

Bates

**HARVARD CENTER
FOR COMMUNITY
PARTNERSHIPS**

Civic Engagement at Bates 2024-2025

INTRODUCTION

Staff and students at the Harvard Center for Community Partnerships appreciate the opportunity to take the lead for Bates College in community-engaged learning, research, and related work, and we are grateful to participating students, faculty, donors, and other colleagues for their support and partnership. We are also profoundly grateful to the many community partners who serve each year as thought partners, mentors, experts, co-educators, and allies. We could not do any of the work summarized in this report without them.

The programs outlined below offer Bates students extraordinary opportunities to connect their learning to real-world projects and partners, join with local experts and leaders to help address the challenges and opportunities 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 2024-2025 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, inclusive pedagogy that enhances student engagement with course content while developing important academic and life skills such as critical thinking, problem-solving, collaboration across differences, empathy, and ethical reasoning, while contributing to the flourishing of communities near and far. The 59 (unduplicated count) community-engaged courses listed below were offered during the 2024-2025 school year and produced 26,618 hours of community-engaged work. Almost all 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.

Anthropology

- Indigenous Women's Social Movements in Latin America, ANTH 371, Professor Bennett

Art and Visual Culture

- Art and Migration, AVC/ANTH 278, Professor Nolan
- Decolonizing the Museum, AVC 233, Professor Nolan

Biology

- Wildlife Sampling Lab, BIO 195M, Professor LeFlore

Classical and Medieval Studies

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

Dance

- Devising Performance, DANC/THEA 202, Professor Huang

Digital and Computational Studies

- Intro to Comp Sci for Software Development, DCS 109A, Professor Ricci
- Digital History Methods, DCS 212, Professor Shrout
- Public History in the Digital Age, DCS/HIST, Professor Shrout
- Human-Robot Interaction Design Workshop, DCS s31, Professor Ricci

Earth and Climate Science

- Mapping and GIS/Lab, EACS/ENVR 217, Professor Arora

Economics

- Economic Analysis for Non-Profits, ECON 301, Professor Smith
- Finance and Society, ECON 344, Professor Sen
- Data Science for Economists, ECON/DCS 368, Professor Coombs (2 sections)

Education

- Perspectives in Education, EDUC 231, Professors Tieken and Wallace (3 sections)
- Teaching in the Sciences, EDUC 235, Professor Wallace
- Adolescent Literacy, EDUC 255, Professor Charles
- Comparative and International Education, EDUC 263, Professor Charles
- Teaching Through the Arts, EDUC 265, Professor Sale
- Learning and Teaching: Theories and Practice, EDUC 343, Professor Sale
- Basic Concepts in Special Education, EDUC 362, Professor Charles
- Education, Reform, and Politics, EDUC 380, Professor Tieken
- Teaching and Tutoring, EDUC s19, Professor Fullerton
- Childhood Literacy, EDUC s22, Professor Charles

Environmental Studies

- Narrating (Agri)cultures: Ecologies of Livelihood, Care, and Reciprocity, ENVR 307, Professor Martinez
- Soils / Lab, ENVR 310, Professor Ewing

- Community Based Research Practicum, ENVR 417, Professor Martinez
- Local Food: Sovereignty & Justice, ENVR s24, Professor Martinez

First-Year Seminars

- Human Cooperation, FYS 544, Professor Goff
- Pop-Culture in Premodern Japan: Finding the Dog-King and his World of Performing Arts, FYS 564, Professor McGaughey
- The Civic Self, FYS 568, Professor Kinney
- The Psychology of Wrongful Conviction, FYS 570, Professor Douglass

Hispanic Studies

- Screening Citizenship: Jewish Latin American Film, HISP 317, Professor Pridgeon

Mathematics

- Intro to Data Science: Data Visualization, MATH 117, Professor Baker
- Introduction to Abstraction, MATH 221, Professor Greer

Music

- Performance in Western Classical Music, MUS 220, Professor Kuriyama

Physics

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

Politics

- Race and the Right to Vote in the U.S., POLI 354, Professor Britt

Psychology

- Statistics, PSYC 218, Professor Douglass
- Developmental Psychology, PSYC 240, Professor Mangan
- Community-based Research Methods, PSYC 262, Professors Garrison and Langdon
- Health Psychology, PSYC 303, Professor Langdon
- Women Culture Health, PSYC 343, Professor Langdon
- Psychology of Oppression and Liberation, PSYC/AMST 377, Professor Garrison
- Youth Sociopolitical Development, PSYC 379, Professor Maker-Castro
- Senior Thesis/Community Based Research, PSYC 457, Professor Garrison

Religious Studies

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

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
- Lifecourse & Aging, SOC s26, Professor Taylor

Publicly-Engaged Research, Independent Studies, & Internships

During the 2024-2025 school year, twenty-three students completed community-engaged senior theses under the direction of Bates faculty members. Eleven of them completed a course-based community-engaged thesis through the Psychology department under the advising of Professor Yun Garrison. Another six community-engaged thesis students from diverse disciplines were part of the Community-Engaged Research Fellows program. Additionally, twelve students completed community-engaged W3 projects in small groups in the Environmental Studies Department under the advising of Professors Christine Martinez and Holly Ewing. Dozens more students completed independent study projects or academic internships that had significant community- engaged aims and content.

Below are the CER theses not included in the CER Fellows program nor in the course-based CER W3's. These were all presented at the Mount David Summit.

- Maria Femia, 2025, Psychology, "Healing Through Education: Addressing ACEs Through Trauma-Informed Teaching at Franklin Alternative School"
- Aneeza Ahmad, 2025, History, "To Be a 'Good Farmer': Wabanaki, White, and Somali Bantu Perspectives on Farming in Maine"
- Sophia Cattalani, 2025, Sociology, "Treat Us Good and Treat Us Like Family': A Maine Mobile Health Program Case Study"
- Charlotte Gisborne, 2025, Sociology, "Multilingual Learner Elementary Classrooms in Lewiston Public Schools"
- Risa Horiuchi, 2025, Sociology, "Restorative Conversations with Funny People: A Case Study on Racially Inclusive and Exclusive Restorative Justice Practices"
- Julia Oliver, 2025, Sociology, "Little Bellas: Female Empowerment through Sport"

Community-Engaged Research Fellows Program

Each year during the Winter semester, the Harward Center hosts the Community-Engaged Research Fellowship – a program that provides funding, mentoring, and peer reflection for student projects that engage public needs through significant academic research. Participants are typically seniors who are working on a year-long Honors Thesis or a Winter semester thesis or capstone project under the guidance of a faculty member in their major field of study. Often, a student develops a research question inspired by work they've done over time with a community agency. In other cases, the student's research might tie in with questions a faculty member is exploring in the community, or it might be prompted by a request from a particular community partner. In most cases, the sustained attention and detailed analysis that an individual student

can provide through a focused semester or year-long project results in a product or outcome of genuine use to the community partner.

This year's six participants in the Fellowship met together, along with Harvard Center mentors Morgan Kinney and Darby Ray, every other week during the semester for a shared meal and conversation about their community-engaged work and about the distinctive values and aims of community-engaged research. They eventually presented their projects at the college's annual Mount David Summit research symposium. Each student's work was undertaken in collaboration with a community partner and sought to address a community question, opportunity, or need. Here are the 2024-25 CER Fellows and their project titles, faculty advisors, and community partners:

- Christian Cabello (Mathematics), "Investigating Educational Outcomes for Providence Community Advocacy"
Advisor: Professor Carrie Diaz Eaton
Community partner: VECINA (Visualizing Environmental and Community Information for Neighborhood Advocacy) and Providence Public School District
- Inez Johnson (Sociology and Politics) "The Art of Community and the Arts in Community: An Assessment of Lewiston-Auburn's Community Arts Agency"
Advisor: Professor Emily Kane
Community partner: LA Arts
- Maggie Kornfeind (Psychology) "Developing a Whole Sense of Self Among Somali Refugee Daughters: A Mixed-Methods Approach to Identity Exploration"
Advisor: Professor Yun Garrison
Community partner: Maine Community Integration
- Heidi Nydam (Environmental Studies: Ecology and Earth Systems) "Ecosystem Cycling: Comparison Across Land Usages to Predict Forest Regeneration via the Lens of Carbon, Nitrogen, and Mycorrhizal Fungi"
Advisor: Professor Holly Ewing
Community partner: Kathy Shaw, Valley View Farm
- Youer (Yuna) Wu (Economics and Psychology) "Connecting with Your Future Self: Behavioral Interventions on Decision Making"
Advisor: Professor Sandra Goff
Community Partner: Hebron Academy
- Amanda Zerbib (Psychology) "The Impact of Community Gun Violence on Lewiston Public School Staff Members"
Advisor: Professor Mara Tieken
Community partner: Lewiston Public Schools

Faculty Development

Bates faculty took advantage of numerous opportunities offered by the Harvard Center during the 2024-2025 academic year to enhance their knowledge and skills relevant to community-engaged teaching and research:

- A monthly CEL Lunch Bunch series provided opportunities for faculty who were offering a community-engaged learning (CEL) course to gather with peers and Harvard Center staff for lunch, camaraderie, learning, and thought partnership.
- PEP – a publicly-engaged pedagogy community of practice for faculty interested in developing a new or significantly revised community-engaged learning (CEL) course – provided a welcoming, supportive space for faculty to learn about the ethics and effective practices of community-engaged teaching and to plan a CEL course they planned to offer regularly at Bates, all while creating a community of new friends. The 2024-2025 PEP cohort, which was led by Harvard Center staff members Ellen Alcorn, Morgan Kinney, and Darby Ray, comprised six faculty members from six different academic departments:
 - Professor Joyce Bennett, Anthropology
 - Professor Justin Hulbert, Neuroscience
 - Professor Christine Martinez
 - Professor Alex McAuliff, Politics
 - Professor Andy Ricci, Digital and Computational Studies
 - Professor Courtney Smith, Theater and Dance
- New faculty and their loved ones enjoyed a backyard supper party with Harvard 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.
- Across the year, Harvard Center staff members conducted individual consultations with dozens of faculty members to brainstorm ideas or deepen knowledge and skills for community-engaged learning courses and research projects, and for working well with diverse community partners.

In addition to the above, the Harvard Center supported five faculty members in their successful applications for community-engaged Course Development grants from the Bonner Foundation, and in their planning and implementation of these courses and projects:

- Kyle Coombs, Assistant Professor of Economics - After developing data skills throughout the semester, students in ECON/DCS: Data Science for Economics spent a concentrated 48 hours working in teams on a data hackathon with a dual purpose: accrue experience working with practical data sets while supporting the forward momentum of the resident-led, City of Lewiston-adopted Transformation Plan. The focus of the hackathon was a research-based analysis of the City's lead reduction and abatement efforts. Collaborating partners were the City of Lewiston and Healthy Androscoggin. Each team took a unique approach to the question, interrogating the data for any trends in who has been reached effectively for lead abatement in their home or property, and who has not; researching effective programs in comparable cities; and developing heat maps of housing stock age and lead poisoning cases. Stories about this CEL project can be enjoyed here: <https://www.bates.edu/news/2025/05/08/bates-students-hack-real-world-problems-including-lead-poisoning-to-help-a-downtown-lewiston-neighborhood/> and here: <https://www.bates.edu/harvard/2025/01/05/bates-students-can-hack-it/>

- Amy Huang, Assistant Professor of Theater and Performance Studies - Students in THEA/DANC 202: Devising Performance collaborated with Maine MILL and benefited from the expertise of Bates librarians as well as acting and voice professors. After touring the Maine Museum for Innovation, Labor, and Learning (Maine MILL) and listening to several of its collected oral histories, students highlighted and contextualized specific events and issues touched on in these oral histories, and they used archival materials to devise short performances featuring these events and issues. Ultimately, students delivered a public performance (Unveiling Histories of Lewiston) at the Maine MILL at the end of the semester, sharing food, drink, stories, and reflections with Lewiston community members, including several who shared their own family memories of what it was like to work in the mills.
- Eric LeFlore, Assistant Professor of Biology & Africana - Students in two courses – BIO 195M: Wildlife Sampling and Identification and BIO 470: Seminar & Research in Experimental Ecology – collaborated with four community partners (Androscoggin Land Trust, Auburn Conservation Commission, Lake Auburn Watershed Commission, and Stanton Bird Club) for this large-scale community-based research project. Students deployed 36 cameras across various stakeholder properties and captured ~10,000 wildlife photos and ~2,000 independent wildlife observations. Student projects from BIO195M included a comparison of predatory and prey temporal activity patterns, an examination of the efficacy of our camera trapping sampling design, and an assessment of the impacts of coyote activities on smaller carnivores, among others. BIO 470 projects included examinations of human development on carnivore presence, impacts of prey availability on carnivore distributions, and spatiotemporal resource partitioning among carnivores, among others. LeFlore Lab research students drafted a stakeholder report sharing site-specific relative abundance information for species detected at each location along with pictures from the wildlife cameras. Enjoy a blog post about this CEL work here: <https://www.bates.edu/harward/2024/12/15/bobcats-studying-bobcats/>
- Elena Maker Castro, Assistant Professor of Psychology - Students in PSYC 379: Youth Sociopolitical Development collaborated with three community partners – Hardy Girls, Community Organizing Alliance, and Maine Youth for Climate Justice – to complete four different community-based research projects. Student teams worked in consultation with their community partners over the semester to conduct research and support civic action to help their partners better understand and/or amplify adolescents' sociopolitical development in their organizational contexts. Final projects included hosting a workshop for teen civic leaders, two different projects to support legislative advocacy at the Maine State House and in the Lewiston community, and a survey of youths' climate justice experiences. Enjoy a blog post about this CEL work here: <https://www.bates.edu/harward/2025/03/09/youth-activism-in-action/>
- Anamika Sen, Assistant Professor of Economics - Students in ECON 344: Finance & Society worked in teams to complete five community-based research projects in

collaboration with the following community partners: Lewiston Housing Authority, Androscoggin Bank, Community Credit Union, Raise-Op Housing Cooperative and the City of Lewiston Housing Committee, and First 4 ME and the Cooperative Development Institute. Deliverables to the community partners varied based on project requirements and included reports summarizing research, spreadsheet models, or slide decks. All student groups presented their findings at an end of the semester presentation to community partners, fellow students, and Bates faculty and staff. Enjoy a blog post about this CEL work here: <https://www.bates.edu/harward/2025/06/29/community-capital/>

With nominations and support from the Harward Center, two faculty members were selected by Project Pericles to serve as Periclean Faculty Leaders during the 2024-25 academic year:

- Ian-Khara Ellasante, Assistant Professor of Gender and Sexuality Studies, received grant support to develop and teach a community-engaged learning version of Trans Narratives, with students partnering with New Beginnings, Maine TransNet, and the Lewiston Public Library to develop an annotated list of books for use by library patrons interested in trans topics; a resource guide to accompany the booklist, with local and regional resources and information for trans- and gender-expansive people and their families; and an open-to-the-community Book Chat at the library.
- Liana Brent, Assistant Professor of Classical and Medieval Studies, was awarded a grant to integrate community engagement into a Latin course. Partnering with a local public-school educator, her Bates students would develop and implement diverse learning activities designed to deepen their own engagement with Latin and that of the K-12 students with whom they engage.

In addition, former Periclean Faculty Leader, Professor Brian Evans (Theater and Dance), shared some of his Pericles-supported CEL work at the national conference of the Association of American Colleges and Universities as a member of a panel entitled, "Co-Creation in Education: Strengthening Communities through Curricular Partnerships." A blog post about his experience is available here: <https://www.bates.edu/harward/2025/02/08/a-pedagogy-of-love/>

Harward Center Faculty Fellows

With support from the Bonner Foundation, two faculty members served as Harward Center Faculty Fellows during AY 2024-25. Each contributed their unique expertise to enhance program offerings:

- Professor Yun Garrison (Psychology) led a Winter semester project, "Everyday Joy, Rest, and Resilience for Changemakers." The series was designed to increase Bates faculty, staff, Bonner Leaders, and community partners' engagement with joy, rest, and resilience, which contribute to sustaining and deepening high-level community engagement at Bates and beyond. The series featured a book circle led by professor Garrison and a workshop with Dr. Hanan Hashem, Researcher and Community Educator at The Family and Youth Institute in Boston.
- Professor Carrie Diaz-Eaton (Digital and Computational Studies) worked with Harward

Center staff members Morgan Kinney and Darby Ray to convene a year-long Community-Engaged Data Hub working group comprising faculty from across the college who teach students how to work with data. The goal was to lay groundwork for a data hub that will help connect community needs for data collection, cleaning, analysis, and visualization with data-related courses and research projects at the college. After an audit of the Bates curriculum to identify relevant courses and the data skills taught in them, the group developed examples of the kinds of data work Bates students are equipped to undertake and then met with community partners to begin to understand their data needs and hopes. This project will continue in the coming year.

Professor emeritus of Politics and Gender and Sexuality Studies Leslie Hill also served as a Faculty Fellow, continuing her role as a valuable thought partner for Harvard Center staff and working on a new project, "Making the Invisible Visible: A Photovoice Project by Black Elders in Maine," through the Maine Council on Aging.

Faculty Community Engagement and Research Grants

Community Engagement Grants are offered to faculty in amounts up to \$500 to support the material costs of community-engaged learning activities in CEL 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 for community partners, and the like. Community Engagement Grants awarded for the 2024-25 academic year totaled approximately \$5,010 and included these projects:

- Anita Charles, Education; to provide funding for supplies for student's host classrooms in *EDUC S22: Childhood Literacy*
- Carrie Diaz Eaton, Digital and Computational Studies; to provide compensation to a community partner for community-engaged research collaboration
- Amy Douglass, Psychology; to provide compensation to community partners in *FYS 570: The Psychology of Wrongful Convictions*
- Bridget Fullerton, Education; to provide funding for supplies for students in *EDUC S19: Teaching and Tutoring Writing (With) Power* to run creative writing workshops with local 6th grade students
- Yun Garrison, Psychology; to provide compensation to a guest speaker and community partners in *PSYC 377: Psychology of Oppression and Liberation*
- Amy Huang, Theater and Dance; to provide funding for students in *THEA 202: Devising Performance* to receive a guided tour of the museum in preparation for their final performance
- Zen Kuriyama, Music; to provide a stipend to a visiting artist for collaboration on the Gather Hear Lewiston concerts
- Christine Martinez, Environmental Studies; to provide compensation to two community partners for hosting a farm tour for students in *ENVR S24: Local Food: Sovereignty and Justice*

- Christine Martinez, Environmental Studies; to provide compensation to a speaker in *ENVR 307: Narrating Agri(cultures): Ecologies of Livelihood, Care and Reciprocity*
- Hanna McGaughey, Asian Studies; to provide funding for a student presentation and discussion with local high school students in *FYS 564A: Pop-Culture in Premodern Japan*
- Erin Nolan, Art and Visual Culture; to provide a stipend for community partner presentations in *AVC 278/ANTH 278: At the Crossroads: Art & Migration*
- Erin Nolan, Art and Visual Culture; to provide funding for poster printing for student presentation to local middle school students in *AVC 233: Decolonizing the Museum: Understanding Colonial Legacies, Display Practices, and Repatriation*
- Andy Ricci, Digital and Computational Studies; to provide funding for students in *DCS 109: Introduction to Computer Science* to host two computer science and technology expos with local middle school students
- Andy Ricci, Digital and Computational Studies; to provide funding for students in *DCS S31: Human-Robot Interaction Design Workshop* to host a design show-and-tell event with local middle school students
- Austin Smith, Economics; to provide funding for a field trip to the Maine State House for Senior Thesis students to meet with their community partner
- Courtney Smith, Theater and Dance; to provide funding for students in *THEA 132: Theater Technology* to receive a guided walking tour of downtown Lewiston

Astronomy Extravaganza

In a now-annual community-engaged learning tradition, students from *Introduction to Astronomy* developed hands'-on presentations and activities for the 7th annual Astronomy Extravaganza on April 14. Organizers invited 3rd-6th graders and their families from Lewiston and Auburn to the Bates campus for a night of stargazing along with 17 interactive learning activities led by 46 Bates students on topics including constellations, sundials, how high you could jump on the moon, 3D models, moon phases and eclipses, scales in our solar system, motion of planets and stars, stomp rockets, gravity and forces, the nature of light, spectroscopes, telescopes, and supernova explosions.

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 community partners who 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 2024-2025 academic year, ten students comprising the Bates Civic Action Team spent 409 documented hours providing remote classroom and tutoring support. Sites included: Connors, Farwell, and McMahon Elementary Schools, the Early Math and Literacy Initiative, Generational Noor, Lewiston Middle School, and Lewiston High School. Most students worked 4-6 hours per week at their community sites, and they met monthly for skill building and reflection.

Bonner Leader Program

This year, 25 Bonner Leaders spent 4,979 hours participating in a range of significant community-engaged activities. These activities took place on a weekly basis across the year:

- **Asha Abdisamad '27** assisted in a third-grade classroom at McMahon Elementary School and taught Arabic to youth at a local mosque.
- **Maggie Amann '25** served in several civic capacity-building positions: As President of Bates Students Demand Action, she worked with the Maine Gun Safety Coalition to support student engagement and civic participation in gun safety bills in the Maine legislature. She also partnered with Maine Youth Power to offer students training on how to deliver effective public testimony. Finally, she helped run on-campus Aspirations Days for hundreds of 8th graders from Auburn and Lewiston Middle Schools.
- **Sivani Arvapalli '26** coordinated numerous successful Red Cross blood drives on the Bates campus, effectively resurrecting a program that had gone dormant since the pandemic.
- **Carlyssa Baker '27** did intensive tutoring with children from two immigrant families.
- **Lucy Batres Rodriguez '26** conducted research and helped with planning for art exhibits at the Maine Museum of Innovation Learning and Labor.
- **Leith Chikh Rouhou '26** assisted a medical doctor at Trinity Jubilee Center's free clinic by providing translations, welcoming patients, and completing patient forms. He also assisted with Trinity's soup kitchen as well as in the office. For his efforts, Leith was recognized as this year's national Campus Compact Newman Fellow.
- **James Foleno '28** supported multilingual classrooms at Lewiston High School, providing one-on-one tutoring and helping teachers facilitate in-class activities and demonstrations.
- **Mohamed Khalaf Gabsi '25** served as this year's Bonner senior intern, planning and leading workshops and mentoring younger Bonner students. He also volunteered with the Trinity Jubilee Center.
- **Emily Gonzalez '25** supported Tree Street Youth's Willows Program, for youth ranging from 3 years old through elementary school. She also practiced Spanish and English with them.
- **Halima Guliye '27** provided tutoring and mentoring at Tree Street Youth.
- **Anzal Isaak '26** helped teach Arabic to children and youth at a local mosque.

- **Chidera Kalu-Uka ‘27** provided one-on-one tutoring to adults learning English and also taught English classes at the Root Cellar.
- **Feray Karaismailoglu ‘28** participated in a weekly brunch program for senior citizens at a low-income housing complex and also provided tutoring for multilingual students in the local public schools.
- **Anna Lawlor ‘28** worked with the Looking Ahead Clubhouse, an organization that improves quality of life for adults with mental illness by providing work, education, wellness, and social opportunities. In addition to volunteering with the organization, Anna conducted research on how Clubhouses elsewhere partner with local colleges.
- **Maria Clara Machado Correa ‘28** assisted immigrants with job applications and legal documents at Trinity Jubilee Center; served as a mentor to an elementary-school child at Montello; and volunteered with ArtVan at a low-income housing development.
- **Tammy Namangale ‘27** researched the possibility of a homeless Ambassador program with the City of Lewiston Economic and Community Development Department. She also organized Bates students on behalf of the Community Organizing Alliance.
- **Aleisha Martinez Sandoval ‘26** oversaw the Menstrual Product Potluck, a Maine Family planning initiative aimed at collecting donations for distribution to low-income communities.
- **Angelica Paniagua ‘28** helped adults write resumes and apply for jobs at the Trinity Jubilee Center. She also served as a reader for CollegeGuild, which provides correspondence courses for those who are incarcerated.
- **Ruhan Sardar ‘26** conducted research to evaluate the effectiveness of Lewiston’s lead abatement efforts.
- **Surta Shah ‘28** assisted in a classroom at Connors Elementary School and served as a Book Buddy.
- **Khadija Shayagan ‘28** supported youth at the Root Cellar’s after-school program.
- **Cassidy Meyer ‘25** assisted with art, writing, and lunch in a kindergarten classroom at Montello Elementary School.
- **Anotida Viazhero ‘25** served as a Big Brother at Connors Elementary School and mentored youth at the PAL Center in Auburn.
- **Vyshnavi Viju ‘26** supported efforts at Maine Family Planning and conducted program evaluation research for an initiative at Franklin Alternative School.
- **Robbie Washburne ‘26** supported students currently displaced from school at Tree Street Youth. He also helped asylum seekers fill out legal paperwork at Trinity Jubilee Center.

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 2024-25 school year, 18 Fellows led 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 diverse agencies. The 2024-25 Community Outreach Fellows and their community partners were:

- **Starr Bradley** '25 coordinated recruitment and training for 22 Bates students to spend 660 hours assisting with a variety of programs at Tree Street Youth.
- **Savannah Compare** '27 organized an informal mentoring lunch program at Lewiston Middle School, where 5 Bates volunteers spent 70 hours engaging middle school students in conversation during their lunch periods.
- **Maria Femia** '25 managed a mentoring program at Auburn Middle School. In 2024-25, 24 mentors spent a total of approximately 300 hours building relationships with their middle school mentees.
- **Quinn Hughes** '26 recruited and trained 19 students who spent 456 hours over the course of the year mentoring children at Montello Elementary School.
- **Lily Houser** '25 coordinated Aspirations Days for all eighth-grade students at Auburn and Lewiston Middle Schools. In addition to planning the days, she recruited and trained 60 Bates volunteers who contributed a total of 100 hours to the events.
- **Inez Johnson** '25 supported club and team Community Liaisons in facilitating a range of community-engaged programs in collaboration with local partners. Please see the section below on the Community Liaison Program for more details.
- **Madi Mettler** '25 ran a mentor program at Lewiston High School. Twelve Bates students were paired with high school students and spent a total of 50 hours over the course of the year with their mentees.
- **Trinity Monstwill** '26 supervised the Book Buddies program at Montello and Connors Elementary Schools. 19 Bates students spent 404 hours reading children's books with K-3 students.
- **Ruslan Peredelskyi** '25 focused his efforts primarily with the Trinity Jubilee Center. He recruited and supported 10 regular volunteers who spent approximately 400 hours assisting in the soup kitchen and helping visitors with job applications, resumes, and immigration paperwork.
- **Alaina Rauf** '25 recruited and encouraged 25 students who provided 143 hours helping with the Trinity Jubilee Center's food security programs.
- **Elizabeth Gallegos Rodriguez** '26 and **Sam Skinner** '26 found placements and led workshops for 5 students participating in America Reads/America Counts (ARAC), as members of the Bates Civic Action Team. 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 233 hours tutoring youth in Lewiston schools as part of the program.
- **Olivia Reynolds** '24 recruited, trained, and supported 25 volunteers (12 of whom worked consistently all year) who spent 624 hours volunteering with the Lewiston Middle School 21st Century afterschool program and the Rosati Leadership Academy, a youth soccer and mentoring program.
- **Annie Robinson** '26 and **Maddie Kwei** '25 led the Playground Pals program at Farwell and Geiger Elementary Schools. Over the course of the year, 33 students spent 162 hours playing with children during school recess, supporting their physical and social-emotional well-being.

- **Jilly Scott Lewis** '27 organized weekly Sunday brunches for elderly low income and younger disabled people living at Blake Street Towers and Meadowview in Lewiston. 60 students spent 275 hours preparing, serving, and eating brunch, and visiting with residents.
- **Xucheng Zheng** '27 supported ArtVan, a mobile arts therapy program with regular activities at several local non-profits. She recruited volunteers to help with art projects at the weekly Lewiston Public Library program as well as at sites in Auburn. Five Bates students spent 115 hours working with ArtVan.

Community Work-Study Program

This program provides work-study funding to qualified students for weekly community-based work with nonprofit 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 2024-2025, along with the community organizations for whom they worked, include:

Summer 2024

- Ganga Corsaro '26, St. Mary's Nutrition Center, Lewiston, ME
- Peace Ekechukwu '26, Maine Museum of Innovation, Learning and Labor (MILL), Lewiston, ME
- Ro Emerson '26, Lewiston Housing Authority, Lewiston, ME
- Joy Huang '27, Trinity Jubilee Center, Lewiston, ME
- Leslie Jimenez '26, Generational Noor, Lewiston, ME
- Chidera Kalu-Uka '26, Tree Street Youth, Lewiston, ME
- Jake Pepe '26, City of Auburn, Auburn, ME
- Sam Skinner '26, Trinity Jubilee Center, Lewiston, ME

Fall 2024

- Blessing Ajayi '26, Maine Museum of Innovation, Learning and Labor (MILL), Lewiston, ME
- Andrea Alfonzo '27, Lewiston Auburn Working Communities Challenge, Immigrant Resource Center of Maine, Lewiston, ME
- Julia Brophy '25, Lewiston Public Schools, Lewiston, ME
- Lola Buczkowski '25, LA Arts, Lewiston, ME
- Miranda Eisman '25, Auburn PAL Center, Auburn, ME
- Ro Emerson '26, Lewiston Housing Authority, Lewiston, ME
- Ainsley Fiske '25, America Reads/America Counts, Lewiston Public Schools, Lewiston, ME
- Nate Folker '25, YWCA Central Maine, Lewiston, ME
- Hazel Handy, '27, America Reads/America Counts, Lewiston Public Schools, Lewiston, ME

- Joy Huang '27, America Reads/America Counts, Lewiston Public Schools, Lewiston, ME
- Poppy Marsh '26, Trinity Jubilee Center, Lewiston, ME
- Sophia Porecca '28, Early Math & Literature Initiative (EMLI), Lewiston, ME
- Norland Ramirez '27, America Reads/America Counts, Lewiston Public Schools, Lewiston, ME
- Sam Sidoti '28, Rosati Leadership Academy, Lewiston, ME
- Deven Thapaliya '25, St. Mary's Nutrition Center, Lewiston, ME
- Lia Traficonte '28, Community Organizing Alliance, Lewiston, ME
- Brielle Walsh '28, Generation Noor/Lewiston Public Schools, Lewiston, ME
- Henry Welch '25, Boys & Girls Clubs of Southern Maine, Lewiston, ME

Winter 2025

- Sierra Aponte Clarke '25, Rosati Leadership Academy, Lewiston, ME
- Kim Bocardo '27, Maine Museum of Innovation, Learning and Labor (MILL), Lewiston, ME
- Julia Brophy '25, America Reads/America Counts, Lewiston Public Schools, Lewiston, ME
- Lola Buczkowski '25, LA Arts, Lewiston, ME
- Miranda Eisman '25, Auburn PAL Center, Auburn, ME
- Zain Erakky '26, America Reads/America Counts, Lewiston Public Schools, Lewiston, ME
- Ainsley Fiske '25, America Reads/America Counts, Lewiston Public Schools, Lewiston, ME
- Nate Folker '25, YWCA Central Maine, Lewiston, ME
- Hazel Handy '27, America Reads/America Counts, Lewiston Public Schools, Lewiston, ME
- Joy Huang '27, America Reads/America Counts, Lewiston Public Schools, Lewiston, ME
- Mo McGuire '26, America Reads/America Counts, Lewiston Public Schools, Lewiston, ME
- Sophia Porecca '28, Early Math & Literature Initiative (EMLI), Lewiston, ME
- Norland Ramirez '27, America Reads/America Counts, Lewiston Public Schools, Lewiston, ME
- Sam Sidoti '28, Rosati Leadership Academy, Lewiston, ME
- Ava Singh '26, Trinity Jubilee Center, Lewiston, ME
- Sam Skinner '26, Trinity Jubilee Center, Lewiston, ME
- Lia Traficonte '28, Community Organizing Alliance, Lewiston, ME
- Brielle Walsh '28, Generation Noor/Lewiston Public Schools, Lewiston, ME
- Henry Welch '25, Boys & Girls Club of Southern Maine, Lewiston, ME
- Leah White '27, Lewiston Auburn Working Communities Challenge/Immigrant Resource Center of Maine, Lewiston, ME
- Haley Wilkins '25, St. Mary's Nutrition Center, Lewiston, ME

Student Athlete Community Work-Study 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 Public Schools, Lewiston, ME
- Sam Sidoti '28, Rosati Leadership Academy, Lewiston, ME
- Henry Welch, '25, Boys & Girls Club of Southern Maine, Lewiston, ME
- Leah White, '27, Lewiston/Auburn Working Communities Challenge, Lewiston, Maine

International Student Experiential Learning Fellows Program

This year, two international students served as Fellows, spending 162 hours engaging with various community partners, in addition to on-campus learning and reflection opportunities:

- **Eduard Sidorenko** '28 developed and led a series of modules focused on principles of metacognition and reflection for students at Lewiston Middle's 21st Century afterschool program.
- **Maria Torres Rey** '28 helped with meal prep at the Trinity Jubilee Center. She also assisted in the refugee integration program there, particularly with those requiring Spanish translation assistance with job applications and resumes.

Short Term Community Engagement Program

Twenty-one students participated in the Harward 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:

- Megan Billings '26, Working Communities Challenge
- Siena Bird '26, Stages for All Ages
- Julia Brophy '25, Central Maine Medical Center; Geiger Elementary School
- Christian Cabello '25, Stages for All Ages
- Leith Chikh Rouhou '26, Trinity Jubilee Center
- Sophia Cocchiarella '26, YWCA Central Maine
- Kevin Duong '25, Androscoggin Historical Society
- Connor Gerraughty '26, Stages for All Ages
- Reese Hillman '26, Stages for All Ages
- Inez Johnson '25, LA Arts
- Adam Joseph '25, YWCA Central Maine
- Jaewoo Kim '25, Riverside Cemetery
- Phattiya (Nice) Matrakul '26, Bates College STEM Project
- Jack Mocarski '25, Riverside Cemetery

- Jaida Sabour '25, Bates College STEM Project
- Isabella Sandoz '26, High Street Congregational Church; Trinity Jubilee Center
- Marrich Somridhivej '26, Riverside Cemetery
- Ava Steinberger '27, Harward Center Democratic Engagement and Student Activism Program
- Isabel Subin-Billingsley '27, Working Communities Challenge
- Joseph Vann '25, St. Mary's Regional Medical Center
- Sophie Wheeler '25, Stages for All Ages

CIVIC Capacity-Building Initiatives

The Harward Center takes the lead for the college in cultivating civic sensibilities and skills -- that is, habits of mind and grounded practices for engaging with others across differences of experience, background, identity, worldview, and ability in order to work toward collective goals. The college's location in Lewiston, Maine provides manifold opportunities for Bates students to develop civic sensibilities and skills as they engage with diverse individuals and groups in the off-campus community. Through community-engaged learning courses, civic leadership programs, community work study positions, sustained volunteer activities, and electoral engagement pursuits, Bates students learn to listen deeply to those whose lives and perspectives are different than their own, broadening their understanding of both self and world and cultivating empathy, self-awareness, and confidence in their ability to engage humanely and constructively across differences. By joining diverse off-campus partners in addressing community needs, Bates students build civic skills like cultural humility, collaborative problem solving, cross-cultural communication, and asset-based thinking, and they experience the challenges and joys of working with diverse others to identify and achieve collective goals.

Electoral Engagement Program

During the 2024-25 school year, the Harward Center's electoral engagement program facilitated nonpartisan student voting and supported the College's 2024 Elections Series. The electoral engagement program remains dynamic and adaptive, building on the successes and challenges of previous years, and finding new ways to support campus efforts to institutionalize student civic participation through voting. The 2024-2025 academic year offered the Harward Center new opportunities to assess student voting data and collect feedback from students to improve the nonpartisan voting experience for future years. For the College's 2024 Election Series, a variety of campus partnerships supported student civic engagement and participation in political life.

Non-Partisan Student Voting Initiative

NSLVE - Measuring Student Civic Engagement Through Voting

Bates College participates in the National Study of Learning, Voting, and Engagement (NSLVE) alongside over 1,000 colleges and universities across the country. Every two years, campuses receive NSLVE data about how many students participated through registering to vote, and

voting in the election. This information is disaggregated by gender and major - data points that are helpful for improving civic learning, developing or enhancing co-curricular programming, benchmarking student voter participation, and more. The NSLVE report released in 2024 showed that the Bates student voting rate in the 2022 midterm elections was 52% – lower than in the 2018 and 2020 elections but commensurate with a national decrease in 2022 and well above the national average in 2022, which was 30.6%.

In 2024, the ALL In Democracy Challenge and the Maine Secretary of State's Office recognized Bates for its nonpartisan democratic engagement efforts, which fostered the highest levels of student voter engagement in the 2022 elections in the state of Maine and in the NESCAC:

- 2022 Maine Campus Voting Challenge Highest Voting Rate: 4-year Institution
- 2022 Maine Campus Voting Challenge Highest Registration Rate: 4-year Institution
- 2022 NESCAC Votes Highest Voting Rate
- 2022 NESCAC Votes Highest Registration Rate

Civic Holidays at Bates

The Harvard Center participates in the nationally recognized Civic Holidays every year, but each year is different in how students connect with the idea of civic participation and why they vote. In 2024, Bates participated in:

- September 17, 2024 - National Voter Registration Day
Students hosted a voter registration table outside of the student dining hall from 7am to 7pm. Visibility was bolstered with support from the Bates Bobcat and the Bates Communications Office, whose event coverage on social media amplified student participation.
- October 7 - 11, 2024 - National Voter Education Week
Students partnered with the Office of Campus Life to create Bates Votes BINGO, which encouraged electoral literacy about how students can be civically engaged, from volunteering to joining a club, talking to a friend about current events, or learning about what's on the ballot.
- October 29, 2024 - Early Vote Day
Early Vote Day coincided with the City of Lewiston's last day for in-person early voting. Students partnered with Bates Athletics to provide hourly transportation to students wanting to vote early at City Hall from 8am to 6pm. 52 students were transported to City Hall to vote early.

2024 Bates Votes Fellowship

Student agency is at the heart of Bates' vibrant civic life. When given opportunities to develop their own ideas for community-building and the support needed to implement it, the outcomes are extraordinary. In 2024, the Bates Votes nonpartisan student voting initiative was reimagined to cultivate student leadership in the development of campus voting programs. Changes included shifting the role from a campus job to a student learning opportunity, providing more structure and leadership to support campus-wide mobilizations for the Civic Holidays and Election Day, and offering flexibility to support pop-up collaborations for voter

registration and engagement with different campus stakeholders, which facilitated shared belonging in the student voting experience. Decentralized programming gave student leaders the creative freedom to design or develop voter engagement activities with a club or campus partner, with Harvard Center support to ensure the event design and process ensured strong outcomes.

The following students participated in the Bates Votes Fellowship for the Fall 2024 Election:

Co-Coordinationators:

- Ethan Chan '25
- Tammy Namangale '27

Ambassadors:

- Alex Appleton '27
- Caroline Bibbens '25
- Neil Grover '27
- Leslie Jimenez '26
- Inez Johnson '25
- Ananya Rao '25
- Ava Steinberger '27

Student-Led Campus Collaborations

In response to data from student voting in the 2022 election and on the conviction that simply presenting voting as a civic duty and responsibility is not a compelling approach to voter engagement, Bates Votes Fellows focused in 2024-25 on curating a series of student voter education events based on personalized interests. Student fellows:

- Collaborated with Snaggletooth Literary Magazine, SJP, and EcoReps to host a zine-making workshop at the Ronj. Using nonpartisan candidate information from voter guides, students reviewed candidate stances on a variety of topics and created their own voting zines. 45 students participated.
- Joined with the Bates Musicians Union to host a Bates voter guide release party with live music. About 100 students participated.
- Partnered with Multifaith Fellows and the Environmental Coalition to host “Planting Seeds,” a gathering for students to plant milkweed and bring their questions about voting. 10 students participated.
- Collaborated with the South Asian Student Association (SASA) to host a conversation about voting as a South Asian person in the U.S. 15 students participated.
- Partnered with several ResLife coordinators to offer dorm programs such as “Dogs for Democracy” - a hot dog barbeque event with voter registration - and “Civic Chai,” a conversation space exploring what it means to be civically engaged through service, activism, and voting. 35 participants engaged.

Institutional Collaborations for Student Voting

In addition to student-led collaborations, the Harvard Center supported nonpartisan student voter registration and voting across campus programs in these ways:

- Partnered with the college's First Year Experience team to provide voting information as part of the required online modules for incoming students. A short video was developed to introduce students to the Bates tradition of civic participation through voting and to provide nonpartisan information such as voter eligibility, how to register to vote, and what to expect when voting on campus. There was also information about how those who are not eligible to vote can still be informed and civically engaged in other ways.
- Collaborated with the Office of Residence Life to offer a participatory workshop to 75 residential advisors and orientation week leaders. The session provided space for students to learn more about Bates Votes, what to expect in the 2024 election, and how to create a constructive space for students to talk about the election without polarization. Bates Votes also hosted several voter registration tables to help new students register to vote during Orientation Week.
- In concert with Bates Athletics, supported coach engagement in nonpartisan student voting: 5 coaches signed onto the 2024 ALL In Coaches Pledge and 20 athletic teams had vote captains, with 27 student vote captains total. Activities included a presentation at an All-Team meeting about how to support student civic participation and the roles students and coaches can play to support nonpartisan voter engagement, along with resources on how to hold space for conversations about politics.
- Partnered with Jen Hyde, Assistant Director of Global Education, to ensure information about voting abroad was included in summer orientation packets for students studying abroad in the fall.
- Teamed up with James Reese, Dean of International Students, to host an open conversation featuring international student perspectives on U.S. elections.
- Collaborated with the Ladd Library to incorporate nonpartisan voting information as part of its fall library display series.
- Worked with Post & Print to display informational banners about absentee voting. The Harvard Center covered the cost of mailing return absentee ballots for students who needed it.

Civic Learning Through Classroom Engagement

Democratic engagement was woven into the classroom and into community-engaged learning experiences in 2024 in these ways:

- With support from the Harvard Center, Assistant Professor of Politics Lucy Britt served as a 2024 Project Pericles Civic and Vote Engagement Fellow, incorporating civic learning and engagement in her course, "Race and the Right to Vote," by requiring students to complete 10 hours of nonpartisan voter registration with Community Organizing Alliance. Students also took Election Day off to volunteer for the City of Lewiston by providing assistance at the polls.
- Visiting Assistant Professor of Art & Visual Culture Michel Droge also served as a 2024 Project Pericles Civic and Voter Engagement Fellow. For their Visual Meaning Class, students explored the history of voting rights and voter suppression, and then each

student created a visual art piece reflecting some dimension of voter suppression. These pieces were featured in an on-campus art exhibit ahead of the election, to generate conversations about voting.

- Stephanie Kelley-Romano, Professor and Chair of Rhetoric, Film, and Screen Studies, taught her popular Presidential Elections course in which her class simulated a presidential election while also learning about and supporting student voter engagement in the actual U.S. elections.
- Assistant Director of Student Writing and Visiting Lecturer in the Humanities Lydia Page incorporated voter registration and exploration on civic identity in her First Year Seminar on Multimodal Composition.
- Academic Administrative Assistant Tobie Ackerly Gordon organized a nonpartisan postcard writing party for colleagues and students to generate supportive messages to infrequent voters.
- Seven additional faculty and staff members incorporated voter registration as part of their class or student program.

The Harvard Center's "Election Connections" Conversation Series

In response to an environment of increased political polarization, threats to free speech in higher education, and the need to cultivate spaces for civil discourse, the Harvard Center worked with student and campus partners to develop a low-stakes conversation series to give the campus opportunities to reflect and engage with others about the 2024 election. The series provided a platform for interested students, staff, and faculty to establish connection and invite curiosity in individual perspectives around the 2024 election.

The program was developed based on feedback from several critical constituencies - students, faculty, and staff members from the Office of Equity and Inclusion (OEI), Center for Inclusive Teaching & Learning (CITL), Residence Life, Office of Title IX and Civil Rights Compliance, and Human Resources. Ultimately, the series addressed an immediate student need for meaningful opportunities to connect with each other in tumultuous times and to practice or cultivate skills needed for successful deliberative dialogue. Five students were selected to be facilitators for these groups based on their interest in electoral engagement and desire to strengthen a civic culture that supports democratic engagement without judgment or shame in a person's beliefs or values. These students also showed interest in deepening their own personal capacities for civil discourse and supporting community reflection and curiosity to explore highly charged topics. Bolstered by the Project Pericles Back to School for Democracy Mini-Grant, students were paid for their time learning, planning, and facilitating these groups.

Student Facilitators:

- Caroline Bibbens '25
- Ananya Rao '25
- Olivia Reynolds '25
- Annie Robinson '26
- Lucy Sterba '26

Three conversation groups met for 60 minutes three times during process points of the 2024 Election: Before the election in mid-October, after the election in mid-November, and in January before the inauguration. 16 participants from Academic Affairs, Athletics, Post & Print, Human Resources, and students made up the inaugural conversation series. Feedback from participants highlighted the value of having structured conversations, intentional space for listening, forming new connections with members across campus, and learning from a variety of experiences. Areas participants felt could be improved included recruiting more participants to join the groups, having more frequent conversations, and encouraging more faculty to participate.

Bates College's 2024 Elections Program Series

Every four years during the presidential election season, a cross-section of Bates partners come together to create programs designed to inspire and educate the campus community. Convened by the Vice-President of Student Affairs, representatives from the Politics and Rhetoric, Film, and Screen Studies departments, the Harvard Center for Community Partnerships, and Campus Life collaborate to develop and support academic talks, debate and election night watch parties, and election trivia nights.

Events sponsored by the College's Election Programs Series in 2024-25 included:

- September 10, 2024 - Presidential Debate Watch Party
The presidential debate was live-streamed at Chase Hall Lounge, with faculty from Politics and RFSS providing introductory remarks and commentary during breaks. Campus Life provided pizza and snacks for students. Bates Votes students hosted a voter registration desk.
- September 17, 2024 - Demystifying the Election
The 2024 Election was shaping to be unlike any other. At this event, Professors John Baughman, Stephen Engel, and Stephanie Kelley-Romano answered questions from students about current events, the constitution, and changes in the candidate nomination process.
- September 24, 2024 - After the Backlash: The Many Faces of the Racial Presidency
Dr. Julia Azari of Marquette University gave a Politics talk about the historic parallels between the racial narratives of the 2024 election and the presidential elections of 1870 and 1970.
- October 1, 2024 - Vice Presidential Debate Watch Party
The debate was live-streamed at Chase Hall Lounge, with faculty from Politics and RFSS providing introductory remarks and commentary during breaks. Student Affairs provided pizza and snacks for students. Bates Votes students hosted a voter registration desk.
- October 3, 2024 - Putin's Forever War
Dr. Rob Person of the United States Military Academy at West Point gave a Politics talk about the context of Russia's war in Ukraine and why peace remains out of reach.
- October 8, 2024 - A Story to Save America: Why U.S. democracy has always been vulnerable, how we reach the brink, and what we can do about it

Colin Woodward of Salve Regina University gave a Harvard Center talk about the regional cultures that inform the U.S. electorate, historic and current day tensions, and its impact for democracy.

- October 9, 2024 - Election Trivia Night
Hosted by RFSS and Politics faculty, students worked in teams to test their knowledge of U.S. elections, politics and the presidency. Held at the Den as part of its “Late Night” series, Campus Life provided food and refreshments.
- October 10, 2024 - Mathematical Foundations of Democracy: How Mathematics Improves Voting, Electoral Maps, and Representation
Dr. Ismar Volić of Wellesley College gave the Mathematics Department’s 2024 Annual Richard W. Sampson Lecture about the current mechanisms of U.S. democracy that are outdated or unrepresentative and how mathematics can help rebuild civic infrastructure, encourage political participation, and elevate diverse views.
- October 14, 2024 - Wicked Men: The Dangers of the Imperial Presidency after *Trump v. United States* (2024)
Dr. Amanda Hollis-Brusky of Pomona College gave a Politics talk about the Supreme Court’s ruling in *Trump v. United States* and the longer-term trend of judges and lawyers enabling the growth of the Imperial Presidency and its challenges for U.S. democracy.
- October 24, 2024 - The Crisis of a Close Call: Disinformation in the 2024 Presidential Election
Dr. Ryan Neville Shepard ‘04 of University of Arkansas gave a Rhetoric, Film and Screen Studies talk about the risk that disinformation can play in deciding election outcomes, the evolution of political conspiracy theories and disinformation campaigns, how disinformation influences voters and swings elections.
- October 24, 2024 - Voces: Latino Vote 2024
Dr. Clarisa Pérez-Armendáriz of Latin America and Latinx Studies and Dr. Ángel Saavedra Cisneros of Bowdoin College’s Government Studies facilitated a screening of a new PBS documentary about Latino voters in contested battleground states of Nevada, Arizona, Wisconsin, Florida, and Pennsylvania. The film also delves into the efforts both political parties are making to reach the Latino electorate in California, the state with the largest Hispanic/Latino population in the country.
- October 30, 2024 - Brooks Quimby Debate Council Election Debate
The Brooks Quimby Debate Council is the student debating society at Bates College, founded just after the College in 1855. The BQDC with support from Rhetoric, Film, and Screen Studies ran a fun debate on a topic relevant to the Presidential Election.
- November 5, 2024 - Election Night Watch Party
Campus Life, the Student Center for Belonging & Community, and departments of Politics and Rhetoric, Film, and Screen Studies sponsored a campus-wide watch party at Chase Hall that featured multiple viewing spaces that screened election night coverage from ABC, CBS, NBC, Fox News, and CNN.
- November 6, 2024 - Community Breakfast
The Election Series and DCCE partnered to offer a post-election community breakfast to support colleagues coming together in what could be a prolonged, uncertain outcome. There was no program planned. Campus members were invited to share food, share conversation and begin your day with the singleness of purpose to simply be together.

- November 6, 2024 - What Do We Know? Post-Election Panel Discussion
Faculty from the Politics and Rhetoric, Film and Screen Studies hosted a campus-wide talk reviewing the results of the 2024 election, offering commentary and analysis about the outcome and considerations for the next presidency.
- November 6 - 7, 2024 - Election Debrief Spaces
Post-election reflection spaces were offered to help students process the election results and be in community with one another, hosted by the Student Center for Belonging and Community, Multifaith Chaplaincy, and Global Education.
- November 14, 2024 - See Jane Run: How Women Politicians Matter for Young People
Dr. Christina Wolbrecht of Notre Dame University gave a Politics talk about the impact that women running for elected office has on young people.
- December 5, 2024 - Post-Election Panel Discussion
Politics Department faculty hosted a post-election analysis and commentary on presidential transition activity.
- January 20, 2025 - Inaugural Address Viewing & Discussion
Politics and RFSS faculty hosted a livestream of the Presidential inaugural address and offered discussion with students.

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 students 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 2024-2025 academic year that were reported to or supported by the Harvard Center are presented below.

Adopt-A-School

This longstanding partnership between Bates and Lewiston Middle School featured multiple touchpoints and programs during 2024-2025:

- 30 education students contributed 900 hours in classrooms and after-school programming.
- 5 Bates volunteers spent 70 hours engaging middle school students in conversation during their lunch periods.
- 22 students from a course called *Adolescent Literacy* provided one-on-one tutoring to LMS students who needed just a little extra support to meet middle-school literacy standards. A mix of student volunteers and students from a math course called *Introduction to Abstraction* did the same thing to help LMS students meet math standards.

- A professor and 23 students from an introductory course in Digital and Computational Studies developed a set of interactive activities for middle school students based on the following questions: Why should we care about technology?; How do we design new technology to solve problems?; and How do we tell computers what to do?
- During Short Term, the same professor taught a course called *Human-Robot Interaction Design Workshop*. At the end of the semester, a group of middle school students and their teachers came to Bates, and students from each of the schools took turns sharing their work with each other. After a design challenge with mixed groups, all of the students ate lunch together in the Bates Commons.
- In the spring, 59 Bates students and staff hosted all 318 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.
- The Harward Center's Associate Director for Community-Engaged Learning served on the school's leadership team.

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. One of the annual trips focuses on volunteering in the Lewiston Auburn community. After learning about the area's history and culture, taking a guided walk through downtown Lewiston, and enjoying a meal at a local Somali restaurant, this 2024 AESOP group spent time over the following days volunteering at New Roots Cooperative Farm, Thorncrag Bird Sanctuary, and Montello Heights Senior Living Community.

Clean Sweep

The annual Bates Clean Sweep, now in its 23rd 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 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 2025 Clean Sweep, John F. Murphy Homes was the primary organizer and beneficiary, with the Humane Society and the Root Cellar as additional community partners. Over \$21,000 was netted this year.

College Access Programming

Building off the energy from last year, the Harward Center, in collaboration with the Aspirations Club, continued the expansion of college access programming at Bates.

In the 2024-2025 academic year, two Aspirations Days were held in September/October for the 8th grade class at Auburn Middle School. In addition, three Aspiration Days were hosted for the 8th grade class at Lewiston Middle during Short Term. During these Aspirations Days, 8th grade students from Lewiston and Auburn 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 included different activities to inform students about the opportunities college can provide them and how to afford college; one focused on career and trade school access, featuring local career- and trades-focused community partners; 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 from a variety of activities, including soccer facilitated by the women's soccer team, flag football facilitated by the men's and women's lacrosse teams, arts and crafts, field games, or board games.

The Aspirations Program continues to be a popular, effective, and successful model for exposing middle school students to the higher education environment and the benefits of pursuing education beyond high school. The Harvard Center looks forward to continuing Aspirations Days programming in collaboration with the Aspirations Club.

Community Liaison Program

The Community Liaison program, which is a collaboration between the Harvard Center, Bates Athletics, and the Office of Campus Life, provides Bates students with the infrastructure, encouragement, and support to join with fellow team or club members in a one-time or ongoing manner that address community needs. 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 2024-2025 school year, Bates clubs/teams contributed 2,382 documented hours. Among the community-engaged projects undertaken by student teams or clubs were these:

- The Men's/Women's Cross Country and Track & Field teams helped officiate home track meets at Lewiston High School, rallying about 25 members to volunteer across two meets;
- The Men's/Women's Rowing, Women's Lacrosse, and Alpine Ski teams participated in the Dempsey Challenge to raise funds for the initiative;
- The Men's Lacrosse Team partook in their annual Aspirations Days on campus during September/October;
- The Cross-Country teams rallied 30 of their members to collaborate with Riverside Cemetery for a day of service that included grounds work at the cemetery cleaning up tree limbs that had fallen during a recent storm;
- The Women's Soccer, Club Soccer and Men's Lacrosse teams worked with United YES to facilitate after-school sports activities for kids and teens of the program to enjoy;
- The Women's Soccer Team, Club Soccer, and Men's Basketball teams led sports activities for Lewiston and Auburn middle-school students during the on-campus Aspirations Days; and
- The Club Soccer teams worked with Rosati Leadership Academy on an after-school soccer program.

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, and moving leaf-litter to the Bates Garden.

Martin Luther King, Jr. Day

MLK Day at Bates is a community-wide opportunity to discuss, teach, and reflect on the legacy of civil rights in a continuously changing social and political environment. Begun thirty-four years ago during the tenure of Bates President Don Harward, this year's event was once again a "day on, not off" for Bates students, faculty, staff, and off-campus community members and scholars who grappled with issues of justice, equity, and freedom in today's context of ongoing conflict, war, racial inequity, climate change, and threats to democracy. Individuals and groups from both on and off campus were invited to propose sessions for this year's event, whose theme was "Bending Toward Justice: Peace and Nonviolence." Staff at the Harward Center worked with a range of partners to organize or support multiple opportunities for participants to explore civic engagement through volunteering, performance arts, deliberative dialogue, organizing and advocacy, and engaging community perspectives:

- **MLK Spoken Word Festival**
Sponsored by the Multifaith Chaplaincy, the second annual MLK Spoken Word Festival was headlined by two artists – longtime Harward Center community partner Joseph Jackson, Director of the Maine Prisoner Advocacy Coalition and Co-Director of Maine Inside Out, who delivered poetic provocations that stirred both heart and mind; and Portland's Kenya Hall, whose soaring vocals and original compositions, including a contemporary riff on the national anthem, set the tone for an evening of talent and truth-telling.
- **Dream Big with the Bobcats - Community Day at Bates**
Sponsored by the Bates Department of Athletics, Athletics Committee, Athletics Equity and Inclusion Council, Student-Athlete Advisory Committee, the Harward Center for Community Partnerships, and the Athletics Committee of Bates Student Government, Lewiston youth in grades 1-6 were invited to campus to participate in a community day with Bates student athletes. Over 40 student-athletes welcomed local youth for an informal discussion about Dr. King and his legacy, reading, crafts, optional sports activities, and lunch.
- **Builder's Movement Initiative Workshop**
As a Bates Votes Ambassador Fellow and a facilitator with the Election Connection Conversation Series, Ananya Rao '25 utilized her interest in political polarization and social conflict to pursue fellowship through the "Builders Movement Initiative," a national organization that trains selected student leaders in the skills, tools, and capacities needed for flexible thinking and problem solving. On MLK Day, Ananya's Builders Movement training led an audience of students, faculty, staff, and community members through exercises and practices for combatting polarization and engaging authentically across differences.

- **Local Antiwar Organizing Today**
In the context of conflicts both near and far, a timely workshop focused on the antiwar and divestment efforts being led or supported by Maine organizers. Sponsored by the Lewiston Ceasefire and Divestment Working Group, along with Bates faculty members Christine Martinez (Environmental Studies), Darby Ray (Harvard Center), and Asha Tamirisa (Music), the discussion centered on the challenges, motivations, strategies, and hopes of organizers working to call out and end U.S. involvement in violent conflicts abroad.
- **Working Class Discontent**
The 2025 MLK Day marked the inauguration of a new president. In the aftermath of the 2024 election, many narratives were used to explain what happened, especially working-class discontent and youth disengagement. What is often left out of the narrative are the actual views and perspectives of worker and union voices. In response, Harvard Center staff invited a diverse group of union leaders to share their insights and perspectives—viewpoints that are not widely seen or understood on selective liberal arts college campuses: Linda Deane, president of the Western Maine Labor Council and member of United Steelworkers Local 900; Garrett Stewart, President of the A. Phillip Randolph Institute of Maine; Maine State Rep. Kilton Webb, vice president of the Western Maine Labor Council and member of IBEW Local 567; and Phillip Joseph, an electrician and member of IBEW Local 567 Young Workers’ Committee and also a Board member of the Southern Maine Workers Center.
- **Reclaiming Public Memory**
The question of public memory – a community’s understanding of its own history, and the stories it tells or doesn’t tell to future generations – prompted a lively panel discussion organized by Harvard Center staff in collaboration with Associate Professor of History and Environment Studies Joe Hall. Panelists Meadow Dibble, Director of Atlantic Black Box, James Francis, Director of Cultural and Historic Preservation for the Penobscot Nation, and Bob Greene a retired journalist discussed how grassroots efforts from scholars, artists, and culture keepers are shaping public conversations in ways that open up new possibilities for relationships and learning that have political impacts for Wabanaki and African American communities.

Mentoring

Mentorship programming continues to grow, largely due to the establishment of the Bates Aspirations Club. In 2024-2025, Madi Mettler ‘25 recruited, trained, and supported 12 volunteers who provided 50 hours of mentoring at Lewiston High School. Maria Femia ‘25 recruited, trained, and supported 24 volunteers who provided 300 hours of mentoring at Auburn Middle School. Quinn Hughes ‘26 recruited, trained, and supported 19 volunteers who provided 456 hours of mentoring at Montello Elementary School.

Fifty-six Bates students spent 900 hours over the course of the year as Big Brothers/Big Sisters at Connors Elementary School.

Montello Book Buddies

Trinity Monstwiller 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, 21 students spent 420 hours participating in the program at Connors and Montello Elementary Schools.

Mount David Summit

Mount David Summit, which happens each spring, is the annual college-wide celebration of Bates students' academic and artistic achievement. Among the hundreds of student presentations at the 2025 Summit were dozens of posters and individual presentations highlighting community-engaged research projects. In addition, one session featured a shared presentation by the 2025 Community-Engaged Research Fellows. Entitled "Research and the Public Good: Multi-Disciplinary Explorations," the session addressed the question: How can undergraduate research contribute to community well-being and social justice? The Fellows hailed from diverse disciplines, but they shared an interest in the public purposes of higher education and the potential of research to address community needs. In their interactive session, "It Takes A Village," the Fellows used the idea of a village to share with their audience the distinctive characteristics, joys, and challenges of community-engaged research. After the shared presentation and Q&A session, attendees were able to chat with individual Fellows in more detail about the projects they undertook in collaboration with community partners.

New Student Orientation

Harvard Center staff and student leaders helped welcome and orient new students in many ways. These included hosting the Kessler (first generation to college) Scholars at the Harvard Center for lunch and conversation centered around the idea of community cultural wealth (T. Yosso); participation in the New Student Orientation Academic and Resource Fair and the Students Clubs and Orgs Fair; providing a Lewiston 101 session, a Downtown Walkabout, and lunch at a Somali restaurant for the community-engaged AESOP group; offering voter registration opportunities throughout Orientation; presenting two "Welcome to Your New Hometown" programs for first-year students, including a brief overview of Lewiston history and culture, an introduction to Bates-style community engagement, and testimonies from current students about different ways students can access community engagement opportunities during their time at Bates; and last but not least, a lively Harvard Center Open House event.

Puddle Arts

The annual Puddle Arts event has become a fan favorite at Bates and among off-campus community members. Held on the third Thursday afternoon of Short Term in the field adjacent to the Bates Puddle (aka Lake Andrews), this year's event provided a plethora of art-making opportunities and other outdoor activities for youth from several local after-school programs and the wider Bates community. Activities included spin art with Art Van, bracelet and collage making, face painting, bubble-play, stomp rockets, soccer, volleyball, and frisbee. The Bates volunteers had almost as much fun as the kids!

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. A few representative activities are below:

The annual Volunteer Fair took place in mid-September, with community partner organizations 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 Bates students, faculty, and staff participated in the 2024 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 College Cup, which goes to the Maine college that raises the most money each year. This was the fourth year in a row that Bates won the College Cup. Bates athletics played a key role in the fundraiser, led by the rowing team, which raised \$6,020. The women's lacrosse team ranked second with \$5,929 raised, and the alpine skiing team came in third among Bates varsity sports at \$3,460.

Many other Bates athletic teams participated in community-engaged activities, including:

- The Men's/Women's Cross Country and Track & Field teams helped officiate home track meets at Lewiston High School, rallying about 25 members to volunteer across two meets;
- The Men's/Women's Rowing, Women's Lacrosse, and Alpine Ski teams participated in the Dempsey Challenge to raise funds for the initiative;
- The Bates Men's Lacrosse Team partook in their annual Aspirations Days on campus during September/October;
- The Cross-Country teams rallied 30 of their members to collaborate with Riverside Cemetery for a day of service that included grounds work at the cemetery cleaning up tree limbs that had fallen during a recent storm;
- The Women's Soccer and Men's Lacrosse teams worked with United YES to facilitate after-school sports activities for kids and teens of the program to enjoy;
- The Women's Soccer, Club Soccer, and Men's Basketball teams led sports activities for Lewiston Middle School students during the on-campus Aspirations Days during Short Term;
- The Club Volleyball, Soccer, and Cross-Country teams coordinated activities for the annual Puddle Arts event;
- The Men's and Women's Soccer teams worked with Rosati Leadership Academy's after-school soccer program;

- The Field Hockey Team volunteered at The Store Next Door, sorting donations and assisting homeless students twice a week, every other week;
- The Field Hockey Team hosted field hockey lessons for youth through the Boys & Girls Clubs of Southern Maine.
- The Women's Lacrosse Team visited with older residents at Meadowview, a public housing community in Lewiston.
- The Men's and Women's Lacrosse teams co-hosted a community lacrosse clinic for local youth in April.
- The Men's Lacrosse Team helped cook and serve Sunday brunches at Blake Street Towers, a public housing community near campus.
- The Football Team organized their annual toy drive in the fall, collecting toys and donating them to local organizations and charities.

Many individual students also answered one volunteer call or another. Some became regular and relied-upon volunteers for local organizations like the Lewiston High School track and field program and Rosati Leadership Academy. Other students responded to specific community requests, such as a cappella performances during the Chamber of Commerce's annual Taste the Harvest event in downtown Lewiston, students to help with city-wide clean-up events, or volunteers at the Common Ground Fair in Unity, Maine.

As always, 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.

Co-Sponsorships

The Harward Center is pleased to join with colleagues from on and off campus in providing opportunities for the infusion of fresh voices and ideas into the civic reflection and action practices at Bates and in the wider community. During the 2024-25 school year, the Harward Center was pleased to support the following campus and/or community programs:

- Bates College Department of Gender and Sexuality Studies lecture by Dr. Fiona Vernal, entitled "Towards Inclusive Storytelling: Models and Methods for Public, Engaged, and Community Histories"
- Bates College Department of Latin American and Latinx Studies guest speaker event featuring "Dister"
- Bates Dance Festival's Youth Arts Program scholarship
- Community Organizing Alliance's Juneteenth Celebration
- The Franco Center's panel discussion and showing of the film, "Building Hope"
- Generational Noor's Two-Year Anniversary Celebration
- Healthy Neighborhood's Bulky Waste Clean-Up Program
- LA Arts ArtWalk series
- Lewiston Youth Advisory Council's Heart of Lewiston Festival
- Maine Inside Out's Juneteenth Performance of "Broken Clock"
- Summer Fun & Films showing of "Elemental"

- Tree Street Youth's Celebratory March

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 2024-25 by the Office of Admission, including:

- Admission Summer Visit Day panel presentations
- Fall Open House and Admission Panel
- Prologue to Bates
- Bobcat First! Orientation
- Admitted Student Visit Days - collaborated with community partner Fatuma Hussein, founder and Executive Director of Immigrant Resource Center of Maine, on the plenary presentation for each Visit Day.

Davis Projects for Peace

Through Bates' affiliation with Davis Projects for Peace, the Harward Center was delighted to award \$10,000 to a Bates student to carry out a project that helps ameliorate root causes of conflict. The center coordinated a competitive proposal and selection process on campus and then submitted the top two Bates proposals to the Davis program for further consideration. One student received a \$10,000 award for work that took place during the summer of 2025.

Axelle Tougouma '27 implemented her project, "Irrigation System in An Internally Displaced Cooperative's Farm" remotely due to unforeseen immigration restrictions in the United States. She collaborated with the Association AGNAWÊ GOMI, a cooperative of displaced burkinabe women in Ouangolodougou engaged in small-scale farming, to establish a solar irrigation system to alleviate water shortages and promote agricultural development and training in sustainable farming practices. In the short term, the irrigation system will increase crop yield by providing consistent water supply even during the dry season. In the long term, her project will help to create financial self-sufficiency for the women in the cooperative, creating a more resilient community in which education, healthcare, and mental health services are available for their children, extended families, and communities.

In addition, Sardar Mohammad Ruhan '26 and Sreenidhi Kamal '26, who were forced to defer their project due to political unrest in Bangladesh last summer, also completed their project, "Amelioration of Life-Threatening Dengue in the Slums of Dhaka: Tackling Health Disparity" during the summer of 2025. They partnered with Share the Privilege, a non-profit organization dedicated to helping distressed communities in Dhaka, to tackle the spike in dengue cases, especially in underprivileged areas like Korail. Their project implemented a three-pronged approach to prevention through the distribution of sustainable mosquito-fighting equipment,

implementation of innovative awareness campaigns, and increased treatment through the provision of life-saving medical equipment to low-functioning hospitals.

Justice for Women

The Harvard Center, in collaboration with USM Law Foundation and Lee International, hosted its annual Justice for Women Lecture to bring to Bates internationally recognized human rights leaders working on issues impacting women and girls. Maria Omare and Juliet Muema presented this year's lecture at Bates on the topic of disability justice in Kenya.

The theme of the talk "Inclusive & Engaged: How Accessible Sports Empowers Kenyan Women & Girls with Disabilities," highlighted how Marie Omare and Juliet Muema of The Action Foundation have found inclusive athletics to be an opportunity for advancing Kenyan women and girls with disabilities. This year's campus sponsors for the event included the Africana Program, Bates Athletics, the Student Center for Belonging & Community, the Center for Global Education, the Office of Accessible Education, and the Office of Equity & Inclusion.

Planetarium

Under the direction of Cole Hastings, the planetarium was grateful to once again offer private planetarium shows. Approximately 675 community members visited the planetarium this year, including multiple school groups from 3rd grade to high school, scout troops of similar ages, and several summer camp programs. They also hosted multiple sessions for adult day programs local to the area (and one from Portland), two sessions for the Lewiston Adult Education program, and two sessions of Gold LEAF Senior College from the University of Maine at Farmington.

Purposeful Work

The Center for Purposeful Work's internship program empowers students to engage in purpose-driven work as they explore their interests, deepen professional skills, and build meaningful networks. Through this program, students gain exclusive access to a curated network of Bates-specific internships with employer partners, along with the opportunity to apply for Bates financial support for low or unpaid internships interns have secured on their own. The program also provides structured goal-setting and reflection resources to help students maximize their learning and personal growth. Many of these internships take place at non-profit organizations committed to social impact. In the summer of 2025, 64 students completed Purposeful Work internships at these non-profit agencies:

- A Roof Above: Charlotte, NC
- Asian American Arts Alliance (A4): New York, NY
- Associação Iscte Conhecimento e Inovação - Centro de Valorização e Transferência de Tecnologias: Lisbon, Portugal
- Boston Health Care for the Homeless: Boston, MA
- Center for Justice Innovation: Brooklyn, NY
- Child Mind Institute: New York, NY

- Community Organizing Alliance: Lewiston, ME
- Congressman Jared Golden: Lewiston, ME and Washington, D.C.
- Congresswoman Chellie Pingree: Portland, ME and Washington, D.C.
- Cornell Cooperative Extension: Ithaca, NY
- Cumberland County Soil & Water Conservation District: Portland, ME
- David Geffen School of Medicine, University of California: Los Angeles, CA
- Durham Fire Rescue (Housing): Durham, ME
- dZi Foundation: Lalitpur, Nepal
- Falmouth Land Trust: Falmouth, ME
- Flathead Lake Biological Station: Polson, MT
- Frances Perkins Center: Newcastle, ME
- Freeport Conservation Trust: Freeport, ME
- Grace Webb School, Institute of Living: Hartford, CT
- Habitat Charlotte Region: Charlotte, NC
- Harlem Children's Zone: New York, NY
- Haven: Bozeman, MT
- Ladder to the Moon/Amjambo Africa: Portland, ME
- Maine Immigrants' Rights Coalition: Portland, ME
- Maine Museum of Innovation, Labor and Learning: Lewiston, ME
- Maine Outdoor Brands: Portland, ME
- Maine Trust for Local News: Lewiston, ME
- Maine Volunteer Lawyers Project: Portland, ME
- MaineHealth: Portland, ME
- Mission First Housing Group: Philadelphia, PA
- Massachusetts Institute of Technology: Cambridge, MA
- Maine Organic Farmers and Gardeners Association: Unity, ME
- Momentum Conservation: Portland, ME
- New Roots Cooperative Farm/United Youth Empowerment Services: Lewiston, ME
- Nezinscot Farm: Turner, ME
- O'Maine Studios: Portland, ME
- Office of Congressman Joe Courtney: Washington, D.C.
- Pocomoke Elementary School: Pocomoke, MD
- Portland Monthly Magazine: Portland, ME
- Saffron Kitchen Project: Athens, Greece
- Shanghai BLOOM Educational Developmental Foundation: Shanghai, China
- Sideline Hustle LLC: Atlanta, GA
- Space Gallery: Portland, ME
- St. Mary's Nutrition Center: Lewiston, ME
- Tree Street Youth: Lewiston, ME
- Trinity Jubilee Center: Lewiston, ME
- UCSB Child Studies Lab: Santa Barbara, CA
- University of Maine's Pelagic Fisheries Lab: Portland, ME
- Washington Art Association: Washington Depot, CT
- We Are All America: Virtual

- Wellfleet Oyster Alliance: Wellfleet, MA
- Whitehead Institute: Cambridge, MA

Robinson Players

This year, the Robinson Players produced *SpongeBob: The Musical* and performed it three times in the college's Schaeffer Theater for a total of 754 elementary children from four different local public schools.

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 2024-25 is below:

- 207 Barbershop
- 6th Prosecutorial District District Attorney's Office
- AFL-CIO
- AK Health and Social Services
- An Angel's Wing
- Androscoggin Bank
- Androscoggin County Sheriff's Department
- Androscoggin Home Healthcare and Hospice (Andwell)
- Androscoggin Land Trust
- ArtVan
- Asylum Seekers Resettlement Project
- Auburn PAL Center
- Auburn Public Library
- Auburn Public Schools
- Auburn/Lewiston Municipal Airport
- Avesta Housing
- Big Brothers Big Sisters
- Boys and Girls Club of Southern Maine
- Catholic Charities of Maine
- Center for Wisdom's Women
- Central Maine Community College (First4ME)
- City of Auburn
- City of Lewiston
- Clover Health Care
- Coastal Enterprises, Inc.
- College Guild
- Community Concepts, Inc.
- Community Credit Union
- Community Organizing Alliance

- Cooperative Development Institute
- Early Math and Language Initiative
- FreshCutz
- Gateway Community Services
- Generational Noor
- Habitat for Humanity ReStore (Bath)
- Hardy Girls Healthy Women
- Healthy Androscoggin
- Healthy Homeworks
- Healthy Sexuality (LCSW)
- Hebron Academy
- Her Safety Net
- High Street Congregational Church
- Immigrant Legal Advocacy Project
- Immigrant Resource Center of Maine
- John F. Murphy Homes
- L-A Metro Chamber of Commerce
- LA Arts
- Land in Common
- Lewiston Auburn Working Communities Challenge
- Lewiston District Court
- Lewiston Farmer's Market
- Lewiston Housing Authority
- Lewiston Public Library
- Lewiston Public Schools
- Lewiston/Auburn Adult Education
- Literacy Volunteers
- Luxury in the Hood
- Maine Coalition Against Sexual Assault
- Maine Community Integration
- Maine Department of Corrections
- Maine Department of Education
- Maine Family Planning
- Maine Farmland Trust
- Maine Gun Safety Coalition
- Maine Immigrant and Refugee Services
- Maine Initiatives
- Maine Jewish Film Festival
- Maine MILL
- Maine Mobile Health
- Maine People's Alliance
- Maine Prisoner Advocacy Coalition
- Maine Prisoner Re-Entry Network
- Maine Sports Commission
- Maine State Library

- Maine Students Vote
- Major Cuts
- Montello Heights
- New Beginnings
- New Mainers Public Health Initiative
- New Roots Cooperative Farm
- Pleasant Street Drop-in Center
- Preble Street
- Presente! Maine
- Promise Early Education
- Raise-Op Housing Cooperative
- Re-Entry Sisters
- Rebuilding Together
- Recovery Connections of Maine
- ReMo
- Riverside Cemetery
- Root Cellar
- Rosati Leadership Academy
- Safe Voices
- Schooner Estates
- Somali Bantu Community Association of Maine
- St. Mary's Nutrition Center (Gather to Grow)
- St. Mary's Regional Medical Center
- Stanton Bird Club
- The Store Next Door
- Strengthen LA
- Taboo Hair Design
- Town of Yarmouth
- Tree Street Youth
- Tri-County Mental Health Services (Spurwink)
- Trinity Jubilee Center
- Valley View Farm
- Valo Maine
- YWCA Central Maine

The Carignan Fund for Community Programs

The Harvard Center is honored to steward the James W. Carignan '61 and Sally Larson Carignan '62 Fund for Community Programs, named after the former Dean of the College and his wife, whose commitment to community engagement and civic leadership left an indelible mark at Bates and the Lewiston-Auburn area. Established in 2007, the Carignan Fund offers small grants to local organizations that work on a variety of initiatives to address community needs. Grants were evaluated by a trained group of Bates students who have experience working or volunteering in the Lewiston-Auburn community. In 2025, those students were Maggie

Amann '25, Carly Baker '27, Ananya Rao '25, Juno Rogers '28, Sophia Rumsey '26, and Shristi Tamang '28.

In response to the changing landscape in which many of our community partners operate, the 2025 Fund provided targeted grants to Lewiston and Auburn-based community organizations that provide housing, food, or other transitional support services to refugees, asylum seekers, and their families. Organizations whose core mission and resources are dedicated to that work were invited to apply for one-time grant funds of up to \$4,000.

The Carignan Fund distributed \$16,322.50 to five community organizations:

- Asylum Seekers Resettlement Program
- Immigrant Legal Advocacy Project
- Maine Immigrant and Refugee Services
- Gather to Grow (formerly St. Mary's Nutrition Center)
- Trinity Jubilee Center

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 2024-2025, the Harward Center was pleased to award the following grants and fellowships, totaling \$42,566:

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 2024-25, along with their community partners, were:

- Leith Chikh Rouhou '26, Newman Civic Fellowship, Campus Compact, Boston, MA
- Lauren Croom '28, The Store Next Door, Lewiston Public Schools, Lewiston, ME
- Peace Ekechukwu '26, Maine MILL, Lewiston, ME
- Nnenna Chidera Kalu-Uka '27, Tree Street Youth, Lewiston, ME
- Aleisha Martinez Sandoval '26, Maine Family Planning, Lewiston, ME
- Olivia Reynolds '25, 21st Century Afterschool Enrichment Program, Lewiston Public Schools, Lewiston, ME
- Alexandra Robishaw '28, Looking Ahead Clubhouse, Lewiston, ME
- Hana Roggendorf '27, Meadowview Park, Lewiston Housing Authority, Lewiston, ME
- Jilly Scott-Lewis '27, Blake Street Towers and Meadowview Park, Lewiston Housing Authority, Lewiston, ME
- Olivia Szachta '25, Playground Pals, Geiger Elementary 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 2024-25, along with their community partners, were:

- Maria Femia '25, Franklin Alternative School, Auburn, ME
- Inez Johnson '25, LA Arts, Lewiston, ME
- Margaret Kornfeind '25, Maine Community Integration, Lewiston, ME
- Caroline Mazgaj '27, Maine Youth for Climate Justice, Damariscotta, ME
- Maureen McGuire '26, Rosati Leadership Academy and Lewiston Public Schools, Lewiston, ME
- Cassidy Vawter '25, Hardy Girls Healthy Women, Augusta, ME
- Youer (Yuna) Wu '25, Hebron Academy, Hebron, ME
- Amanda Zerbib '25, Lewiston Public Schools, Lewiston, ME

RECOGNITIONS & Celebrations

Harvard Center Awards

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

- Sonia Turgeon, recipient of the 2025 James and Sally Carignan Career Achievement Award
- Inez Johnson '25 and Maggie Kornfeind '25, recipients of the 2025 Student Award for Outstanding Community-Engaged Academic Work
- Maria Femia '25, Madi Mettler '25, and Lily Houser '25; Poppy Marsh '26, Eva McDonough '25 and Olivia Reynolds '25, recipients of the 2025 Award for Outstanding Community Volunteerism and Student Leadership
- Sam Skinner '26, recipient of the 2025 Civic Leadership Award
- Maggie Amann '25, recipient of the 2025 Student Activism Award
- Ananya Rao '25, recipient of the 2025 Peggy Rotundo Award for Excellence in Democratic Engagement
- Natalie Gersen '28 and Luca Balzano '28, recipients of the 2025 Award for Outstanding Community Engagement by a First Year Student ("Rookie of the Year" Award)
- Students for Justice in Palestine Club and Men's Lacrosse Team, recipients of the 2025 Award for Outstanding Community Engagement by a Club/Team
- Professor Amy Bradfield Douglass (Psychology), recipient of the 2025 Faculty Award for Outstanding Community-Engaged Work

- Patty Rooney (Human Resources), recipient of the 2025 Staff Award for Community Volunteerism, Leadership, or Engagement
- Rosati Leadership Academy, recipient of the 2025 Award for Outstanding Community Partnership
- The Ka Bogso project, recipient of the 2025 Award for Outstanding Community Project

Other Awards

- Ella Beiser '25 was the recipient of the Robert S. Moyer Award for the Prevention of Domestic Violence, which recognizes a Bates student for exceptional work related to the prevention of domestic violence.
- Ethan Chan '25 was the recipient of the ALL In Student Voting Honor Roll Champion Award, which recognizes student excellence in helping to institutionalize nonpartisan democratic engagement and increase college student voter participation.
- Carmen Liang '26 was the recipient of the Leland and Claudina Bechtel Award, which recognizes the outstanding community work of Psychology majors.
- Annie Robinson '26 was the recipient of Campus Compact's 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.
- Sakina Saidi '26 was the recipient of Imagining America's Joy of Giving Something (JGS) Fellowship, which aims to elevate photography and digital media as pathways for undergraduate students to pursue their careers and to make a difference in their communities.

Senior Civic Leaders Celebration

On May 12, Harward Center staff, faculty, and community partners gathered with 14 graduating Bonner Leaders 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: Center for Wisdom's Women & Sophia's House Board of Directors; Community Concepts Board of Directors; "Lewiston is Our Hope" Community Advisory Board for public art project; 21st Century Community Learning Centers Advisory Board; Lewiston Middle School Leadership Team; 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; Imagining America National Advisory Board; Portland Education

Foundation Advisory Committee; Maine Community Foundation's BIPOC Fund; Tree Street Youth Board of Directors; Trinity Jubilee Center Board of Directors.

Elected Office and Municipal Bodies: State Representative, House District 94 (House Chair, Taxation Committee)

Campus Committees and Boards: VPAA/DOF Hiring Committee; Bates Staff/Faculty Relationship Working Group; Physical Education Personnel Committee; Bates Arts Collaborative; Strategic Planning Group for the Office of Equity and Inclusion; two Religious Studies faculty search committees; MLK Day Athletics Youth Programming Committee

Recognitions:

The Harvard Center for Community Partnerships was the recipient of Generational Noor's 2024-25 "Beacon of Noor" award, which recognizes individuals and organizations that have significantly supported Generational Noor's mission to address substance use disorder and mental health in immigrant and BIPOC communities.

Ellen Alcorn and Darby Ray each received a Legacy Tribute from the Bonner Foundation at their Summer Leadership Institute and 35th Anniversary at the University of Richmond in June 2025. This tribute recognizes individuals who have made significant, positive impact and contributions to the Bonner Network and/or field of civic and community engagement.

Jenna Dela Cruz Vendil was named 24-25 Ashley Bryan Fellow by the Maine Writers & Publishers Alliance. This fellowship supports emerging Maine writers who are Black, people of color, and/or members of one of the Wabanaki Nations or other Native peoples.

Jenna Dela Cruz Vendil's proposed collaboratory was selected by Imagining America to support emergent partnerships and new communities of practice amongst the broader IA network. The Creating Refuge Collaboratory explores how Community Engagement Centers (CECs) on undergraduate campuses can be spaces for community care, resiliency practice, and creative resistance for students, staff, faculty, and the wider community. Composed of CEC staff from Bates, Bowdoin, Carleton, and Macalester Colleges, the campuses will split the IA award to develop a project that elevates community artists and culture keepers in support of community resilience and student belonging.

Presentations & Publications:

- Ellen Alcorn helped present a workshop entitled "From Courses to Collaboratives: Building Lasting Community Engagement in Liberal Arts Settings" at the Bonner Summer Leadership Institute at the University of Richmond in Richmond, VA.
- Jenna Dela Cruz Vendil presented at Place-Based Justice Network's salon, "After the Election: The Work Continues," facilitating discussion of these questions: What does the work of electoral organizing look like post-election? How do we continue to build power and the organizing capacity of our electorate in between and beyond electoral cycles?

- Darby Ray gave a presentation entitled, “Community-Engaged Learning as a Praxis of Capacious Selfhood” to the faculty at Drury University in Springfield, MO.
- Darby Ray gave a presentation entitled, “Community Engagement and I-Thou Relationality” to faculty and staff at Messiah University in Mechanicsburg, PA.
- Darby Ray gave the keynote address entitled, “Educating on Purpose” at the Fall Faculty Colloquium at Sewanee: The University of the South in Sewanee, TN.

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:

- 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;
- Campus Compact, a nationwide coalition pursuing the public purposes of higher education;
- 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;
- Place-Based Justice Network, a long-term, university-wide commitment to partner with local residents, organizations, and other leaders to focus equally on-campus and community impact within a clearly defined geographic area.
- Project Pericles, a national consortium of thirty colleges and universities committed to the role of liberal arts education in citizenship.

THE NUMBERS September 2024-August 2025

The Harvard Center attempts to record the community-engaged work undertaken by Bates students through various means, including an online platform that students are encouraged to use to register for community engagement activities and to record the work they do. Inevitably, much student work goes unrecorded. The numbers below reflect recorded hours.

Academic Community-Engaged Work

28,418 documented hours of academically-based community work were provided by Bates students through courses, theses, and independent studies. 9,480 of these hours were provided in connection with public schools and other youth-serving organizations.

1,100 students participated in academic community-engaged learning from the fall of 2024 through the summer of 2025.

58 courses included a community-engaged learning component.

15 community-engaged senior theses were completed.

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

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

- 8 were Full Professors;
- 7 were Associate Professors;
- 14 were Assistant Professors;
- 3 were Visiting Assistant Professors; and
- 4 were Lecturers.

Volunteer Work during the Academic Year

6,189 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 2,382 hours were contributed by Bates students through residence life programs, student clubs and athletic teams.

Summer Work

Over 16,470 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 4,979 hours participating in a range of significant community-engaged activities during the academic year. Eighteen Community Outreach Fellows facilitated 3,992 hours of volunteering in the local community. Ten students tutored in local schools for 409 hours through America Reads/America Counts and the Bates Civic Action Team. Two International Community Engagement fellows spent 162 hours engaging with a variety of community partners. Thirty Bates Votes volunteers spent approximately 300 hours on voter engagement activities, and six Carignan Fund students dedicated 60 hours to their work.

Community Work Study Program

Thirty students worked 1,794 hours in the community through the federal community work-study program during the academic year. Of these hours, 409 were dedicated to the America Reads/America Counts program.

Student Positions

- 6 students served as Community-Engaged Research Fellows.
- 10 students served as tutors through America Reads/America Counts and the Bates Civic Action Team.
- 25 students served as Bonner Leaders.
- 18 students served as Community Outreach Fellows.
- 2 students served as International Student Experiential Learning Fellows.
- 9 students served as Bates Votes Fellows.
- 5 students served as Student Athlete Community Engagement Fellows.
- 27 students served as Academic Year Community Work-Study Fellows.
- 8 students served as Summer Community Work-Study Fellows.
- 1 student served as a Harward Center Student Assistant and Communications Coordinator.

Grants & Fellowships

In 2024-2025, the Harward Center for Community Partnerships awarded the following grants and fellowships:

\$2,400 in Community-Engaged Research Fellowships to students

\$5,010 in Faculty Community Engagement and Research Grants

\$256 in Community Liaison Grants to student clubs and organizations

\$16,323 in Carignan Fund for Community Programs Grants to community partners

\$1,930 in Community-Engaged Learning/Transportation Grants to students

\$2,490 in Community-Engaged Research Grants to students

\$5,971 in America Reads/America Counts and Bates Civic Action Team payments to students

\$43,103 in Bonner Leader Fellowships to students

\$31,694 in Community Outreach Fellowships to students

\$5,260 in International Student Experiential Learning Fellowships to students

\$6,600 in Bates Votes Fellowships to students

\$4,390 in Student Athlete Community Engagement Fellowships to students

\$15,826 in Academic Year Community Work-Study Fellowships to students

\$22,320 in Summer Community Work-Study Fellowships to students