363, Professor Lim

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

Physics

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

Psychology

- Developmental Psychology, PSYC 240, Professor Snyder

- Empirical Research Thesis Seminar, PSYC 457D, Professor Garrison
- Senior Thesis/Community Based Research, PSYC 457, Professor Langdon

Religious Studies

- Human Suffering: Job, Genesis, and Revelation, REL 313, Professor Baker

Rhetoric

- Intersectional Rhetorics, RFSS 272A, Professor Otis

Sociology

- Contemporary Social Problems: Sociological Perspectives, SOC 104, Professor Kane
- Correcting and Controlling Behavior, SOC 217, Professor Rocque
- Privilege, Power, and Inequality, SOC 250, Professor Kane

Theater

- Dramaturgy: An Introduction, THEA 223, Professor Carlson

Publicly-Engaged Research, Independent Studies, & Internships

During the 2022-2023 school year, fifteen students completed community-engaged senior theses under the direction of Bates faculty members. These projects occurred in disciplines from across the college. Dozens more students completed independent study projects or academic internships that had significant community engaged aims and content. Summaries of thesis projects are available in the Appendix.

Faculty Development

Bates faculty took advantage of numerous opportunities offered by the Harward Center during the 2022-2023 academic year to enhance their knowledge and skills relevant to community-engaged teaching and research:

- Working with the Dean of Faculty's Office, Harward Center staff conducted an orientation to Lewiston and to critical community engagement for all new faculty, including a narrated walk through the downtown to learn about local history and culture.
- A range of [Getting to Know Lewiston](#) resources were offered for faculty use with students, and a short and sweet [Community-Engaged Learning Best Practices](#) document helped faculty get their arms around this important pedagogy.
- New faculty and their loved ones enjoyed a backyard supper party with Harward Center staff and numerous community-engaged faculty members – a wonderful chance to meet new colleagues and learn about how faculty get involved with the off-campus community.
- After a three-year pandemic delay, we were delighted to offer our PEP program again. PEP – a publicly-engaged pedagogy community of practice for pre-tenure faculty – provides a welcoming, supportive space for early career faculty

members to learn about the ethics and effective practices of community-engaged teaching and to lay the groundwork for a Community-Engaged Learning course they will offer regularly at Bates, all while creating a community of new friends. The 2022-2023 PEP cohort comprised professors Shreya Arora, Earth and Climate Sciences; Erik Bernardino, History; Brian Evans, Theater and Dance; Yun Garrison, Psychology; Sandra Goff, Economics; Seulgie Lim, Politics; Sarah Lynch, Classical and Medieval Studies; and Mark Tizzoni, Classical and Medieval Studies. The community of practice was led by Harvard Center staff members Ellen Alcorn, Sam Boss, and Darby Ray.

- In collaboration with the college's new Center for Inclusive Teaching and Learning, the Harvard Center hosted a lunchtime program entitled, "What Works? Integrating Community-Engaged Learning Into the Classroom." Harvard Center Faculty Fellow professor Lori Banks (Biology) moderated a panel of colleagues (Emily Kane, Sociology; Sam Boss, Harvard Center; Mara Tieken, Education; and Kate Snyder, Psychology) who shared their tips for effective integration of CEL into their teaching practice.
- Across the year, Harvard Center staff members conducted individual consultations with dozens of faculty members to brainstorm ideas for community-engaged learning courses, research projects, and community partners.

In addition to the above, the Harvard Center supported five faculty members in applying for and being awarded grants from the Bonner Foundation to undertake community-engaged work:

- Professor Yun Garrison (Psychology) taught a Community-Engaged Learning course, Community-Based Research Methods, that featured a brand new slate of community partners and student research projects: a) Oasis Free Clinic, assessing discharge and post-discharge experiences among uninsured behavioral health clients; b) Tri-County Mental Health Services, evaluating the experiences with telehealth mental health services provided to patients living in remote areas or poverty; c) Avesta Housing, discussing social enhancement activities for adult residents in subsidized housing; d) Valo, implementing retreat programming with racially diverse emerging adults; and e) Lewiston Middle School, conducting a pilot career program for ethnic minority immigrant youth. All of the projects considered the impact of racial or socioeconomic marginalization on psychological and social well-being, including access to mental health, housing, and/or career resources. In every case, students discussed anti-oppressive community-based methodologies; reflected on their biases and assumptions about their projects and community partners; attended meetings with the community partners to build relationships and establish shared goals (via in-person site visits and virtual meetings), gathered information by working with

the people whom community partners serve (in-person or virtual interviews, online survey); presented research process, outcomes, and reflections at the in-person culminating event, and received feedback from the community partners.

- Professor Sandra Goff (Economics) developed a new Community-Engaged Learning course – a First Year Seminar on Human Cooperation in which each student will research and contribute each week to the work of a different local nonprofit organization and then, as a major assignment, write a grant proposal for that organization, with the class then selecting the two most compelling proposals for \$1,000 grants. The course will be offered for the first time in Fall of 2023.
- Professor Michael Rocque (Sociology) worked on a redesign of his Crime, Justice, and Society course so that the CEL component focuses on policy work instead of exclusively direct service. Toward that end, generous time was spent during 2022-2023 on partnership and project development. The course will be offered again in Winter of 2024.
- As a Bonner Faculty Fellow, Professor Lori Banks (Biology) developed and piloted a "students as colleagues" CEL Teaching Assistant program for lab sciences, using her Microbiology course for the pilot. This involved both Fall and Winter semesters, with the focus in the Fall being the identification/recruitment of a suitable and interested student, as well as the development of a plan for both the content and method to be implemented during the Winter semester course. Harvard Center staff member Ellen Alcorn worked closely with the student TA, who developed a curriculum that she delivered during the first 15-20 minutes of each week's lab period. That curriculum gradually developed the Bates students' CEL literacy and understanding of community context, and it allowed them to work in small groups to develop a series of hands-on Microbiology-related projects geared toward middle schoolers. Using a small portion of the course's weekly lab period for the CEL work, instead of regular class time, created some "breathing space" for the CEL work. One of the challenges of integrating CEL into STEM courses is the content coverage pressure that most of those courses are under. The major innovation of this pilot project was to remove CEL from the classroom and put it into the lab, where putting theory into practice is already the focus. At the end of the semester, thanks to a modest infusion of CEL theory and practice into each week's lab, the Bates students were able to confidently lead Lewiston Middle School students in a 90-minute lab experience designed to build their microbiology knowledge and skills. By all accounts, that lab was a success: the middle schoolers were engaged, and their investment in the activities increased with time; their teacher was impressed by how focused and energized her students were; and the Bates students expressed high levels of satisfaction with the project.

- Also a Bonner Faculty Fellow for the year, Professor Emily Kane (Sociology) was featured in the faculty development program, "What Works? Integrating Community-Engaged Learning Into the Classroom," which the Harvard Center co-hosted with the new Center for Inclusive Teaching and Learning at Bates. Professor Kane also provided valuable thought partnership and discernment for Harvard Center staff on two important topics: the hiring of two new Harvard Center staff members and laying groundwork for the college's reapplication for the Carnegie Community Engagement Classification.

With nominations and support from the Harvard Center, two faculty members were selected by Project Pericles to serve as Periclean Faculty Leaders during the 2022-23 academic year:

- Professor Seulgie Lim (Politics) integrated a community-engaged learning component in her upper-level course, Women and Women's Movements in Africa. In small groups, students partnered with three local organizations led by first- or second-generation African immigrant women. One group created instructional videos for Her Safety Net, an organization that assists immigrant women experiencing gender-based violence. Another group collaborated with Community Organizing Alliance to create a more sustainable and strategic social media presence, which included the creation of a series of templates for ongoing use. A third group of students worked with this same organization on a data analysis project to help them understand the qualitative data they had collected from participants in their youth civic leadership program. Finally, a fourth group completed a similar data analysis project for Generational Noor, an organization that reduces stigma around and provides support for people struggling with substance use disorder.
- Professor Mary Rice-DeFosse (French and Francophone Studies) integrated a new community-engaged learning component into her French in Maine course, with students tutoring local new immigrant French speakers in English. Students also organized a well-attended and -appreciated community event at the Lewiston Public Library featuring the film, *Le Carrefour/The Intersection*, a 2020 film about the friendship between a Franco-American and a Congolese immigrant and the similarities and differences in the stories of immigrant communities in the Twin Cities of Lewiston and Auburn. A discussion with audience members followed, with an opportunity to mingle over refreshments at the end. The two principals in the film, an older Franco-American woman and a younger Congolese man, also took part in the program.

Finally, Professor Emerita of Politics and Gender and Sexuality Studies Leslie Hill served once again as a Harvard Center Faculty Fellow, providing highly-valued support, wisdom, and collegiality across the year.

Faculty Community Engagement 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 2022-23 academic year totaled approximately \$4200 and included these projects:

- John Baughman, Politics; for costs associated with a day trip to the Maine State House for students in *PLTC s23: Simulating the Legislative Process*
- Sara Chari, Mathematics; for costs associated with hosting a Math Festival at Auburn Middle School with students in *MATH s45M: Enumerative Combinatorics*
- Carrie Diaz Eaton, Digital and Computational Studies; for a community partner stipend to Nuevas Voces, to liaison with a climate change GIS dashboard development team in Providence, RI
- Michel Droge, Art and Visual Culture; for costs associated with a day trip for students to New Roots Cooperative Farm and a large format poster installation in downtown Lewiston in *AVC 137: Art and Social Practice: A Community-Engaged Project*
- Gina Fatone, Music; for honoraria for five guest presenters in *MUS 392: Community-Engaged Music and Well-Being*
- Jonathan Kurzfeld, Economics; for honoraria for two guest speakers and costs associated with a day trip to the Maine State Prison for students in *ECON 373: Economics of Crime, Punishment and Rehabilitation*
- Seulgie Lim, Politics; for costs associated with a student Community-Engaged Learning Share-Out in *GSPT 363: The Women's Movement in Africa*
- Michael Rocque, Sociology; for honoraria for a guest speaker and costs associated with a day trip to the Maine State Prison for students in *SOC 217: Correcting and Controlling Behavior*

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.

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

During the 2022-2023 academic year, 20 students spent 1251 documented hours providing remote classroom and tutoring support. Sites included: Connors, Farwell, and McMahan Elementary Schools, Lewiston Middle School, Lewiston High School. Most students worked 4-6 hours per week at their community sites, and they met monthly (on an optional basis) for skill building and reflection. 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.

Bonner Leader Program

This year, 25 Bonner Leaders spent 2,883 hours participating in a range of significant community-engaged activities:

- **Maggie Amann '25** was an active member of Big Brothers Big Sisters, providing mentoring to a “little” at Connors Elementary School. She also volunteered throughout the year with Special Olympics programming.
- **Sivani Arvapalli '26** offered homework help to students at Tree Street Youth; provided transport assistance to patients at St. Mary’s Hospital; and worked as a mentor and grant-writer for Lewiston High School’s robotics team.
- **Lucy Batres Rodriguez '26** was a digital youth organizer for the Boston-based organization City Life Vida Urbana, focused on tenants' rights.
- **Carolyn Chepkemboi '23** provided tutoring for youth and young adult refugees at the Root Cellar.
- **Leith Chikh Rouhou '26** participated in the Early Math and Literacy Initiative, and helped out in the soup kitchen at the Trinity Jubilee Center.
- **Nayeli Cortes-Tzompantzi '24** tutored multilingual students at Gateway Community Services and helped out in the soup kitchen at the Trinity Jubilee Center.
- **Marisela Flores Pineda '24** mentored high school students through the college application process with the Fair Opportunity Project and developed a LatinX Immigration unit for Social Studies teachers at Lewiston High School.
- **Mohamed Khalaf Gabsi '25** wrote grants for Maine Immigrant and Refugee Services, and helped to develop a communications and outreach strategy for the Community Organizing Alliance.
- **Emily Gonzalez '25** tutored and mentored middle and high school students at Tree Street Youth.

- **Anzal Isaak '26** provided support to students in Lewiston High School's Aspirations Lab.
- **Daisy Kettle '24** participated with the Montello Book Buddies program. She also helped out with the AK Health and Human Service's "Strive" program, which aims to teach digital literacy skills and aid people entering the workforce.
- **Rashad King '25** volunteered with Schooner Estates to support their assisting living programming.
- **Isaac Levinger '24** supported students currently displaced from school through Tree Street Youth's Rooted program. He also supported a cohort of high school seniors from Next Step High School as they participated in community internships.
- **Aleisha Martinez Sandoval '26** provided math and science tutoring for students from Lewiston High School.
- **Cassidy Meyer '25** taught cooking classes for elementary school students under the auspices of the St Mary's Nutrition Center.
- **Lily Miller '25** volunteered with the Center for Wisdom's Women and participated in the Big Brothers Big Sisters program at Connors Elementary School.
- **Kara Neal '25** volunteered at Tree Street Youth.
- **Faith Nwando '24** tutored multilingual students at Gateway Community Services and helped out in the soup kitchen at the Trinity Jubilee Center.
- **Claudia Petrie '23** did fundraising with the Rian Immigrant Center and spearheaded a social media campaign for Loaves and Fishes Ministries.
- **Martha Reyes '23** served as the Bonner senior intern and provided an array of supports for Trinity Jubilee Center's soup kitchen, including recruiting and training volunteers.
- **Kush Sharma '23** supported a theater class at Lewiston High School, and developed a marketing video for the Rosati Leadership Academy.
- **Sarah Marta Veskimagi '23** partnered with a Chemistry teacher at Lewiston High School to provide classroom support and develop lab opportunities for students.
- **Kendall Williams '23** participated in the Book Buddies program at Montello Elementary School and supported students currently displaced from school at Tree Street Youth.
- **Vyshnavi Viju '26** helped out at the front desk at the Lewiston Public Library and volunteered with Trinity Jubilee Center's soup kitchen.
- **Alex Wheelock '24** provided mentoring and soccer coaching for youth at the Rosati Leadership Academy.
- **Robbie Washburne '26** supported students currently displaced from school at Tree Street Youth.

Bonner Racial Justice Fellows

Launched in early 2022 with support from the Bonner Foundation, the Bonner Racial Justice Fellowship is a collaboration between the Harvard Center and the Office of Intercultural Education at Bates. The goal is to grow and institutionalize community engagement opportunities for BIPOC students in partnership with BIPOC-serving, racial justice-focused organizations in the local community. Toward that end, four students were selected to serve as Fellows (with replacements identified for Fellows who studied abroad) for the year. They worked together, in partnership with staff from Tree Street Youth in Lewiston, to develop programming to advance the leadership, learning, exploration, and growth of Lewiston youth. In the Fall semester, two relationship-building programs were held at Tree Street, followed by a "college aspirations" program at Bates that included a campus tour, lunch in the Bates Dining Commons, and diverse activities at the OIE, including painting, vision board collages, and card games, among others. Three on-campus events were held in the Spring, all designed to increase the "college comfort and confidence" and overall well-being of the participating youths, particularly in light of the widespread mental health challenges facing today's youth. Bates staff members Hamza Abdi (Harvard Center) and Mana Abdi (OIE), no relation, oversaw the program. Tree Street Youth staff members Keenan Shields and Angela Eustache served as community collaborators. The Fellows were Aaliyah Moore, Emily Gonzalez, Arely Licano, and Nimco Jama (Fall semester) and Amara Ogbonna, Fiki Hunt, Darlene Igiraneza, and Emily Gonzalez (Winter semester).

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 2022-23 school year, 15 Fellows worked together to lead key volunteer programs at Bates. The Fellows each took responsibility in different areas, working as a team to expand volunteer programming at Bates and to explore leadership issues. Fellows ran site-based programs, working with volunteers, community work-study students, and community-engaged learning students to meet community needs by facilitating student work at the agency. The 2022-23 Community Outreach Fellows, and their community partners were:

- **Annika Mirchandani '23** organized Sunday brunches for low-income residents for elderly and younger disabled people living at Blake Street Towers. 40 students spent 201.5 hours preparing, serving, and eating brunch with residents.
- **Emma Johnston '23** found placements and led workshops for 20 students participating in America Reads/America Counts (ARAC), as members either of the Bates Civic Action Team or Community Workstudy. ARAC is a federal program that provides work-study funding for college students to provide literacy

and math tutoring in K-12 settings. Students spent XX hours tutoring youth in Lewiston schools.

- **Lauren Nudi '23** revived a Friday mentoring lunch program at Lewiston Middle School. During the school year, 50 Bates students spent 238 hours participating in the program. Lauren also created a program called “Learn to Play,” in which 15 Bates athletes spent 35 hours teaching youth at the Boys and Girls Club how to play a variety of sports, such as football, field hockey, volleyball, and lacrosse.
- **Anna Sarrazin '24** and **Abigail Harkness '24** led the Book Buddies program at Montello and Connors Elementary Schools. 66 Bates students spent 1,270 hours reading children’s books with K-3 students.
- **MaryBeth Tune '25** supported ArtVan, a mobile arts therapy program with regular activities at several local non-profits. MaryBeth recruited volunteers to help with art projects at the weekly Lewiston Public Library program as well as at sites in Auburn. 31 Bates students spent 128 working with ArtVan.
- **Gabe Alvarez '23** recruited 13 Bates students who spent 40 hours leading programming for youth at Lewiston Housing Authority’s Hillview, a low-income housing complex.
- **Maddie Lee '23** recruited 17 Bates students who provided 49 hours helping with a variety of gardening projects for the St. Mary’s Nutrition Center’s Lots to Gardens programs.
- **Aaliyah Moore '24** and **Colby Green '24** recruited 41 students who spent 166 hours over the course of the year participating with a variety of organizations focused on legal reform, including the Maine Prisoner Reentry Network and the College Guild.
- **Starr Bradley '25** and **Aaron Martinez '25** led the Playground Pals program at Farwell and Geiger Elementary Schools. Over the course of the year, 14 students spent 130 playing with children during school recess.
- **Olivia Reynolds '24** and **Katie Caperton '23** oversaw recruitment and training for 66 Bates students to spend 514 helping out with a variety of programs at Tree Street Youth.
- **Nimco Jama '24** recruited and trained 22 students who spent 227 hours over the course of the year as Big Brothers/Big Sisters at Connors Elementary School, as well as a more informal mentoring program at Montello Elementary School.

International Student Experiential Learning Fellows Program

This year, four international students spent 306 hours engaging with a variety of community partners:

- **Ruslan Peredel'skiy '25** volunteered with AK Health and Human Services, and also created and [performed a dance concert](#) to raise money for Ukrainian refugees.
- **Ruhan Sardar '26** helped to revive a partnership between Bates and the Social Learning Center, a day center for adults with developmental disabilities. In addition to volunteering there each week, Ruhan recruited other Bates students to participate at the center.
- **Anotida Viazhero '25** participated in the Big Brothers Big Sisters program at Connors Elementary School.
- **Andy Xu '26** participated in a wide variety of community activities, including reading to young children, serving as a Big Brother, and tutoring students from Lewiston High School.

Student Athlete Community Engagement Fellows Program

This program provides access to the college's Community Work Study program for qualified student-athletes. By offering one-semester work options, athletes can earn their work study dollars by working in local nonprofit settings during their off-season – an opportunity usually available only in full-year increments. This year's participants and placements:

- Sierra Aponte Clarke '25, Rosati Leadership Academy, Lewiston, ME
- Julia Brophy '25, Lewiston High School, Lewiston, ME
- Matthew Fox '26, America Reads tutor at Lewiston Public Schools, Lewiston, ME
- Summer Gordon '26, America Reads tutor at Lewiston Public Schools, Lewiston, ME
- McKayla Kendall '26, PAL Center, Auburn, ME
- Julia Oliver '25, Rosati Leadership Academy, Lewiston, M
- Abbey Otterbein '23, Lewiston High School, Lewiston, ME
- Amanda Power '26, America Reads tutor at Lewiston Public Schools, Lewiston, ME
- Marrich Somridhivej '26, L/A Arts, Lewiston, ME

Short Term Community Service Program

Seven students participated in the Harvard Center's Short Term Community Engagement Program during the college's 3.5 week spring term. Each worked at least twenty hours per week on community projects:

- Annie Conway '23, Androscoggin Land Trust
- Amy Townend '24, AK Health and Social Services
- Salamata Barry '23, Lewiston Middle School

- Deven Thapaliya '25, St. Mary's Nutrition Center
- Dhruv Chandra '25, Stages for All Ages
- Sophie Hafter '25, Stages for All Ages
- Molly Kelley '25, Stages for All Ages

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 2022-2023 academic year that were reported to or supported by the Harward Center are presented below.

Adopt-A-School

This year, after a hiatus due to COVID-19, we began to rebuild our Adopt-A-School partnership with Lewiston Middle School. The partnership, which supports a variety of academic community-engaged learning and volunteer projects, featured a variety of activities during 2022-2023:

- 17 education students contributed 510 hours in classrooms and after-school programming.
- 50 Bates students contributed 238 hours to a Friday lunch/mentor program.
- In the spring, 39 Bates students staff hosted all 350 8th grade students on three consecutive days for aspirations-related activities, including a trade/career fair; field games; lunch and conversation; and a session on college access.

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. This year, AESOP was able to begin off-campus trips once again, allowing for some community engagement opportunities for First Year students. The Harward Center staff supported the WheelSOP trip, giving a community-engaged focused tour of Brunswick, Maine and also time to reflect on the area's similarities and differences to the Lewiston Auburn area.

Astronomy Extravaganza

Students from *Introduction to Astronomy* developed hands'-on presentations and activities for the 6th annual Astronomy Extravaganza on April 17. Organizers invited 3rd-6th graders and their families from Lewiston and Auburn to the Bates campus for a night of stargazing and exploring exhibits showcasing topics such as black holes, moon phases, planets, and galaxies.

Clean Sweep

The annual Bates Clean Sweep, now in its 22nd year, is a community-facing sale filled with items donated by students, faculty, staff, and college departments at the end of the year. Every spring, volunteers from local non-profit organizations help us collect truckloads of donated items from student residences. They clean, organize, and organize the sale. 100% of the earnings go to the participating local nonprofits. For the 2023 Clean Sweep, John F Murphy Homes was the primary organizer and beneficiary, with Pink Feather, the Humane Society, and the Root Cellar as additional community partners. Over \$22,000 was netted this year.

College Access Programming

With Bates College COVID-19 restrictions easing during the 2022-2023 academic year, college access programming has made a strong comeback. This was primarily accomplished through the revitalization of Aspirations Days in partnership with Lewiston Middle School, running them for the first time in about 3 years. These Aspirations Days were organized with the support of the Aspirations Club and in partnership with multiple campus offices including the Office of Intercultural Education (OIE), the Office of Accessible Education, Facility Services, Bates Athletics, and the Office for Purposeful Work. During the Aspirations days, dozens of student volunteers supported the sessions and activities.

This year, three Aspirations Days were done throughout the month of May for the 8th grade class of Lewiston Middle School. During the Aspirations Days, 8th grade students were invited onto the Bates campus to learn about college, careers, and trades opportunities. The days began with three morning sessions: One focused on college access which facilitated different activities to inform students about the opportunities college can allow them to access and how to afford college; One focused on career and trade school access that had local career and trades focused community partners tabling; and one focused on touring a STEM building and learning about the expectations of the college classroom. After a quick lunch, LMS students then got to choose one of five after lunch activities including soccer facilitated by the women's soccer team; basketball facilitated by the men's and women's basketball team; arts and crafts; field games; and board games. The Aspirations Days proved very successful, with

students in the post visit survey rating a greater understanding in how they can achieve their college, career, or trade aspirations, along with a generally positive rating of their time at Bates College.

Now with a good model for Aspirations Days and new energy on campus to run them, the hope for next academic year is to give other local middle and high schools the opportunity to have their own Aspirations Day.

Community Liaison Program

Since its inception at the start of the 2014-2015 academic year, the Community Liaison program, a collaboration between the Harvard Center, Bates Athletics, 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 Harvard Center. During the 2022-2023, the program has returned to full capacity, yielding many great community-engaged projects, including:

- Bollywood Dance, Chess Club, Garden Club, and Robinson Players all ran a version of their club at Montello Elementary School for their after-school program during the Fall and Winter semesters.
- Run Club participated in the Commit to Get Fit 5K and Harvest Walk, rallying about 20 members to volunteer throughout the event. They also had many members participate as runners in the 5K.
- The Bates QuizBowl Team hosted the high school Maine QuizBowl state championship, which featured 15 schools from across Maine spending a day competing against each other for gold in Pettengill Hall.
- The Bates Swim Team partook in their annual Litter Pick Up and did weekly community-engaged work with a local mosque.
- The Cross Country Team rallied 60 of their members to collaborate with Lewiston Public Works for a stellar day of service that included repainting fire hydrants, grounds work in the Riverside Cemetery, and helping the SHARE center move out of their current building.
- Four a cappella groups (Crosstones, Merimanders, Take Note, and ManOps) entertained the annual Taste the Harvest crowd in downtown Lewiston, providing wonderful tunes to accompany the culinary-focused festivities.
- Circus Club, 2BEATS, and Robinson Players performed for the children and families attending the Farwell Pumpkin Festival.
- Field Hockey, Women's Soccer, and Men's Lacrosse worked with Tree Street Youth to facilitate after-school sports activities for the kids and teens of the center to enjoy. The Field Hockey team also ran a learn-to-play program at the Boys and Girls Club
- The Chemical Society conducted a fun Halloween demonstration for kids outside of Dana Chemistry Hall, ending with a favorite of many – exploding pumpkins!

- The Men's Lacrosse and the Men's Baseball team helped the SHARE Center get set up in their new space. They helped erect shelving units, paint walls, and unpack boxes.
- The Women's Soccer Team, Women's Basketball Team, and Men's Basketball Team led sports activities for Lewiston Middle School students during the on-campus Aspirations Days in Short Term.

EcoService Day

Bates EcoReps organized and implemented two days of community service focused on environmental well-being. Activities included outdoor work with Lots to Gardens, trash pickup at local parks, Mt. David Cleanup, physical support for local nonprofits, and moving leaf-litter to the Bates Garden.

Foundational Dialogues

Harvard Center staff spent significant time during the Winter and Spring of 2023 engaged in Foundational Dialogues designed to grow our understanding of race, power, privilege, white supremacy, and settler colonialism as they relate to the Center's programs and practices. In this endeavor we joined colleagues from three other academic support units at the college – the Academic Resource Center, Writing at Bates, and the Math/Stats Workshop – and were resourced and guided by a talented facilitator-consultant, Hilary North Ellasante. Through shared readings, in-person discussions, and meetings with accountability partners, we grew our understanding, literacy, comfort-with-discomfort, and sense of shared responsibility, connection, and joy as fellow travelers seeking to acknowledge and dismantle white supremacy culture. Among the specific work undertaken by Harvard Center staff was the creation of [a set of shared Values](#) we intend to use as guides in our future decision-making and programs. We also invited students to conduct an audit of the physical space of the Harvard Center and to suggest ways of making it a more inclusive and welcoming space, and we implemented many of those suggestions in subsequent months, including brighter colors, cozier furnishings, and updated photographs and wall decorations.

Martin Luther King, Jr. Day

As part of a full day of on-campus learning, debate, and performance celebrating art and activism, the Harvard Center and the Arts Collaborative cosponsored *Theater of the Oppressed* with Maine Inside Out, a somatic theater workshop that de-mechanizes learned behaviors and builds containers for play, intimacy, and trust.

Mentoring

Mentorship programming has seen a large increase during the 2022-2023 academic year in large part thanks to the newly formed Bates Aspirations Club. In collaboration

with the Harward Center, the Aspirations Club recruited, trained, and managed 32 student mentors who met with Lewiston High School students (building off of a mentorship program previously run by Emma Block '22) or Auburn Middle School students on an at least biweekly basis. Each mentor went through an hour-long training with the Aspirations Club and had to have a 1-on-1 meeting with school staff to ensure they understood the obligations and best practices of working with our local students. The program saw great success in its first year, with the Bates mentors finding much enjoyment in the program, the mentees connecting well with their Bates students, and LHS and AMS staff providing positive reviews toward the impact of the program. The Aspirations Club is excited to continue to develop this program further, having elected two executive board members to oversee the mentorship program, one assigned to LHS and the other to AMS.

Twenty-two Bates students spent 227 hours over the course of the year as Big Brothers/Big Sisters at Connors Elementary School. In the second semester, an outreach fellow also implemented a more informal mentoring program at Montello Elementary School. Based on the success of these programs, we plan to expand mentoring both at Montello and also at Geiger Elementary School in the 2023-2034 academic year.

Montello Book Buddies

Anna Sarrazin '24 and Abigail Harkness '24 led the Book Buddies program, which pairs a Bates student with a K-3 student for twice-weekly one-on-one reading sessions. This year, the program, which has taken place at Montello Elementary School for many years, was expanded to include Connors Elementary School as well.

New Student Orientation

Harward Center staff and student leaders helped welcome and orient new students in many ways, including:

- A video, "Community-Engaged Learning: Connecting Classroom and Community," which was required viewing for incoming students during the summer as part of the "Exploring Liberal Arts & Academic Opportunities" module;
- Individualized responses to incoming students' responses to a First Year Form that asked them to share their interest in a range of possible forms of community engagement;
- A 90-minute program at the Harward Center for Bobcats First (first generation to college) students, including information about Harward Center programs and a picnic lunch in our backyard with a special appearance from several community

partners, who welcomed the students to Lewiston and invited them to get involved off campus during their time at Bates;

- Participation in the New Student Orientation Academic and Resource Fair;
- Participation in the Students Clubs and Orgs Fair;
- Participation in two 2026 Family Orientation webinars: Life Outside the Bates Classroom;
- BatesVotes students arrived on campus early in order to invite new students to register to vote at several junctures during Orientation;
- Presentation of two "Welcome to Your New Hometown" programs for first-year students, which included a brief overview of Lewiston history and culture, an introduction to Bates-style community engagement, a taste of the different ways students can access community engagement opportunities during their time at Bates, and a voter engagement segment; and
- We also participated in several Admissions events during the year, including two Summer Visit Day Panels and two Admitted Students Day Keynote (Darby started the keynote and then handed it over to community partner, Julia Sleeper of Tree Street Youth).

Puddle Arts

The 2nd annual Puddle Arts event was a rousing success this year! Organized by Community Outreach Fellow Mary Beth Tune, the event provided a plethora of arts-focused activities for approximately 70 students from four local after-school programs. Activities included balloon animals with the Circus Club; freeze dance and creative movement with 2BEATs and the Bates Dance program; bracelet making with the Jewelry Making Club; and field games with the Women's Frisbee Team and Men's Rugby Team. The event also partnered with Art Van, which facilitated painting activities for the 3rd-6th grade students in attendance. This afternoon full of fun and laughs helped to solidify this art-focused event as a campus tradition which we are excited to host once again next May!

Residence Life Programming

With eased COVID-19 restrictions for Residence Life Programming, the Harvard Center was excited to reintroduce the requirement for all Junior Advisors (JAs) to lead their First-Year floor in a community-engaged program. While there are still some areas for improvement in reintroducing this requirement, some successes were had, including the following community-engaged programs:

- Several JA groups helped to run a Blake Street Towers brunch
- Three JA groups decorated the Greater Androscoggin Humane Society for the holidays

- Two JA groups volunteered to run carnival games at the Farwell Pumpkin Festival
- One Residential Coordinator group ran a Spikeball tournament with Tree Street Youth and later used funding to buy the organization some Spikeball kits to continue the fun

Note on the AmeriCorps VISTA work with Residences Life

New this year, the AmeriCorps VISTA no longer works part-time with the Office of Residence Life but instead has a secondary placement with the Office of Campus Life, where the VISTA played a vital role in supporting operations by helping to organize student trips, managing office expenses, facilitating Bates Leads workshops, and providing support for late night events.

Other Volunteer Activities

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

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. A few representative activities are below:

The annual Volunteer Fair resumed in mid-September in its pre-pandemic form, which meant community partner organizations were present to share their work with students – primarily first-year students – and talk to them about ways they could connect to that work during their time at Bates. In addition to community partners, other tables were hosted by the Harvard Center's Community Outreach Fellows, who informed students about still more volunteer opportunities. Attendees enjoyed learning about a rich array of local community work, signing up with organizations of interest, and trying to win one of many raffle items, including gift cards to local restaurants.

Dozens of students, faculty, and staff participated in the 2022 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 they once again won the annual Colby-Bates-Bowdoin fundraising contest.

Many Bates athletic teams did community-engaged work during the year, including the Swim Team, which once again turned out in force for the City of Lewiston's Annual Litter Pick-Up Day.

Many individual students also answered one volunteer call or another. Some became regular and relied-upon volunteers for local organizations like Rosati Leadership Academy, where local kids from mostly African immigrant families grow as citizens and leaders through a free after-school soccer and mentoring program. Other students responded to community requests for one-time assistance—for example, helping downtown youth make art as part of the Beautiful Blackbird Festival in Kennedy Park.

As ever, 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 Store Next Door homeless liaison program.

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CIVIC Capacity-Building Initiatives

Electoral Engagement

Throughout the 2022 midterm elections, the Harward Center sustained its support for student-led, nonpartisan, voter engagement work. Analyzing previous student voter turnout data, we saw that the recent surge in historic voter turnout coincided with the 2016 and 2020 presidential elections (77.6% and 84.9% respectively), however students at Bates did not turnout with the same motivation during the 2014 and 2018 midterm elections (33.30% and 61.20%, respectively). To address the gap, the Harward Center worked to address potential barriers for midterm voting by reaching students early to create a plan for voting, provide information about how their vote can have an impact on issues they care about, and how their vote can impact a variety of competitive races ranging from District Attorney to U.S. Senate – whether they vote in Maine or in their home state. Additionally, we conducted individual outreach to students who were interested in absentee voting, so they could request their ballot and return it with enough time so their vote can be counted.

The Harward Center collaborated with faculty and staff from various departments including Athletics, Campus Life, Residence Life, Communications, Office of Intercultural Education, Post and Print, and the Ladd Library, to begin conversation about the intersection of civic engagement and civic action through voting. The Bates

Votes Leadership Team consisted of seven diverse, motivated students who were passionate about democratic engagement and supporting student participation in the elections process: Khadeeja Qureshi '23, Marcos Pacheco Soto '24, Ethan Chan '25, Elizabeth Gramley '25, Noah Forman '25, and Inez Johnson '25. These students were responsible for conducting outreach to clubs and athletic groups, recruiting volunteers to help with voter registration tabling, setting up voter registration 'drop boxes' around campus, and coordinated information to students about how to vote absentee, how to register to vote in Maine, and what is on your ballot. Campus mobilization activities included:

- Orientation/Club/Volunteer Tabling – BatesVotes was prominent during New Student Orientation week, and the first week back for students. Maine requires voters to re-register every time they move, and the majority of students needed to register. We registered 111 students during the first two weeks of school.
- Civic Holidays – We participated in National Voter Registration Day on October 5th. Our student leadership and volunteer team tabled for nearly 12 hours, asking every student who passed by if they were registered and sharing information about voting in Maine. We registered 194 voters. Initially planning to participate in Early Voting Day, we decided to dedicate our time from October 17-31 to engage students who signed up to vote absentee in their home state. We wanted to ensure that they were familiar with the process to request their absentee ballot, and ensure it's returned before Election Day – overall, we supported 59 students with their absentee vote plans.
- Defending Democracy Talk – The Harvard Center for Community Partnerships and the Politics Department hosted a talk between Professor John Baughman and Maine's Secretary of State Shenna Bellows, to inform students about election integrity and threats to free and fair elections in Maine and across the country.
- Faculty Engagement – We hosted several opportunities to engage our faculty and staff partners who saw students on a daily basis, and are reliable, trusted messengers for our students. Activities included a lunch presentation, sponsoring the "Bates Votes Faculty Champions" program that offered support for faculty who wanted to incorporate civic engagement and voting into their coursework. Additionally, we offered to have students or staff come in to talk about voting and answer any questions that students may have about the process in Maine. Last but not least, we invited faculty to be part of "Professors to the Polls" – inviting their students to walk with them down the street to vote at the polls. Overall, we had 25 faculty members participating in one or more of our activities.
- Campus Visibility + Voting Pride – Leading up to Election Day, Bates Votes published a digital and print nonpartisan voter guide about candidates on the local ballot. Since Bates students vote at the same polling location, most students had the same candidates to vote for with the exception of one dorm. We listed

candidate statements, websites, and positions on issues that students cared about. These displays were placed in five entrances of the highest volume academic buildings on campus. Our inaugural Bates “I Voted” sticker design contest ended in a tie with two stickers printed for the campus community, which was distributed on Election Day.

- Bates Athletes Vote – The Harvard Center and Bates Votes students had a great success engaging with Bates coaches and teams to participate in the 2022 electoral engagement efforts. The Athletics program asked every team to designate a student Vote Captain at the beginning of the fall semester, with Bates Votes team members following up with coaches and team captains for additional information. On Election Day, we supported athletic teams who walked to the polls together. Overall, we had 15 vote captains from athletic teams participating in student voter engagement.
- Election Day – Election Day was our largest mobilization effort! Our student leaders and volunteers tabled from 7am – 8pm when the polls were open. While students couldn’t vote on campus, the polling location was half a block away, or 3 minute walk. Leading up to Election Day, we recruited nearly 23 athletic teams, faculty, and residence leaders to make an Election Day voting plan with their students to go to the polls. Our table had nonpartisan voter guides, “I Voted” stickers, donuts, candy, coffee, and hot cocoa. For those who were new to voting and wanted to walk to the polls with others, we scheduled times when students could to meet at our table and walk over together.

Our electoral engagement efforts benefited from statewide, regional, and national partners including Maine Students Vote, NESAC Votes, Civic Nation, Ask Every Student, NSLVE, and NASPA. Several students from Bates Votes participated in the Maine Student Voting Summit, and met student teams from high schools and colleges around the state. The Harvard Center received a \$5,000 grant from Ask Every Student to expand the capacity of its Bates Votes student team. Bates continues to participate in the ALL IN Democracy Challenge and a Voter Friendly Campus, as designated by the National Association of Student Affairs Administrators. Looking into the future, we look to deepen our commitment to informed civic action, and support electoral engagement as a component of a unified civic agency leadership program.

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 2022-23 school year, the Harvard Center was pleased to support the following campus and/or community programs:

- The Working Communities Challenge
- A Launch Party for Generational Noor
- Healthy Neighborhoods' Winter Sled Giveaway
- The COMPASS Cross-Sector Networking Event at Maine MILL
- Maine Inside Out's Juneteenth Celebration in Kennedy Park
- Summer Fun & Films with L-A Metro Chamber of Commerce and the Lewiston Police Department
- The Great Falls Forum at the Lewiston Public Library
- A training entitled, "Supporting the Well-Being of Refugee and Immigrant Youth: A Whole Community Trauma-Informed Approach" with Maine Immigrant and Refugee Services (MEIRS)

OTHER Programs, Initiatives, & Activities

Office of Admission Events

To help articulate the college's strong commitment to civic learning and action, Harward Center staff and students participated in and presented at numerous programs hosted during 2022-23 by the Office of Admission, including:

- Admission Summer Visit Day
- Admission Fall Visit Day
- Prologue to Bates
- Bobcat First! Orientation

Davis Projects for Peace

The Harward Center was delighted to award one \$10,000 grant to two Bates students to carry out a project that helps ameliorate root causes of conflict. Bates' affiliation with Davis Projects for Peace provided this opportunity. The Harward Center coordinated a competitive proposal and selection process on campus and then submitted the top two Bates proposals to the Davis program for further consideration. Two students received a \$10,000 award for work that took place during the summer of 2023.

Carolyne Chepkemboi '23 and Kemunto Ongera '23 implemented their project, "*Angaza Dada: Improved Access to Menstrual Health and Mentorship for Young Girls*," by collaborating with a local organization in Kenya to provide reusable menstrual cups to hundreds of girls and to hold workshops that center menstrual and reproductive health awareness, career development, and financial literacy. The implementation was conducted in June/July 2023 in partnership with Cross World Africa (CWA) and their Ruby in the Rift program.

Justice for Women

In 2023, the Harvard Center resumed its Justice for Women lecture series, which brings a distinguished human rights activist to Bates College to talk about justice for women and girls in a global context. This year's distinguished speaker was Patricia Campos Mello, an award-winning human rights journalist who has covered international relations, economics, and human rights issues for over 25 years. While working as a reporter-at-large at the Folha de Sao Paulo newspaper, she investigated and published a series of stories about the illegal use of WhatsApp mass messaging in an attempt to manipulate public opinion during the 2018 Brazilian elections. Moderated by Maine Public's Cindy Han, Campos Mello spoke about her experience fighting political disinformation in the age of social media, challenges facing women journalists, and global threats to democracy and freedom of the press. This year's lecture was sponsored by Center for Global Education, the Sun Journal, and Maine Public.

Planetarium

Under the direction of Nicole Hastings, the planetarium was grateful to once again offer private planetarium shows after the COVID-19 hiatus. Approximately 340 community members visited the planetarium this year, including school-aged (elementary to high school), public, private, and homeschool groups; adult day programs; girl and boy scout troops; and summer camps. Visitors came from the Lewiston/Auburn area, Lisbon, Monmouth, Phillips, and Portland.

Robinson Players

The Robinson Players hosted Lewiston Middle School 7th graders for three performances of *High School Musical!*. In addition, members of the Robinson Players visited Farwell Elementary School for a morning of theater games with 4th grade students.

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 2022-23 is below:

AK Health and Social Services
An Angel's Wing
Androscoggin Land Trust
Art Van
Auburn Middle School

Auburn Police Department PAL Center
Auburn Public Health
Auburn Public Library
Big Brothers Big Sisters
Blake Street Towers
Boys & Girls Club of Southern Maine, Auburn/Lewiston Clubhouse
Center for Wisdom's Women
College Guild
Community Organizing Alliance
Connors Elementary School
Cooperative Development Institute
Farwell Elementary School
Gateway Community Services
Greater Androscoggin Humane Society
Healthy Neighborhoods
Hebron Academy
Her Safety Net
Hillview Housing Development
L/A Arts
L-A Metro Chamber of Commerce
Lewiston High School
Lewiston Housing Authority
Lewiston Middle School
Lewiston Police Department
Lewiston Public Library
Lewiston Public Works Department
Lewiston Recreation Department
Lisbon Area Christian Outreach (LACO) Food Pantry
Loaves and Fishes Ministries
Maine Immigrant and Refugee Services
Maine Immigrant Rights Coalition
Maine Inside Out
Maine Museum of Innovation, Learning and Labor (MILL)
Maine Prisoner Re-Entry Network
Maine State Legislature
Maine State Prison
McMahon Elementary School
Montello Elementary School
New Roots Cooperative Farm
Next Step High School
Promise Early Education Center

Rian Immigrant Center
The Root Cellar
Rosati Leadership Academy
Schooner Estates
The SHARE Center
Social Learning Center
St. Mary's Nutrition Center
St. Mary's Regional Medical Center
Tree Street Youth
Tri-County Mental Health Services
Trinity Jubilee Center

The Carignan Fund for Community Programs

The Harward Center invited applications from nonprofit organizations and governmental agencies for the Carignan Fund, which grants up to \$2,000 to support projects/programs that fosters new or strengthens existing connections between Bates and the Lewiston Auburn community. The selection committee is comprised of Bates students who have diverse experiences in community engagement: Fiona Cohen '23, Jack Lawrence '24, Isaac Levinger '24, Maria Femia '25, Khalaf Gabsi '25, Dionne Chen '26, and Vyshu Viju '26. The Harward Center held two trainings for the student selection committee to understand philanthropy and power, learn about how foundations are dismantling hierarchies through the grantmaking process, and how to evaluate grant applications with equity in mind. Harward Center staff held two outreach meetings with prospective applicants to answer questions or help brainstorm proposals. In the end, the Carignan Fund received 15 applications and distributed \$10,862 to seven organizations:

- ArtVan - \$1,654 grant to expand its no-cost arts program to youth living in Lewiston and Auburn.
- City of Lewiston Recreation Department - \$1,000 grant to purchase equipment to increase public access to the Lewiston pool, and provide a basis for data collection in order to better inform future programs.
- Community Organizing Alliance - \$2,000 grant to expand its Listening, Education, and Organizing (LEO) program on civic engagement, organizing and policymaking, to Lewiston youth.
- Cooperative Development Institute - \$1,654 grant to train BIPOC youth as apprentices in Lewiston area cooperatives.
- Promise Early Childhood Education - \$900 grant to launch two new, barrier-free lending libraries for Head Start center families.
- Rosati Leadership Academy - \$1,654 grant to increase its alumni engagement and expand its existing program to host more students.

- Trinity Jubilee - \$2,000 grant to purchase equipment and launch a workplace wellness initiative to improve the volunteer experience and help volunteers do their work more safely and efficiently.

FELLOWSHIPS & Grants

The Harward Center is delighted to support students' academic, leadership, and vocational development by facilitating a number of grants and fellowship programs. In 2022-2023, the Harward Center was pleased to award the following grants and fellowships, totaling \$61,326:

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 2023-23, along with their community partners, were:

- Belen Almanzar '26, Auburn Middle School, Auburn, ME
- Sivani Arvapalli '26, Connors Elementary School, Lewiston, ME
- Sivani Arvapalli '26 and Kush Sharma '23, Lewiston High School Robotics Team, Lewiston, ME
- Salamata Barry '23, Lewiston Middle School, Lewiston, ME
- Chloe Baylor '23, Center for Wisdom's Women, Lewiston, ME
- Joanna Cloutier '23, Maine Immigrant Rights Coalition, Portland, ME
- Ro Emerson '26, Blake Street Towers, Lewiston, ME
- Kathleen King '23 and Will Schinabeck '23, Lewiston Public Library, Lewiston, ME
- Ines Knirsch '25, Hebron Academy, Hebron, ME
- Annika Mirchandani '23, Blake Street Towers, Lewiston, ME
- Nicholas Pruitt '25, Maine High School Quiz Bowl State Championships, Lewiston, ME
- Kush Sharma '23, Lewiston High School, Lewiston, ME

Community-Engaged Research Grants

Community-Engaged Research Grants support material costs related to promising research projects undertaken by Bates students in collaboration with local or statewide community partners. Awards are competitive, are granted without regard to financial need, and are available to students in all disciplines and classes, with preference given to

projects likely to produce the most community benefit. Community-Engaged Research Grant recipients for 2022-23, along with their community partners, were:

- Maggie Bayly '23, Auburn Public Health Recovery Friendly Workplace Initiative, Auburn, ME
- Eleanor Cramer '23, Tri-County Mental Health Services, Lewiston, ME
- Qiyun Zhang '23, Literacy Volunteers – Androscoggin, 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 2022-2023, along with the community organizations for whom they worked, include:

Fall 2022

- Reanna Bhagwandeem '25, AK Health and Social Services, Lewiston, ME
- Emmon Blackburn '26, An Angel's Wing, Lewiston, ME
- Rashad King '25, America Reads/Counts tutor at Lewiston Public Schools, Lewiston, ME
- Oo Meh '23, America Reads/Counts tutor at Lewiston Public Schools, Lewiston, ME
- Antonio Melgar '23, AK Health and Social Services, Lewiston, ME

Fall 2022 and Winter 2023

- Blessing Ajayi '26, Maine Museum of Innovation, Learning and Labor, Lewiston, ME
- Amarachi Alozie '25, AK Health and Social Services, Lewiston, ME
- Kayla Burnham '26, America Reads/Counts tutor at Lewiston Public Schools, Lewiston, ME
- Ganga Corsaro '26, PAL Center, Auburn, ME
- Gail Curtis '26, America Reads/Counts tutor at Lewiston Public Schools, Lewiston, ME
- Maxwell Elsasser '23, An Angel's Wing, Lewiston, ME
- Ainsley Fiske '25, America Reads/Counts tutor at Lewiston Public Schools, Lewiston, ME
- Elizabeth Gallegos Rodriguez '26, America Reads/Counts tutor at Lewiston Public Schools, Lewiston, ME
- James Hillers '26, Lewiston High School, Lewiston, ME

- Leslie Jimenez '26, America Reads/Counts tutor at Lewiston Public Schools, Lewiston, ME
- Sreeni Kamal '26, America Reads/Counts tutor at Lewiston Public Schools, Lewiston, ME
- Mya Laliberte '26, America Reads/Counts tutor at Lewiston Public Schools, Lewiston, ME
- Sophie Leight '26, America Reads/Counts tutor at Lewiston Public Schools, Lewiston, ME
- Kaeleigh Leone '26, Boys and Girls Club of Southern Maine, Lewiston, ME
- Naomi Lynch '25, Androscoggin Land Trust, Auburn, ME
- Poppy Marsh '26, Auburn Public Library, Auburn, ME
- Bryn Murray '25, America Reads/Counts tutor at Lewiston Public Schools, Lewiston, ME
- Fatima Nunez '26, America Reads/Counts tutor at Lewiston Public Schools, Lewiston, ME
- Lucia Pizarro '24, America Reads/Counts tutor at Lewiston Public Schools, Lewiston, ME
- Sam Skinner '26, America Reads/Counts tutor at Lewiston Public Schools, Lewiston, ME
- Elinor Tierney-Fife '23, America Reads/Counts tutor at Lewiston Public Schools, Lewiston, ME
- Sally Thornburg '26, Trinity Jubilee Center, Lewiston, ME

Winter 2023

- Belen Almanzar '26, Trinity Jubilee Center, Lewiston, ME
- Megan Billings '26, Lewiston Public Library, Lewiston, ME
- Lauren Cockrill '26, Promise Early Education Center, Lewiston, ME
- Annie Conway '23, Androscoggin Land Trust, Auburn, ME
- Aldair Desiderio '24, Rosati Leadership Academy, Lewiston, ME
- Zain Erakky '26, America Reads tutor at Lewiston Public Schools, Lewiston, ME
- Rosanny Estrella '26, Lewiston Housing Authority, Lewiston, ME
- Ana Fowler '24, L/A Arts, Lewiston, ME
- Kyra Friederich '26, Trinity Jubilee Center and Tree Street Youth, Lewiston, ME
- Christina Maldonado '23, Boys and Girls Club of Southern Maine, Lewiston, ME
- Isabel May '24, Her Safety Net, Lewiston, ME
- Mo McGuire '26, Lewiston Public Library, Lewiston, ME
- Mohammed Mohammed '26, PAL Center, Auburn, ME
- Catalina Passino '26, Lewiston Housing Authority, Lewiston, ME
- Norbelina Ramirez '26, Lewiston Housing Authority, Lewiston, ME

- Ruby Reimann '25, Lewiston Housing Authority, Lewiston, ME
- Tristan Seavey '26, Maine Museum of Innovation, Learning and Labor, Lewiston, ME
- Ava Singh '26, Trinity Jubilee Center, Lewiston, ME
- Ava Petrin '24, Tree Street Youth, Lewiston, ME
- Liya Simon '25, Tree Street Youth, Lewiston, ME
- Henry Welch '25, Boys and Girls Club of Southern Maine, Lewiston, ME

Summer 2023

- Ro Emerson '26, Lewiston Housing Authority, Lewiston, ME
- Nate Folker '25, Tree Street Youth, Lewiston, ME
- Adrian Madanes '25, Lewiston Public Library, Lewiston, ME
- Tristan Seavey '26, Maine Museum of Innovation, Learning and Labor, Lewiston, ME
- Deven Thapaliya '25, St. Mary's Nutrition Center, Lewiston, ME

Staff Volunteer Grants

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

- Jenny Graves, Dining, Conferences and Campus Events; for her work with Junior Achievement at McMahan Elementary School
- Faith Hauger, Student Affairs; for her work with the Lisbon Area Christian Outreach (LACO) Food Pantry

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 Jermiah Germain '24.

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 Caroline Cassell '24.

RECOGNITIONS & Celebrations

Campus Compact Awards

- Annika Mirchandani '23 received the Maine Campus Compact Heart and Soul Student Award in recognition of exemplary civic engagement.

- Aaliyah Moore '24 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.
- Professor Anelise Hanson Shrout (Digital and Computational Studies) received the Maine Campus Compact Donald Harward Faculty Award for Service-Learning Excellence in recognition of integrating public service as an integral part of their teaching and using community engagement and/or community action as an innovative teaching tool to engage students in civic learning.
- Montello Elementary School 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.

Harward Center Awards

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

- Marcela Peres, recipient of the 2023 James and Sally Carignan Career Achievement Award
- Martha Coleman '23, Caroline Davis '23, Emma Johnston '23, and Sadie Murray '23, recipients of the 2023 Student Award for Outstanding Community-Engaged Academic Work
- Isaaq Bashir '24, Abbey Ende '23, Lauren Nudi '23, Daisy Parker '23, and Kush Sharma '23, recipients of the 2023 Award for Outstanding Community Volunteerism and Student Leadership
- India McNeill '23 and Tyler Shambaugh '23, recipients of the 2023 Student Activism Award
- The Bates Votes Team, recipients of the 2023 Peggy Rotundo Award for Excellence in Democratic Engagement
- The First Year Bonner Leaders and International Fellows, recipients of the 2023 Award for Outstanding Community Engagement by a First Year Student ("Rookie of the Year" Award)
- The Bates Field Hockey Team, recipients of the 2023 Student Award for Community Liaison Programming
- Professor Yun Garrison (Psychology), recipient of the 2023 Faculty Award for Outstanding Community-Engaged Work
- Ian Brownlie (Facility Services) and Beth Malachowsky (Biology), recipients of the 2023 Staff Award for Community Volunteerism, Leadership, or Engagement
- Auburn Middle School and Maine MILL, recipients of the 2023 Community Partner Award for Outstanding New Initiative

- Montello Elementary School, recipient of the 2023 Harward Center and Maine Campus Compact Award for Outstanding Community Partnership

Senior Civic Leaders Celebration

On May 17, 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; Community Concepts Board of Directors; New Mainers Community Collaborative; 21st Century Community Learning Centers Advisory Board; Lewiston-Auburn Railroad Board of Directors; Tree Street Youth Board of Directors; Holocaust and Human Rights Center Board of Directors; Advisory Committee for Portland Education Foundation; Maine Community Foundation’s BIPOC Fund (Advisor); Healthy Neighborhoods Board of Directors; L/A Arts Board of Directors; Lewiston Auburn Working Communities Challenge Core Team; New Beginnings Advisory Board; Maine State Library Commission; Maine Library Advisory Council; City of Lewiston Public Art Committee; Great Falls Forum Program Committee

Elected Office and Municipal Bodies: State Representative, House District 94 (Assistant House Majority Leader)

Campus Committees and Boards: Sexual Misconduct Review Board; Bates Leads Shared Student Employment Training Working Group; Kessler Initiative Advisory Committee; Presidential Inauguration Program Committee; Physical Education Personnel Committee; Bates Arts Collaborative

Presentations & Publications:

- Kristen Cloutier joined Senator Peggy Rotundo and Representative Margaret Craven in a discussion on issues related to aging in Professor Kate Snyder’s course *PSYCS 34: Psychology of Aging*.

- Darby Ray led a three-day conference, "RIPEN: Recognizing Innovations and Practices to Enhance NetVUE: The Network for Vocation in Undergraduate Education," for faculty from forty colleges and universities.
- Darby Ray delivered a keynote address, "Meeting Students Where They Are: Both/And Thinking About Mental Health, Vocation, and the Importance of Singularity" at a NetVUE Regional Conference at St. Norbert College.
- Darby Ray facilitated a day-long faculty workshop, "Vocation and Whole Student Education: From Concept to Action," at Methodist University.
- Darby Ray offered a virtual faculty workshop entitled, "Purpose, Meaning, and the Space In Between," at Roanoke College.

AFFILIATIONS

The Harward 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 Foundation Network, a group of 65 colleges and universities convened and supported by the Bonner Foundation, to support more than 3,000 students in a four-year service-based scholarship program;
- Imagining America, a national consortium of higher education institutions that bring scholars and practitioners in the arts, humanities, and design fields together in critical yet hopeful spaces to imagine better ways of living, learning and working together;
- 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;
- Project Pericles, a national consortium of thirty colleges and universities committed to the role of liberal arts education in citizenship.

THE NUMBERS September 2022-August 2023

Academic Community-Engaged Work

17,053 documented hours of academically-based community work were provided by Bates students through courses, theses, and independent studies.

6,120 of these hours were provided in connection with public schools and other youth-serving organizations.

815 students participated in academic community-engaged learning from the fall of 2022 through the summer of 2023.

46 courses included a community-engaged learning component.
15 community-engaged senior theses were completed.
18 of the College's 30 departments and programs included at least one community-engaged learning course in their curricula.
31 faculty members were involved in community-engaged teaching. Of these:
3 were Full Professors;
6 were Associate Professors;
8 were Assistant Professors;
5 were Visiting Assistant Professors; and
9 were Lecturers.

Volunteer Work during the Academic Year

9,360 documented hours of volunteer service (work not undertaken within a community-engaged learning/research context or civic leadership program) were provided by 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

Over 6,045 hours of documented community-engaged work was provided by Bates students over the summer. This work was supported through Federal community work-study funds, the Purposeful Work Initiative, and Harward Center funds.

Student Leadership Development Programs

Twenty-five Bonner Leaders spent 2,883 hours participating in a range of significant community-engaged activities during the academic year. Fifteen Community Outreach Fellows facilitated 2,258 hours of volunteering in the local community. Thirty students tutored in local schools for 3,063 hours through America Reads/America Counts and the Bates Civic Action Team and the Student Athlete Community Engagement Fellowship program. Four International Community Engagement fellows spent 208 hours engaging with a variety of community partners.

Community Work Study Program

Forty-seven students worked 3,222 hours in the community through the federal community work-study program during the academic year. Of these hours, 1,251 were dedicated to the America Reads/America Counts program.

Student Positions

20 students served as tutors through America Reads/America Counts and the Bates Civic Action Team.
25 students served as Bonner Leaders.

7 students served as Bonner Racial Justice Fellows.
15 students served as Community Outreach Fellows.
4 students served as International Student Experiential Learning Fellows.
9 students served as Student Athlete Community Engagement Fellows.
6 students served as members of the Bates Votes Leadership Team.
48 students served as Academic Year Community Work-Study Fellows.
5 students served as Summer Community Work-Study Fellows.
1 student served as a Harvard Center Student Assistant.
2 students served as Harvard Center Social Media Interns.

Grants & Fellowships

In 2022-2023, the Harvard Center for Community Partnerships awarded the following grants and fellowships:

\$4,127 in Faculty Community Engagement Grants
\$360 in Community Liaison Grants to student clubs and organizations
\$10,862 in Carignan Fund for Community Programs Grants to community partners
\$2,474 in Community-Engaged Learning/Transportation Grants to students
\$1,418 in Community-Engaged Research Grants to students
\$205 in Staff Volunteer Grants
\$14,488 in America Reads/America Counts and Bates Civic Action Team payments to students.
\$45,000 in Bonner Leader Fellowships to students
\$3,800 in Bonner Racial Justice Fellowships to students
\$22,500 in Community Outreach Fellowships to students
\$6,500 in International Student Experiential Learning Fellowships to students
\$5,173 in Student Athlete Community Engagement Fellowships to students
\$1,765 in Bates Votes Leadership Team payments to students
\$44,236 in Academic Year Community Work-Study Fellowships to students
\$12,993 in Summer Community Work-Study Fellowships to students