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2009-2010 HCCP Year-End Summary

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Community Engagement at Bates

***2009-2010
Year-End Summary***



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Table of Contents

Letter from the Director	4
Overview	7
Assessing the Impact of our Work: Beyond Beginnings	10
Key Initiatives, Partnerships and Collaboratories	10
Bonner Leader Program	11
Community-Based Research	12
Community Food Assessment: Local Food for Lewiston	13
Downtown Education Collaborative (DEC).....	14
Lewiston Housing Authority.....	14
Museum L-A	15
Public Policy.....	16
Rwanda Genocide Project.....	18
Schools, Literacy, and Education.....	18
Shortridge Summer Residency	19
Student Leadership Development	19
Academic Initiatives and Community-Based Learning	20
American Cultural Studies.....	20
Anthropology	21
Art and Visual Culture	22
Biology	24
Chemistry.....	25
Dance	26
Economics.....	26
Education.....	26
English	30
Environmental Studies	31
First-Year Seminars	33
French	34
Geology	35
History	37
Physical Education.....	37
Politics.....	38
Psychology	40
Sociology.....	43
Spanish.....	44
Community Volunteerism and Student Leadership Development	46
Americorps/VISTA	47
Bonner Leader Program	47
Student Volunteer Fellows Program.....	50
Mentoring	53
Other Volunteer Activities	53
Bates – Morse Mountain Conservation Area and Shortridge Coastal Center	54
Bates’ Educational Activities at Morse Mountain and Shortridge	55
Other Educational Uses	56
Community Engagement	57
Public Use of the Bates-Morse Mountain Conservation Areas.....	58
Shortridge Coastal Center.....	58
Events Management	59

Convenings and Celebrations	59
Grants	62
Grants Awarded by the Harward Center	62
Grants Administered by the Harward Center.....	73
Grants Received by the Harward Center	73
Other Harward Center Programs and Activities	74
Adopt-a-School Partnership	74
D4D Training	75
Lewiston High School Science Fair.....	76
Federal Programs.....	76
National, Regional and State Awards and Recognitions	77
Affiliations	78
Presentations, Publications and Consultations	79
Campus and Community-Wide Initiatives	81
<i>Appendix: Community Agency and Institutional Partners</i>	87

Dear Friends,

Civic Engagement at Bates: Year-End Summary 2009-2010 documents the work undertaken in the fifth year since the Harward Center's launch. To borrow from a wedding custom practiced by some brides and grooms, there was something old, something new, something borrowed, and something blue about this year. While the commitment to civic engagement held steady in our faculty and students, with some numbers down due to the H1N1 flu and the prohibitions it placed on student involvement with schools and organizations serving children, the passion of students and faculty soared. As you will see in later pages, our community partners recognized and appreciated this passion at the same time as they offered us constructive paths for future growth.

The something old of the wedding custom symbolizes ties to the past. Our work at the Harward Center this past year energetically followed this impulse through our attention to key issues, such as literacy, public health, and environmental stewardship, and through our partnerships with key players, such as the Downtown Education Collaborative and the local schools and after-school programs. Within these longstanding commitments, however, new ideas and opportunities often animated the work. At DEC, for example, we participated in a modular origami project designed to offer both cognitive and emotional benefits to practitioners. At the Bates-Morse Mountain Conservation Area, residents of nearby Small Point funded a research position for a summer student. At the close of the winter term, our Community-based Research Fellows—all seniors—presented a forum at the Mt. David Summit during which they enlightened a full house about the promise and perils of community-based research.

We also vigorously pursued some new initiatives this past year. Although launched the year before, the Bonner Leader Program had its first complement of first-year students this past year. Despite some growing pains, we adjusted to the rigors of the program, which has students doing community work roughly eight hours each week and trainings roughly two hours each week from the start. We benefited enormously from the experience with our students and with the extended family of colleagues we have acquired through our association with the Bonner Foundation. Thinking carefully about our students' developmental progression in relation to the Foundation's developmental model has been intellectually invigorating for everyone

involved. Also new this past year was a focus on community that animated some professional development sessions we held internally as well as a workshop for community partners we sponsored in June. Because I have little aptitude for crafts, I asked the staff if we could add a reading for discussion during the “fiber arts” sessions held on the last Friday of each month. My colleagues indulged me at first, but the sessions quickly came to serve an important function as we debated significant issues, such as the meaning of reciprocity in our community-engaged work. In June, this attention to community led us to sponsor a workshop on community-based research for community partners.

We are always borrowing at the Harvard Center, in the sense that our work is collaborative and public. At Morse Mountain, we borrow from expert conservationists, such as Ron Joseph, who advises us about protecting migratory shorebirds, eradicating invasive plants, and permitting scientific research on site. Similarly, we borrow ideas from our colleagues at the Bonner Foundation as we plan trainings for our students. Our colleagues at Project Pericles have helped us think about the role of community organizing in the work we do. Just as importantly, we borrow and learn from our community partners, who share their knowledge and experience with us as we strive to be effectively engaged in public life.

The something blue is the feeling that accompanied David Scobey’s announcement that he was leaving the Harvard Center to become an executive dean at The New School in New York City. David led the Harvard Center since its start five years ago, transforming a bold initiative started by President Don Harward into a flourishing enterprise that draws in students, faculty, and community members. Under David’s deft leadership, the Center has put down deeper roots in the local community with the institution of multi-year community partnerships, and it has sprouted wings that have taken us onto the national civic engagement scene through our associations with the Bonner Foundation, Project Pericles, and Imagining America. We will sorely miss David’s vision and flair for innovative thinking and his great gift for friendship and collegiality.

I am grateful for the opportunity to steward the Harvard Center through the transition to new leadership. I have already learned so much from my colleagues at the Center, from the students, faculty, and community partners with whom I have come in contact, and from colleagues on the national scene whom I have met. Although we ended the year on a blue note, we begin the new academic year on a high note, as we set off down pathways both well-worn and new. I trust

enough in the power of civic engagement to enhance and extend liberal learning that I am confident we will flourish.

Cordially,
Georgia Nigro
Interim Director

Overview

September 2009-August 2010

Note: Approximately 159 community agencies and institutions partnered with Bates in community-based learning and volunteer projects between September 2009 and September 2010. A list of these organizations can be found in Appendix 1.

Note: Although our overall programming continues to grow, this past year presented a special challenge due to a large H1N1 outbreak on campus in the fall. Because of this, Bates students in all disciplines had fewer opportunities to engage in the community over the course of the semester.

Community-Based Learning Program

39,994 documented hours of academically-based community work were given by Bates students through courses, theses and independent studies.

9,710 of these hours were given in connection with the public schools.

709 students participated in academic community-based learning from the fall of 2009 through the summer of 2010.

44 courses included a community-based learning component.

10 of those courses were Short Term courses.

48 theses were community-based.

57 community-based research projects/independent studies/internships were conducted.

14 of the College's 28 departments and programs included community-based learning projects in their curricula.

42 faculty members were involved in community-based teaching. Of these:

14 were Full Professors;

9 were Associate Professors;

6 were Assistant Professors;

8 were Lecturers;

3 were Instructors; and

2 were other faculty partners (Applied Dance Faculty, Learning Associates, and Teachers-in-Residence)

Community Volunteerism and Student Leadership Development Program

9340 documented hours of volunteer service were given by Bates students during the academic year. Of these, 900 were hours of mentoring done in the local schools. More than 395 students participated in a volunteer activity that required a consistent time commitment and over 275 volunteered in a one-time opportunity.

Community Work-Study

34 students worked 2383 hours in the community through the federal community work-study program during the academic year. Of these hours, 996 were dedicated to the America Reads/America Counts program.

Summer Programming

21 students did 6670 hours of community work over the summer, locally, nationally, and internationally, supported through Federal community work-study funds, the Vincent Mulford Fund, the Class of 2000 Fund, Community-Based Research Fellowships, and Harward Center funding.

The Shortridge Coastal Center Summer Residency hosted five students in 2009, two of whom completed their senior thesis research at nearby Bates-Morse Mountain Conservation Area. This work was supported by the US Fish and Wildlife Services and a local community group, the Small Point Association.

Student Positions

7 students served as Student Volunteer Fellows.

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

16 students served as Bonner Leaders.

10 students served as Summer Community Work-Study Fellows.

11 students served as Harward Summer Student Fellows.

3 students served as Harward Center Student Assistants.

3 students served as Harward Center Student Photographers.

11 students participated in the Community-Based Research Fellows program.

Bates-Morse Mountain Conservation Area and Shortridge Coastal Center

- Six faculty members in 10 courses (across five departments/programs) used the Bates-Morse Mountain Conservation Area.
- Two senior thesis research projects were conducted at BMMCA and Seawall Beach.
- 13,529 visitors came to the Bates-Morse Mountain Conservation Area during the 2009 gate-keeping season (206 days).
- Eighteen different grade schools visited the conservation area, representing 588 students.
- Three colleges used the site on 16 occasions, representing 255 students.

Events Management

Overall, during the summer of 2010 and the 09-10 academic year, this office hosted over 100 different events, which welcomed more than 9,000 members of local, state, national, and even international communities to Bates' campus. Examples of events or series hosted include:

- The Center for Preventing Hate Unity Projects, consisting of eight separate meetings which hosted almost 300 local school students;
- Five Summer Lakeside Concerts, bringing free, live entertainment to roughly 800 community members;
- Maine Humanities Council Conference, hosting 130 attendees;
- Lewiston-Auburn Chamber of Commerce Breakfast with an attendance of 375;
- Special Olympics of Maine Track and Swim meets, with a total of 1200 attendees for both events;
- Maine Jewish History Conference, hosting 80 attendees.

Grants and Fellowships

In 09-10, the Harvard Center for Community Partnerships awarded the following grants and fellowships, totaling \$198,270:

- \$15,404 in Grants for Publicly-Engaged Academic Projects (PEAP Grants) to faculty and staff
- \$12,148 in Grants for Programs, Departments or GECs (General Education Concentrations) (PDoG Grants)
- \$10,027 in Faculty Discretionary Grants

- \$300 in Staff Volunteer Grants
- \$6141 in Carignan Fund for Community Programs Grants
- \$2036 in Arthur Crafts Service Grants to students
- \$1244 in Helen A. Papaioanou Service-Learning Grants to students
- \$2210 in Volunteer Service Grants to students
- \$1000 in Transportation Assistance Grants to students
- \$70,800 in Summer Fellowships to students
- \$800 in Academic Year Fellowships to students
- \$8250 in Community-based Research Fellowships to students
- \$16,100 in Student Volunteer Fellowships
- \$32,150 in Bonner Leader Fellowships to students
- \$19,660 in Academic Year Community Work-Study Fellowships to students

Assessing the Impact of our Work: Beyond Beginnings

Last year in our Year End Summary, we discussed the complexities of assessing the impact of our work at the Harvard Center. Noting that we are interested in the multiple dimensions of our impact on students, community partners, and faculty/staff, we argued that it is important to document the different scales of our impact in multiple ways. Toward this end, we have included in this year's YES tan call-out boxes that tell stories of impact in numbers and words within the appropriate sections of the summary. These stories derive from some deliberate, albeit preliminary, efforts at assessment on our part as well as opportunities to examine Bates data from ongoing projects that are relevant to our work.

Key Initiatives, Partnerships and Collaboratories

Although later in this document, we chronicle our civic engagement work through academic courses, theses, and volunteer activities, the integrative, interdisciplinary work necessary to address complex societal issues does not map neatly onto semesters and other academic structures. In this section, we identify some of our sustained initiatives, partnerships, and collaboratories (David Scobey's term for those sites or themes that have deeply engaged us). The list that follows is not exhaustive; indeed, as our commitments continue from year to year, more and more of our work will find a home in this section of our *Summary*.

Bonner Leader Program

After a year of planning, the Harvard Center launched the first program of 15 Bonners (7 first-years, 3 sophomores, 3 juniors, and 2 seniors) in September 2009. (This fall, our program will grow to 22 students.) The establishment of this program has pushed the Harvard Center in important ways, particularly in terms of creating consistent, ongoing support for civically-engaged students. Last year, Bonner students spent 6-8 hours per week working in the community, and two additional hours per week engaged in training and reflection activities. Students also participated in occasional day-long workshops and service trips. (See section on the Bonner Leader Program for additional details.) Next year, we plan to offer a menu of regular training and reflection opportunities, available not just to Bonner Leaders, but to other interested students as well.

Impact of the Bonner Leader Program on Our Students

An important planning component of the Bonner Leader program has been the development of an assessment framework. During the year, a small group comprised of Harvard Center staff, two psychology professors, and two Bonner students met several times over the course of the year to identify program goals, to measure student progress as well as program success, and to adapt the Bonner developmental framework to better fit our own sense that student development is a nonlinear process.

This group, with the leadership of psychology professor Kathy Low, also planned and implemented pre/post surveys of our first-year students, and two focus groups, one of just the first-year students and one of the entire cohort of 15 Bonner leaders.

In the survey, we wanted to understand:

- The types of service engagement of interest to students, before as well as during their first year;
- Students' motivations for joining the Bonner Leader program (for instance, a desire to develop an international perspective, or the wish to build community on and off campus);
- Students' priorities (e.g. developing a meaningful philosophy of life, being very well off financially);
- Attitudes about the future, both their own as well as of society.

While the surveys showed many differences from Fall 2009 to Spring 2010, the only statistically significant difference was that Bonners felt less hopeful about the future of society by the end of their first year. Without a comparison group, it is hard to know how much this is due to students' service and other Bonner experiences, and how much might be caused by other factors, such as world news or a more realistic understanding after a year in college of the larger challenges facing society. Either way, these data point to the need, as students enter into an "explore" phase of their Bonner experience, for more reflection opportunities as students begin to grapple with issues that challenge their worldviews.

The focus groups pointed to some important successes—many students reported deep satisfaction with their work with immigrants and refugees (a reflection of the large number of Somali refugees living in Lewiston) and felt a sense of pride in being part of a cohort committed to social change. The focus groups also pointed to the need for some design changes that we plan to implement in the fall, such as the need for additional support to first-year students, especially during the fall semester, as they learn to balance their Bonner requirements with those related to their academic and social lives.

As we move into our second year of the program, we are planning to implement an e-portfolio system in which students are asked each year to provide evidence of progress towards the goals of the program, which include intercultural competence, academic connections, self-development/reflection, civic communication, and civic leadership. Students will select three goals for their Bonner experience, and each year submit three pieces of evidence, such as academic papers or videos, that demonstrate their progress toward each goal.

Community-Based Research

Undergraduate research is a strong component of a Bates education; students in nearly every department or program complete a thesis or a capstone project. Community-based research (CBR) has become an important strand of academic civic engagement at the Harvard Center, and we are pleased that students in several departments have the opportunity to do community-based research for their senior thesis or capstone project. This year, students in several departments took advantage of this opportunity; projects in Sociology, Psychology, and Environmental Studies were among the senior theses that utilized community-based research.

The Harvard Center continued its Community-Based Research Fellows Program this year. Funded by a grant from Learn and Serve America, the program offers students fellowships to support their community-based research projects and a non-credit seminar, led by Professor Georgia Nigro, in which the students discuss the principles and practices of CBR as they apply to their individual projects. During the academic year, five senior thesis students with different majors, including a self-designed interdisciplinary major, participated in the program. At the Mt. David Summit this year, these five students offered a lively panel about their projects, offering specific thoughts about the ways in which they folded the principles of CBR into their work. In summer 2010, six students from different majors and class years, including one rising sophomore who has not yet declared a major, participated as CBR Fellows. For more details, see the “Grants Awarded” section of the report.

On June 22nd, the Harvard Center hosted a half-day workshop for 24 community partners about community-based research. After a panel discussion by three seasoned community partners about their research experiences with us, we discussed key issues in establishing research partnerships. The workshop included a lively discussion of ethical issues that arise in research as well as an introduction to the steps in a research project. At the end of the morning, we were joined by 16 faculty and staff members, some experienced practitioners of CBR and some new to it; over lunch, faculty members and community partners rotated every 20 minutes and got acquainted with each others’ community interests. The workshop was an important step in demystifying the research process so that community partners can participate fully in joint research ventures with us.

Community Food Assessment: Local Food for Lewiston

Bates and the Harward Center have long had an interest in local nutrition and agriculture. Over the past two years, various strands of coursework, community-based research, student volunteerism, and summer projects have come together in sustained attention to food issues. During the past summer and academic year, substantive research and assessment work around the issues of food insecurity, food security, and the creation of healthy, sustainable, local food systems, converged and community food work locally entered a new, robust phase. *Local Food for Lewiston* is a collaborative community-based project whose goal is to develop a comprehensive plan to improve access to healthy food for consumers, support local producers, and create sustainable food system solutions. The CFA was formally launched in the summer of 2009. To date, more than 100 Bates students in five courses and several theses have been involved in quantitative and qualitative research to assess the current state of access, availability and affordability of healthy, appropriate food for residents of Lewiston. Collaborators on the project include: The Nutrition Center of Maine, the Downtown Educational Collaborative, the University of Southern Maine-Lewiston/Auburn College, Healthy Androscoggin, and over 120 local residents, four of whom were trained as community action researchers, others who participated in focus groups, phone survey research, and other data collection. The Bates Program in Environmental Studies re-organized its core Junior Seminar around community partnership projects; ES has selected “food” as the central theme of the Junior Seminar for several years and will take part in the Community Food Assessment to train concentrators in interdisciplinary, community-based research. By the summer of 2010, the data collected will be providing a platform for developing community-based creative, inclusive and multifaceted solutions to these issues. Local Food for Lewiston serves as an innovative model, both locally and nationally, of how to assess and address community needs around food security and how to develop and implement sustainable community-based solutions. The project has the potential to inform and impact an array of sectors and issues including nutrition and public health, education, economic and enterprise development, and community capacity

“When first meeting with the CFA steering committee of Holly Lasagna, Kirsten Walter, Sherry Russell and Marion Browning, I was a little overwhelmed and wondered if it would be possible to complete all the necessary work in the short amount of time we had. Thanks to a quick learning curve, we were able to start working towards the goal of holding a community charrette to discuss issues of food security and insecurity in Lewiston. I have been involved with community-based learning before, but I was not aware of some of the hardships faced by many community members. I learned about the importance of emergency food providers, pantries, the inadequate transportation system, the challenges of purchasing healthy food, and the experiences of various community members regarding food access.”

- A student in Kathy Low's BIO/INDS s15A course

building. This collaboratory will deepen both the Community Food Assessment and the role of public scholarship in the Bates curriculum.

Downtown Education Collaborative (DEC)

A joint effort of the four public and private colleges in Lewiston-Auburn and the Lewiston Public Library and Lewiston Adult Education program, DEC pursues community-based educational work in Lewiston's diverse downtown neighborhood, one of the poorest in the state. Since its launch two years ago, DEC has become a vibrant presence in the downtown, and Sherry Russell, its director, a trusted and valued member of the community's educational leaders.

Through the Harward Center, Bates played an active role in the launch of DEC and continues as a key partner today. Interim Director Georgia Nigro and Associate Director Holly Lasagna serve on the Steering Committee, and many Bates faculty members and students are involved in projects at DEC. This year, DEC played a key role in Local Food for Lewiston, a project designed to cultivate a greater understanding of the food security needs of the community and catalyze a comprehensive community approach to strengthening the local food system. Bates faculty members and students from many different disciplines, including Environmental Studies, Sociology, and Psychology, worked on the project alongside colleagues from other DEC member institutions.

In addition to Local Food for Lewiston, DEC sponsored innovative modular origami workshops for local teachers and professionals as well as after-school and summer programming for neighborhood children. A group of faculty members from each of the member colleges has begun meeting and planning joint ventures involving both research and direct practice. A digital storytelling project with Lewiston Academy, the local alternative high school, is in the planning stages.

Lewiston Housing Authority

As was mentioned in the previous Year End Summary, the Harward Center has re-imagined how community-based learning can support rigorous, sustained academic work and partnerships. Over the past few years, our work with Lewiston Housing Authority, especially our partnership with the Hillview Family Development housing community, has continued to develop into a partnership that integrates teaching, research, and community aims. During this academic year, Harward Center staff worked closely with Hillview staff to deepen and broaden our collaborative

work. We used a variety of approaches and resources to do so. Student Volunteer Fellows continued to coordinate an after-school homework help program at one housing complex that serves over 50 youth and expanded student-led work to develop elderly social activities at two elderly housing sites. We continue our work to support extended summer programming through student fellowships that support the community gardening programs and summer recreation program at Hillview. Emily Kane, faculty in the Sociology Department, has refocused her own research to look at various aspects of gender and families in a Family Self Sufficiency federal program that Lewiston Housing Authority administers. Overall, students from Psychology, Education, Sociology, and Anthropology have done community-based learning projects and theses in collaboration with Lewiston Housing Authority. In the coming year, Bates and Hillview staff plan to expand the cooperative research agenda to look more closely at the efficacy of the boys and girls aspirations programs as well as continue to align the after school tutoring help with the school curriculum while to address students' issues with specific academic skills.

Museum L-A

Bates and the Harward Center continued to develop unique collaborations with Museum L-A, a community-based museum of work and industrial community in Lewiston/Auburn, which focuses on the 1800s to the present. Collaborations included:

- A lecture in May, 2010 "*The Culture of Money*", in which Bates anthropology students discussed their research on immigrants' relationship with money and banking activities. This lecture and discussion was a part of the "Rivers of Immigration" exhibit that focused on immigration in Lewiston from the late 1800s to the present.
- *Beyond Bates: Adventure L-A*, a program developed by a Bates student whose goal was to have Bates students and community members get to know each other as well as help Bates students learn about the history of the community and hear the stories of retired millworkers. There was French music, food and dancing.
- Several Bates classes visited the museum to gain an understanding of the community in which they now live as well as to study the local history of labor and industry.
- A student who participated in a course during the winter term returned as a Harward Summer Fellow to research water power and the canal system for an upcoming exhibit.
- Bates Freshmen orientation (AESOP) students helped paint the exhibit gallery and gather the artifacts from Mill #5 and the permanent exhibit that will be used in the upcoming shoe worker's exhibit.

- During the summer and fall of 2009, Elizabeth Eames, a Bates anthropology professor, was a member of the exhibit committee and consultant to the Somali community in helping to develop the “Rivers of Immigration” exhibit.

Public Policy

Bates students have long been involved in policy research and volunteer advocacy work concerning public affairs. The Harvard Center has worked to strengthen and deepen that commitment. In connection with the Politics Department, the Center continues to offer “Internships in Public Policy Research,” a seminar in which students pursue collaboratively-designed policy projects in and for state agencies and Maine NGOs. The Center and the Politics Department launched this popular course five years ago. Bates participation in the Policy Options Network, a cohort of nearly two dozen colleges and universities convened by the Bonner Foundation to do policy research and prepare issue briefs for a national Policy Option wiki, has grown as well. Through a Learn and Serve grant and under the direction of the Project Coordinator, Nicole Witherbee, Principal of Policy Edge and the instructor of the public policy internships seminar, over 14 students, in and outside of her course, made submissions to the policy wiki. Although the policy internships seminar will remain the anchor of our involvement in this network, our aim is to include more disciplines, faculty, and students in the national project and to use the Policy Options wiki as an opportunity to disseminate the wide, multi-disciplinary array of policy research done at Bates.

We continue to offer our Civic Forum Series, now in its fourth year, which is an annual series of panels and lectures, bringing public leaders, advocates, activists and policy experts to campus to discuss issues of importance to Bates, Maine and beyond. The series continues to be broadcast by Maine Public Radio as part of their “Speaking in Maine” series.

In January, the Harvard Center collaborated with Project Pericles to host a free day-long training session in community organizing as part of the “Debating for Democracy (D4D)” program. The training, which brought together students, staff and community members, was provided by the Midwest Academy.

In addition, former Maine State Governor, Angus King, Segal Lecturer in American Politics, taught a course entitled, “Leaders and Leadership” during the second semester.

Impact on Our Community Partners

As part of our professional development this year, the staff at the Harvard Center focused reading and discussion on the community side of the campus-community partnership. Out of that work, we developed a short questionnaire designed to examine different elements of our campus-community partnerships. The Center's Community Advisory Council added their thoughts to an initial draft of the questionnaire, and the final version included three sections that covered the following elements of partnerships: motivations for partnering with us, structuring and managing the community-based learning experiences with students, and communications and outcomes. We sent the questionnaire electronically to 57 of our community partners; 31 sent it back, for a 57% response rate.

The results indicated that partners endorsed all the different reasons we offered for partnering with the Harvard Center, with "the chance to help educate college students" receiving the highest endorsement (4.5 out of 5). Most respondents added comments about the great variety of projects that would not have been possible without Bates students. When asked about structuring and managing the community-based learning experiences, our partners were very clear that they "feel responsible for ensuring that students have a fulfilling experience" while working with them (4.8 out of 5) and that they "are prepared to train students sent by the Harvard Center" (4.71 out of 5). A few respondents commented that the college schedule is not always compatible with theirs. Finally, we discovered that our communication practices, especially in regards to the final products promised to our partners, could be strengthened. Partners told us that while their lines of communication with staff at the Harvard Center were strong (4.37 out of 5), they did not feel they had received adequate feedback from students about their experiences (3.3 out of 5) nor were they always in agreement that they had received the products promised from students and faculty members (3.71 out of 5). Nevertheless, respondents used the comment box in this section to say that the students who worked with them were excellent. We understand the responses in this section to mean that our community partners desire a more formalized feedback system from students, which we will create, as well as timely delivery of the products promised. We will work with our faculty partners to improve our practices here.

Although these numbers tell a story and provide direction for us, the stories of our partnerships and their impacts are necessarily richer than these numbers. We tell one story here that amplifies the comments above about excellent students carrying out projects that otherwise would not have been possible. Linda Leiva, who oversees preschool programs for Auburn schools, was interested in how the public preschool classrooms in the district compared to other preschool experiences in preparing children for kindergarten. She approached the Harvard Center about this project, and a first-year student with excellent quantitative skills applied for summer funding to help her in the summer of 2009. After pouring over data on children's kindergarten readiness scores and their preschool histories, the student used a comparative design with matched samples to see if the children who attended the public preschools were as prepared for kindergarten as children who attended other forms of preschool or did not attend preschool. They did not show statistically significant advantages in most areas, but this finding had to be qualified for many reasons, not least because of the selection factors at work. Families choose different forms of preschool for many reasons, so the groups of children in different preschools were not necessarily at the same starting place when they began preschool. Scores at the end of preschool will reflect these different starting points. Linda, the student, and staff at the Harvard Center puzzled over the findings and agreed that further research should approach the topic of school readiness in a fresh way.

During this academic year, a senior psychology major proposed to spend time in the Auburn preschools and develop a project that might shed further light on school readiness. The student discovered in her investigations that new approaches to school readiness focus on executive functioning, those skills of self- and emotional control that children need for success in school. After months of observation, she developed a structured play intervention designed to increase executive functioning. She implemented the intervention for four weeks, and in that short period, significantly increased the children's executive functioning along several important dimensions. The teacher reported later that she saw important effects on the children's social relations as well.

This example beautifully illustrates the cascading effects on community that our work can have. In just one year of sustained partnership, the Auburn public schools have gathered evidence, deepened their understanding of the limits of such evidence, broadened their thinking about the central concept of school readiness, and seen how some fairly simple modifications to playtime can enhance children's functioning and prepare them for kindergarten. Linda Leiva is now looking to partner with a neuroscientist who can help her understand the part that early brain development plays in school readiness. What began as a single outcome evaluation of a program has evolved into ongoing research into ways to improve a program.

Rwanda Genocide Project

Professor Alex Dauge-Roth of the French program in the Department of Romance Languages and Literatures continued his important work on the Rwandan genocide and continued work on many projects initiated with his students. Through his course entitled Documenting the Genocide in Rwanda, he continued to engage students in documenting the Rwandan genocide through web-based conversations between Bates students and Rwandan orphans. The goal of the project is to add to the growing documentation of personal stories about the tragedy. Students, who in the past had visited Rwanda with him, continued to work on Friends of Tubeho, a non-profit organization they helped found, to provide educational access to the more than 300 orphans in the village of Tubeho.

The Harvard Center's Civic Forum series featured one of Professor Dauge-Roth's collaborators and colleagues in these projects, Berthe Kayitesi, who came to campus to speak about her life as an orphan in post-genocide Rwanda.

Professor Dauge-Roth's book entitled *Writing and Filming the Genocide of the Tutsis in Rwanda*, which examines a wide range of responses to the 1994 genocide by witnesses and artists, was published in the spring.

Schools, Literacy, and Education

Our educational partnerships continue to be an important cornerstone of community-based work at Bates College, with hundreds of students working in the local public schools and after-school programs, as volunteers, paid community work-study students, or as a part of their academic coursework. In addition to individual work in classrooms and homework help programs, Bates students participated in a variety of strategic literacy and enrichment projects:

- Bates students from a special education course provided strategic tutoring to McMahan elementary students to help them achieve success on standardized testing.
- Bates students assisted Eva Svillery, a mathematician from the University of Maine, who implemented a modular origami project at the Downtown Education Collaborative, the Lewiston Middle School after-school program, and Geiger and Longley Elementary Schools.
- Staff from the Harvard Center assisted officials from the Lewiston Public Schools in writing a \$10,000 Maine Family Literacy Initiative (MEFLI) grant, which funded a

family literacy program for a group of Somali refugees. As a part of this program, Bates students coordinated multi-generational literacy activities for pre-school children and their parents.

- Students from an education course on adolescent literacy led a book group for ELL students at Lewiston High School's after-school program.

Shortridge Summer Residency

The Shortridge Summer Residency was launched in 2009. Five students lived at the Shortridge Coastal Center during the summer season and conducted geology research at Bates-Morse Mountain Conservation Area and assisted the BMMCA Director. The students were welcomed into the community and presented their findings on changing coastal processes to interested citizens on two occasions.

Student Leadership Development

Student development, particularly in the arena of civic leadership, continues to be an area of growing interest at the Harward Center. This year, we supported student development in a variety of ways, including:

- Ongoing visits to academic classes to provide information about the community, discuss issues related to specific placements, and offer opportunities for reflection and discussion about important concepts such as identity and recognition;
- Use of student-community partner agreements in both curricular and co-curricular settings;
- Skill-building workshops throughout the year across three dimensions: personal (i.e., organization and planning); leadership (i.e., conflict resolution and how to run an effective meeting); and professional (i.e., budgeting and event planning);
- A seminar at the Center dedicated to issues related to effective community-based research methods.

We also thought hard about what we mean by student leadership development. During the year, a group of Harward Center staff, two psychology professors, and two Bonner Leader students, met to refine our approach to a student developmental model within the Bonner Leader Program, which we are calling EC² [Explore, Commit, Explore, Commit]. Developed

by Psychology Professor Georgia Nigro, this process model asks first-year students to explore a wide variety of opportunities; sophomores to commit to playing more of a leadership role based on academic and/or personal passions; juniors (many of whom wish to study abroad) to enter another exploratory mode, perhaps this time with an eye toward considering global issues and impact; and seniors once again to commit, ideally (although this may take other forms) with a senior capstone that incorporates civic engagement. This group has also worked to determine developmental goals for our Bonner Leaders, which we have adapted from AACU Civic Engagement VALUE Rubric. Our goal areas include: intercultural competence; academic connections; self-development/reflection; civic communication; and civic leadership. This year, we plan to pilot an e-portfolio system within the Bonner Leader Program that will allow students and staff to measure student and program development over time.

Academic Initiatives and Community-Based Learning

This section details community-based learning and research, by department, across the Bates curriculum. While most of the community-based learning and research projects listed below are the result of collaborations between Harvard Center staff and Bates College faculty and students, some were developed and implemented by faculty and departments on their own. We include those projects due to the importance of the work and the significant impacts on the community.

American Cultural Studies

Fieldwork in American Cultural Studies, ACS 220, Margaret Creighton

In Professor Creighton's Fieldwork in American Cultural Studies course, students did individual community-based learning projects in the community that had students engage in programs that allowed them to reflect on how the theory and readings they discussed in class impacted and were impacted by their community engagement. This engagement was in culturally and economically diverse settings that informed their academic work in the classroom. Partner agencies included: Abused Women's Advocacy Program, Trinity Jubilee Center Soup Kitchen and tutoring program, Hillview and Lewiston Public Library tutoring programs, Hillview aspirations programs, Lots to Gardens, and Blake Street Towers.

Eleven students committed to six hours per week in the community for 10 weeks (total of 660 student hours).

Anthropology

Production and Reproduction, ANTH 339, Elizabeth Eames

As she did last year, Professor Eames took on a year-long community-based research project that engaged students in this course and in the Winter Semester course, Person and Community in Contemporary Africa (ANTH 228, see below). The goal of this year-long project focused on working with the local branch of Androscoggin Bank, helping to research and create banking products that are appropriate for Muslim community members. Due to cultural norms, most Muslims are prohibited from either accruing or paying interest on any funds. Students in ANTH 339 researched how other western banking communities had addressed this issue and made recommendations to bank staff.

Nineteen students spent approximately 40 hours each over the course of the semester (total of 760 hours).

Person and Community in Contemporary Africa, ANTH 228, Elizabeth Eames

The aim of this course was to give students an understanding of problems confronting African peoples and nations in the world today and the indigenous responses to these problems. Students conducted follow up research to that done in ANTH 339 (see above). Students collaborated with African community members to develop training programming for Androscoggin Bank staff on issues concerning work with the African immigrant communities in Lewiston and Auburn. Training programming addressed issues of cultural competencies necessary to work ethically and effectively with immigrant community members.

Twenty students spent approximately six hours per week for 11 weeks (1,320 hours total).

Medicine and Culture, ANTH 220, Heather Lindkvist

This course exposed students to the issues that inform and are informed by the intersection of medicine and culture. Students worked on research projects that included: creating a chronic disease library in collaboration with Healthy Androscoggin for the Auburn Public Library (see Thesis Research and Independent Study below), developing educational materials and resources the address issues of lead hazards, creating targeted communication materials about lead poisoning for the local refugee community, creating a lead poisoning prevention website for Healthy Androscoggin, implementing a lead hazard awareness survey, and surveying sexual violence on the Bates College campus.

Twenty-eight students spent approximately 30 hours in the community during the semester (total of 840 hours).

Introduction to Archaeological Fieldwork, ANTH s32, Bruce Bourque

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

Fifteen students averaged 120 hours of community-based learning (total of 1,800 hours).

Encountering Community: Ethnographic Fieldwork and Service-Learning, ANTH s10, Loring Danforth

Students explored cultural diversity in the Lewiston-Auburn area, undertaking an original research project and tutoring Somali refugees in English and the Lewiston Adult Education Center.

Seven students spent 5 hours each week in the community during Short Term (total of 175 hours).

Thesis Research and Independent Study

Professor Heather Lindkvist supervised a student's community-based research thesis, *The Role of the L/A Time Bank in Facilitating Refugee Social Integration*, which built on a student's work with the Refugee Volunteers group at Bates.

80 hours total

Professor Lindkvist also supervised a team of students who worked on projects addressing chronic disease that grew out of the ANTH 220 course. Four students continued work on the project during Winter and Short Term to develop a Chronic Disease Information Kiosk at Auburn Public Library.

Four students each did an additional 60 hours over the course of the year (total of 240 hours).

Art and Visual Culture

Museum Internship, AVC 361, AVC s31, Rebecca Corrie

The Bates Museum of Art facilitates intensive museum internships during the summer and

academic year. Many of the students work in curatorial capacities, in some cases fully responsible for organizing and hanging exhibitions. Others do collections management work, and some museum education. During the past summer and academic year, students were able to do internships at an expanded list of sites. This year, museum internship hosts included:

AVC 361 Summer 2009

- KMR/Arts Gallery, Washington Depot, CT, curating
- Cape Cod Museum of Art, Dennis, MA, collections management
- Massachusetts Museum of Contemporary Art, collections management
- Hirshhorn Museum, Smithsonian, Washington, DC, curating
- Frick Art Reference Library, New York, New York
- Smith College Institute of Art Museum Studies, Northampton, MA
- The Jewish Museum, New York, New York

Seven students each did an internship equivalent to full time work during the summer, for a total of 2,800 hours (400 hours per student over 10 weeks).

AVC 361 Fall 2009

- Bates College Museum of Art, educational programming
- Bates College Museum of Art, curating Collections Project IV
- Bates College Museum of Art, curating Collections Project IV
- Bates College Museum of Art, curating Collections Project IV
- Bates College Museum of Art, educational programming

Five students each did an average of 88 hours per internship (total of 440 hours).

AVC 361 Winter 2010

- Bates College Museum of Art, curating exhibits
- Bates College Museum of Art, curating exhibits
- Bates College Museum of Art, curating exhibits
- Bates College Museum of Art, curating exhibits

Four students did an average of 88 hours during the course of the semester (total of 352 hours).

AVC 361 Short Term 2010

- Bates College Museum of Art, curating exhibits
- Bates College Museum of Art, curating exhibits
- Bates College Museum of Art, curating exhibits
- Museum L/A Educational Exhibits

Four students each did an average of 40 hours per semester (total of 160 hours).

Biology

“Despite my initial hesitation, I am glad I took this class. From the moment I read the project list I was hooked. I saw many projects that matched my interests; I was drawn to the CFA because it seemed challenging and would give me exposure to people that work with the community daily. The CFA ended up being the perfect match. Through this community project I learned about collaboration and the interdisciplinary effort, personal creativity, and most of all--passion. I learned that collaboration and interdisciplinary effort are central to public health. The effort to plan the charette was certainly interdisciplinary. People involved in each meeting were different ages, backgrounds, and occupations which made the project so successful and interesting.”

- A student in Kathy Low's BIO/INDS s15A course

Health, Culture and Community, BIO/INDS s15A, Kathy Low

Professor Kathy Low had students work on varied intensive community-based learning projects that addressed issues of health and how it is influenced by cultures and various communities. Projects included: researching and creating materials and activities to support the local community food assessment planning charrette for the Local Food for Lewiston, developing structured recess programming for a residential facility for girls at Renaissance House, creating walking maps, a “healthy” reading list for pre-schoolers and developing health tips for social networking for Healthy Androscoggin, creating materials that addressed Somali health issues including lead awareness, and working on a polio oral history project.

Thirty students worked various hours for a total of 950 hours.

Community-Based Research in Biology, BIOs39, Karen Palin

Five students participated in the short term course Bio s39. The overall theme of the class was to increase health literacy within the community. Students conducted research and did work on three projects, two of which were short-term and one that will be

on-going. One short-term project built upon thesis work done by a previous student, who researched vitamin D and calcium intake by 5th and 6th graders at Longley School. Students in s39 provided educational programming and snacks with Vitamin D and calcium to about 225 elementary students at a community event. The second short-term project also involved Vitamin D and calcium education for parents and preschoolers in the Maine Family Literacy preschool group. The long-term project involved working with community partner, St.

Mary's/Women's Health Associates, to research information for Somali women about healthy eating during pregnancy. Students identified nutrition concerns unique to this population during pregnancy and researched, wrote, and produced a short video to distribute to pregnant patients. At the present time, the video is only in English but there are plans to translate it into Somali and Maay.

Five students averaged 50 hours each (total of 250 hours).

Thesis Research and Independent Study

Professor Karen Palin advised a student community-based research thesis, *Development of Culturally Appropriate Symbolic Prescription Labels for the Somali Community of Lewiston, Maine*. The student researched and developed culturally appropriate pictograms that denoted typical medication instructions.

This was an honors thesis so the student did approximately 120 hours of community-engaged work.

Professor Palin also advised at student thesis that focused on studying how knowledgeable 5th and 6th graders were about the importance of vitamin D and calcium in their diets. The Bates student conducted a survey, directed the keeping of food diaries, implemented activities around vitamin D knowledge, and created a homework curriculum to educate students about vitamin D and calcium.

Approximately 80 hours

Chemistry

Students working in Professor Rachel Austen's lab continue to develop projects on the conversion of wood waste to fuel.

Thesis Research and Independent Study

Professor Rachel Austin supervised a student thesis focused on the characterizations of catalysis for the conversion of wood waste into fuels. This project helped to inform work that the University of Maine is doing to develop new technologies for use in alternative energy sources.

40 hours of community-based work

Two students continued working on catalysis projects as independent study projects during the summer as well as the academic year.

An average of 100 hours of work

Dance

Teach Tour Perform, DN/ED s29, Carol Dilley

Bates students spent two weeks learning how to create—and then creating—a performance piece, then going on tour to work with a range of elementary schools to teach movement classes and perform the work. Partner schools included: Durham, Farwell, Geiger, Hall-Dale, Leeds, Libby Tozier, Martel, Manchester, McMahan, Readfield, Turner, and Winthrop. Integral to the course is a student coordinator position, this year filled by Gina Petracca, who helped to create dance materials in the process of developing both leadership and choreographic skills. A growing part of the Short Term in the last few years is an on-campus performance at the end of the year. This year, Bates students performed a 30-minute piece, “We’ve Got Rhythm,” in the annual “Short Term Variety Show,” sponsored by the Bates Dance Club.

Nineteen students each spent a total of 36 hours (total of 684 hours).

Economics

Environmental Economics, ECON 222, Lynne Lewis

For the eighth year, students in Environmental Economics have successfully bid on permits to emit Sulfur Dioxide (SO₂) at the annual EPA Auction. This year students bid on both current year permits as well as on a seven year advance permit, usable in 2015. Two tons of SO₂, a leading cause of acid rain and contributor to high adult asthma rates in Maine, will now never be emitted into the air (*approximately 20 hours of student time*).

Education

All of the courses given through the Education Department require a field-based experience and a community-based learning component. Two-hundred-and-fifty-two students completed education-based practicum experiences this past academic year. Five student teachers taught in the local schools. NOTE: In the fall of 2009, the Bates College campus suffered an epidemic of the H1N1 virus, which led local school districts to suspend Bates student activities in the schools.

As a result, most education students during the first semester were not able to complete their customary 30-hr field commitments.

The field-based components of education courses included:

Adolescent Literacy, EDUC 355, Anita Charles

Students from this course chose between regular English classroom placements in 6th grade as well as Lewiston Middle and High Schools, or one of two projects: the Digital Network Workshop with classes at Deering High School in Portland, in which Bates students helped high school students develop creative writing pieces via blog networking and video conferencing, and a book group at Lewiston High School's after-school program, in which Bates students led high-school-aged ELL students in reading the graphic novel series "Bone," and conducting activities related to it.

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

Basic Concepts in Special Education, EDUC 362, Anita Charles

All of the students from this course conducted their field experiences at McMahon Elementary School, attended by many of Lewiston's children with special needs. The school's principal, Althea Walker, met with each Bates student to determine his/her interests. Bates students engaged with a range of students, including those with identified behavioral, physical, and cognitive disabilities. In addition, in an effort to help McMahon School move off of the "failing schools" list (as defined by the federal legislation "No Child Left Behind"), Bates students did targeted tutoring with students on specific deficit areas.

Twenty-seven students averaged 20 hours each (total of 540 hours).

Critical Perspectives on Pedagogy and Curriculum EDUC 250, Helen Regan

This course focused on education through the lens of social justice. All of the students from this course conducted their field placements at Longley Elementary School, which serves children who live in the two poorest census tracts in Androscoggin County, and has the highest rate of English Language Learners and children receiving free and reduced lunch in the district. As Bates students were conducting their field placements, Longley School was identified as eligible for additional federal funding in exchange for major staff changes there, including a new principal and half of the teaching staff. Many people in the district met with the class over the

course of the semester, including the Longley principal, the Lewiston school superintendent, and a former member of the Lewiston School Committee.

Seven students worked 30 hours each in the community (total of 210 hours).

Education, Reform, and Politics, EDSO 380, Helen Regan

Students in this course explored contemporary school reform issues, including governance, school choice (e.g., charter schools, magnet schools, and vouchers), school funding, standards and accountability, and parental and community involvement. Students in this course conducted their field placements at Longley Elementary School and Lewiston Middle School.

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

Gender Issues in Education, EDUC 240, Helen Regan

Students studied the implications of gender, race, class, and sexual orientation in schools for both males and females. All of the students from this course conducted their field studies at McMahan Elementary School.

Twenty-one students worked 30 hours each in the community (total of 630 hours)

Globalization and Education, ED/WS 280, Patti Buck

Students explored the impact of globalization on educational institutions and practices through course readings, class activities, and field placements in ELL classrooms in local elementary, middle, and high schools, as well as in after-school programs at Lewiston High School, the Lewiston Public Library, and the Trinity Jubilee Center.

Twelve students worked 30 hours each in the community (total of 360).

Literacy in the Community, EDUC s27, Patti Buck

Students explored effective strategies for working with ELL students in a variety of settings, including elementary and high school classrooms as well as formal and informal after-school tutoring programs. Placement sites included: Park Avenue Elementary School in Auburn, Lewiston High School, and after school programs at Lewiston High School, the Lewiston Public Library, the Trinity Jubilee Center, and the Hillview Housing Complex.

Thirty students worked 30 hours each in the community (total of 900 hours).

Perspectives on Education, EDUC 231, Helen Regan, Bronwyn Sale

Students studied historical, sociological, political, and philosophical perspectives related to the American educational experience, as well as reflected on educational practices as they experienced them in local classrooms, and explored the possibility of teaching as a career.

Placements were shaped to address the expressed needs of the local teachers.

One hundred and six students worked a total of 2,640 hours.

Seminar in Educational Studies, EDUC 450, Patti Buck

Limited to seniors, this required course for students in the educational studies minor is meant to help students to reflect upon and synthesize their previous education courses, courses in related fields, and their field experiences. Students in this course designed and implemented their own community-based learning projects and placements. Projects included a study of the impacts of the federal legislation *No Child Left Behind* on the English Language Learning program in Lewiston; comparative research on deaf education in Maine; a research project on French-English bilingual education and its relationship to social tolerance; the introduction of a social curriculum at a day-care center; and a 5-part “book” about the day in the life of a school from the perspectives of students with special needs.

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

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

Students interested in becoming peer writing assistants explored the practices of tutoring and writing instruction. Class participants worked with secondary students at after-school programs at the Lewiston Public Library and the Trinity Jubilee Center.

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

Thesis Research and Independent Studies

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

Students conducted the following thesis, research, and independent studies projects:

- Professor Helen Regan oversaw three independent studies, *Higher Education Administration*, *Maine School Finance/Budget*, and *Alternative Education*.

- Professor Anita Charles oversaw five independent studies, *Investigating Math*, *Introduction to Educational Leadership*, *AP Courses: Access and Limits*, *ASD Behavior Intervention*, and *Special Education and Assessment*.
- Professor Bronwyn Sale oversaw one independent study, *Museum Education*.
- Patti Buck advised a senior thesis on bilingual education.

Student Teachers in the Education Department included:

- Matthew Bannon at Lewiston High School
- Jacob Cash at Poland Regional High School
- Cora Chisolm at Oak Hill High School
- Elise Edmonson at Lewiston High School
- Leigh Smadbeck at Lewiston Middle School

Five students worked 360 hours (total of 1800 hours).

English

Chaucer and the Child, ENG s11, Kerri Bowen

Students looked at the depiction of children in Chaucer's *Canterbury Tales*, and studied 19th and 20th century retellings of Chaucer's stories as children's literature. For the community-based learning component of this course, students worked on a weekly basis with a 2nd-and 3rd-grade classroom at Geiger Elementary School. Activities included Middle English lessons and activities, discussions about daily life in Chaucer's England, and the enactment of children's versions of "The Knight's Tale" and "The Nun's Priest Tale," and exercises that had children write and illustrate their own versions.

Fourteen students worked 5 hours a week in the community (total of 70 hours).

For the Love of Dogs, ENG s18, Lavina Shankar

Students explored the relationships, bonds, and boundaries between humans and dogs through literary and non-literary texts, as well as through community-based learning experiences: helping out in a variety of ways at the Androscoggin Humane Society; shadowing staff and completing administrative tasks at the Lewiston Veterinary Hospital; and working with a therapy dog trainer in Lewiston.

Twenty-six students worked 50 hours over the course of the short term (total of 1300 hours).

Environmental Studies

Applied Environmental Studies Across the Disciplines, ENVR 417A,
Holly Ewing and Sonja Pieck

The Environmental Studies program at Bates engages students from varied disciplines. Each major follows a unique path to graduating with an ES degree. Over the last year, the Environmental Studies Department has been working to create a capstone experience that effectively integrates these varied student interests, passions and experiences. Professors Holly Ewing and Sonja Pieck worked collaboratively with the Harvard Center to develop a theme-based course that gives students the opportunity to engage in cross-disciplinary communication and collaborative research and brings their specific expertise from their concentrations to bear on issues that have local and global relevance. Ewing and Pieck decided to focus the course on the community food assessment, *Local Food for Lewiston*, a collaborative community-based project whose goal is to develop a comprehensive plan to improve access to healthy food for consumers, support local producers, and create sustainable food system solutions. The aim of the project is to effectively address community food security needs through research, assessment and the identification of solutions. Students in the capstone course implemented quantitative and qualitative research projects in collaboration with numerous community partners.

“Having completed the Environmental Studies Capstone seminar a few weeks ago I’m beginning to see it as the pinnacle of my Bates experience. It exemplified how academics and meaningful community-based work can be linked, facilitating both intellectual rigor and solid student-community partnerships. This course dealt with real issues – hunger, food access and production, poverty and hunger alleviation initiatives – and we witnessed first-hand how they are manifested in Lewiston. This direct connection to and experience with the issues have evoked in me a very personal commitment to working in a community-oriented or political capacity to address food-related injustices when I graduate. I’ve taken many eye-opening and inspiring classes at Bates, but this is the first time the issues felt so real, and the wall between studying a topic and actually beginning to understand the topic – its texture, dimensions, and character – began to collapse.”
- Emily Grady ‘10

Students focused on four projects that engaged varied disciplines in community-based research. Projects included; determining if Auburn, Maine could be totally self-sustaining in terms of all caloric needs of its residents, researching models for urban farms, assessing food insecurity in Lewiston, and researching the integration of local foods into the school-based lunch programs. *Fifteen students each worked about 30 hours each in community-based research projects (total of 450 hours).*

Internships

Environmental Studies Internships, Camille Parrish

All Environmental Studies majors are required to do a rigorous community-based internship of at least 200 hours. Twenty-three students from the Environmental Studies Program were involved with internships between September 2008 and September 2009. Internship sites included:

- Environmental Defense Fund NYC
- Flathead National Forest
- Leave No Trace Center for Outdoor Ethics
- WOOF: Worldwide Opportunities on Organic Farms
- Appalachia Mountain Club
- Second Wind Farm
- Lots to Gardens
- Merrill Creek Reservoir
- Hudson Riverkeeper
- Craig Polhamus, Architect
- Environmental Coordinator, Bates College
- Bates-Morse Mountain Conservation Area
- Green Mountain Conservation Group
- Westport River Watershed Alliance
- SalvaNATURA
- Carr Research Laboratory, Inc.
- Maine Preservation
- Nezinscot Farm
- Willow Pond Farm

Twenty-four students each did 200 hours (total of 4800 hours).

Thesis Research and Independent Study

Two students did in-depth community-based research theses that were instrumental to a local community food assessment.

One student did a year-long honors thesis that addressed the role of engaging community members in community-based research. *Generating a Counter-Hegemonic Food Movement: Exploring the Role of Participatory Processes in a Lewiston, ME Community Food Project*

“Everyone involved has such passion and happiness for what they are doing and better yet, the work they are doing provides so much happiness for others. After the charrette had ended, one of the Somali women at my table thanked me for all the work I had done. This woman had nine children and a husband at home and she was thanking me for the work I had done! I was blown away by the community's support and gratitude.”

- A student in Kathy Low's BIO/INDS s15A course

allowed the student to work collaboratively with community members to facilitate focus groups for groups affected by food insecurity. The results will inform the work of *Local Food for Lewiston*, a long-term community project looking at issues that affect the local food system.

Approximately 160 hours over the course of two semesters

Another student also did substantive work on the community food assessment, looking at how locally grown food could be incorporated into the food system to address food insecurity.

Approximately 80 hours

Professor Holly Ewing supervised two community-based

Environmental Studies theses:

- *Terrestrial vegetation change and its relationship to the historic and current abundance of *Gloeotrichia echinulata* in Lake Sunapee, New Hampshire.*
- *Methylmercury production and accumulation in relation to water chemistry, landscape, and biotic characteristics of the Lake Sunapee Watershed, New Hampshire.*

Approximately 80 hours each

First-Year Seminars

Exploring Education through Narratives, FYS 300, Patti Buck

Students explored a variety of educational issues both through narratives and by working in K-12 classrooms.

Thirteen students averaged 20 hours each in the community (total of 260 hours).

Mathematics and Social Justice, FYS 373, Bonnie Shulman

Students in this course tutored at an after-school program once per week, either at Trinity-Jubilee Center or the Lewiston Public Library. They specialized in math tutoring, but helped in other areas as well (including helping with writing skills, which was great for their own writing—another FYS objective). They kept "teaching journals" about this experience, and there were three classes devoted to talking about social justice issues connected with the education of at-risk - almost exclusively Somali - students that they tutored.

Sixteen students each spent a total of 20 hours (total of 320 hours).

Literature through Cataclysm, FYS 348, William Hiss

This course studies literature, non-fiction, and film concerned with historical cataclysms such as war, famine, and displacement. Students got involved in community-based learning opportunities that informed their course work and readings. Placements included the Lewiston Adult Learning Center, Trinity Jubilee Center, and after-school programs at Trinity, Hillview, Lewiston High School, and the Lewiston Public Library, and other organizations that serve the immigrant and refugee communities in Lewiston-Auburn.

Fifteen students each averaged 40 hours over the semester (600 hours total).

French

This past academic year, the French Department continued a substantive redesign of the French program to incorporate community-based learning at all levels of the curriculum. The project was funded by an Engaged Department grant from Maine Campus Compact and a Program, Department or GEC Grant from the Harvard Center. Community-based learning activities related to the Franco-American experience in Maine have been integrated into three courses this year. Students also received a grant from the Maine Humanities Council to support planning an exhibit on the Sisters of Charity for the Franco-American Heritage Center.

Documenting the Genocide in Rwanda, FRE 379A, Alex Dauge-Roth

Professor Dauge-Roth continues to engage students in documenting the Rwanda genocide through web-based conversations between Bates students and Rwandan orphans, the goal of which is to add to a growing documentation of personal stories about the tragedy.

Thirteen students spent a total of about 39 hours in meetings with survivors of the genocide (total of 507 hours).

Introduction to French Studies, FRE 240, Mary Rice DeFosse

Students in Professor Rice DeFosse's class collected oral histories from community members who had connections to institutions founded by the local Sisters of Charity including: residents of Maison Marcotte, Healy Asylum, Saint Joseph's Orphanage staff and residents, and a nursing student at St. Mary's Hospital.

Fifteen students spent approximately 30 hours each over the course of the semester (total of 450 hours).

Thesis Research

Professor Dauge-Roth supervised two community-based research theses. One documented the Rwandan genocide through photography.

The other thesis focused on the self-perception of students in a school in a banlieue of Paris. *Both theses involved approximately 80 hours each (total of 160 hours).*

Independent Study/Special Projects

Mary Rice-DeFosse supervised two independent projects this past year. One student helped to plan an exhibit for the Franco-American Heritage Center at St. Mary's. The project was supported by a grant from the Maine Humanities Council.

Approximately 50 hours

Another student continued work on the Sisters of Charity Oral History project.

Approximately 50 hours

Geology

Sedimentary Processes, GEO 210, Mike Retelle

This course introduces students to beach profiling, enabling long-term monitoring of dynamic coastal processes, including the effects of storm events and sea level rise. Professor Retelle led a Geology beach walk in August, on Seawall Beach. The "walk" was attended by 28 Small Point community members and offered the opportunity to discuss coastal changes observed by the community.

Twelve students averaged 4 hours in the field (48 hours total).

Thesis Research and Independent Study

Mike Retelle directed one senior thesis project at Seawall Beach, entitled *Monitoring Sediment Transport and Inlet Migration at the Seawall Beach Complex, Phippsburg, Maine*. The research continued previous work in which beach profiling is used to monitor seasonal and long term changes on an undeveloped barrier beach system, revealing natural and resilient processes.

One student averaged 40 hours per week over 10 weeks (400 hours total).

Professor Retelle also supervised two student theses that included work on the Lake Monitoring Project in New Hampshire for the White Mountain National Forest.

Approximately 80 hours total

Professor Bev Johnson directed a senior thesis project on the Bates-Morse Mountain Conservation Area, entitled *Stable Isotope Analysis of Fundus heteroclitus and the Effectiveness of Ditch Plug Restoration at The Sprague River Marsh, Phippsburg, Maine*. This work will be continued in the fall of 2010 and is expected to provide insight into the efficacy of salt marsh restoration methods.

Approximately 60 hours total

Geology/Environmental Studies

Mapping and GIS, ES/GEO 217, Dykstra Eusden and Camille Parrish

Twenty students used GIS mapping technology to study diverse social, geological and environmental issues. Many of the projects were community-based. Projects included:

- An Examination of US Drone Attacks in Pakistan
- Bouldering Map of Bradbury Mountain State Park
- Mapping of Five Jogging Routes in Lewiston, ME
- Mapping Birds, Their Migration Patterns and Climate Changes Over Time
- Fruit at Bates Dining: The Transportation Routes and CO₂ Footprint
- Dams for Towns: The Stagnation of Farming Culture around the Pepacton Reservoir-1940 to 2000
- Mapping the Mt. Abram Ski Area in Locke Mills, ME
- Landing Zones in Yosemite Valley: Response to Climbing Accidents
- Locating Ideal Soil, Slope and Vegetation Conditions for New Irrigated Wheat Fields, Havey Ranch, TX
- Baseline Mapping and Recreation Management Planning on the South Pond Preserve, Buckfield, ME
- Predictions of the Effect of Wetland-type Soils on the Water Chemistry in the Lake Sunapee Watershed, NH
- Land Cover Changes Below Mt. Everest, Nepal
- Mapping the Geology and Widespread Destruction around Port-au-Prince, Haiti

- Bedrock Geologic Map of Georges Island, Muscongus Bay, ME
- Focusing Piping Plover Protection Efforts on Most Threatened Areas
- Changes Around Lake Sunapee, NH Using Aerial Photographs - 1954-2005
- Trade Routes from Colonization to 2002 in Northern Africa
- 24 Years of Forest Fragmentation in Southern ME
- Shifts in the Sand: Mapping Beach Erosion on Point O' Woods, NY
- Historical Comparison of Migratory Fish Returns to the Connecticut River from 2000-2007

Thirteen projects incorporated community-based learning. Students in these projects each did approximately 40 hours (total of 520 hours).

History

Introduction to Archives and Archival Science, HIST s41. James Webber

Students learned archiving methods through working on a community-based archiving project with the Leeds Historical Society, Leeds, ME. The class spent five weeks processing and preserving historical records. Students visited other archival repositories and worked collaboratively with professional archivists from Boston.

Four students spent approximately 15 hours each (total of 60 hours)

Physical Education

Methodology of Coaching, PE s20, George Purgavie

Students explored various methodologies of successful coaching and received an American Coaching Education certification, widely recognized in secondary schools. As a part of their coursework, students developed and led playground activities for students at the Lewiston elementary schools, including Farwell, Geiger, Longley, Martel, McMahan, and Montello.

Thirty-four students worked 30 hours (1,020 hours total).

“I can’t begin to thank you enough for all that you did for Camp Agawam! The presentation of the archives was fantastic; it was informative, well organized and articulately stated. You and your students should be very proud. I can’t get over the organization of the materials and the inventory. You have made it very easy to add to the collection. The recommendations were also terrific.”

- Karen Malm, Camp Agawam

Politics

Internships in Public Policy Research, PLTC 423, Nicole Witherbee

The course looked, from both a practical and an academic point of view, at the political process by which public policy is created in Maine. Students had the opportunity to participate in researching and developing public policy that was taken up by the Maine State Legislature. Students worked with various state agencies, non-profit organizations and advocacy groups. They also had a tour of the State House and met with the Governor and the Speaker of the House to discuss the work they were doing in the community. Students also participated in the Bonner Foundation's national Policy Options wiki project (which can be found online at <http://policyoptions.pbworks.com/FrontPage>) so that students were drafting ideas about their policy topics on the wiki as they collected new information through their internships. At the end of the course, students submitted their end-of-the-year policy briefs and created policy outlines on the Policy Options wiki. The course was taught by Nicole Witherbee, Principal of PolicyEdge, a consulting firm offering policy research, analysis and strategy.

Placements included:

- The office of Senator Justin Alford, Senate Chair of the Joint Standing Committee on Education and Cultural Affairs, researching options for education funding models that create fairness for families and communities;
- Mooseridge Associates, working on mandating insurance coverage for more advanced prosthetics that were more sensitive and provided a better quality of life;
- Maine Center for Economic Policy, working on an economic impact study of the Asian American community in Maine;
- Restaurant Opportunity Center (ROC-ME), promoting legislation that would mandate employers to provide paid sick time to their employees;
- New Americans Project, Muskie School of Public Service, documenting the policy options for improving pre-school choices for new Americans;
- Maine Fair Trade Campaign, establishing policies that membership could advance in their effort to bring fair labor and trade practices to people worldwide;
- Maine International Trade Center, working on bringing international companies to Maine for alternative energy production;
- Change that Works, helping with a grassroots campaign to pass national healthcare reform;

- Maine People’s Alliance, working to advocate for the DREAM Act, which would allow undocumented students an opportunity to go to college and pay the same in-state tuition that other residents would pay; and
- Community Food Assessment: Local Food for Lewiston, The Nutrition Center of Maine, St. Mary’s Health System, surveying and working on GIS mapping to identify physical and financial access to food.

Ten students spent approximately 80 hours each in community-based work (total of 480 hours).

"The students in the immigrant rights short term class have enthusiastically dived into local advocacy for immigrants in Maine. Their presentation at a hearing at the Maine State House earned them a special commendation from the chair of the committee, which was considering proposed legislation that would have given legally resident non-citizens the right to vote in local elections. And their involvement in planning a lively and diverse march for immigrant rights in downtown Portland last May was a highlight of the course and was the first time that many of the students had participated firsthand in the active working of democracy. Maine's small size and the support from the Harvard Center make it possible for 20-somethings to have these kinds of direct experiences with politics and to feel that they are making a difference."

- Leila Kavar, Politics Department

Immigration Rights in Theory and Practice, PLTC s18, Leila Kavar

Over the course of this Short Term, students addressed questions about immigration theory and law through three levels of analysis: reading of scholarly literature on the subject; examination of film and media presentations; and participation in a community-based learning project that concerned immigrants and/or immigrant rights. Students collaborated with community organizations including: Hillview after-school program, United Somali Women of Maine, Trinity Jubilee after-school program, Lewiston Public Library after-school program, Maine People’s Alliance, and the Adult Learning Center.

Twenty-one students each averaged 40 hours over the course of the term (total of 840 hours).

Politics of Immigration, PLTC S15A, Clarisa Perez-Armendariz

This course examined U.S. immigration policy from 1965 to the present and assessed both its intended and unintended consequences. The course included a “field” portion, which aimed to give students a very close and personal, yet balanced view of how key stakeholders perceive the problem of immigration and

what types of solutions they desire. Students traveled to the California/Mexico border to meet with community members and groups including the Border Angels and Casa UMCA de Menores in Tijuana and see first-hand how the borderlands are affected by immigration policy and practice.

Fourteen students spent approximately 140 hours working directly with community members.

Global/Local Political Economics of Food, PLTC s19A, Ganesh Trichur

Students in this course looked at the role of politics in food systems at the global, national and local level. Locally, they worked with Lots to Gardens and The Nutrition Center of Maine in community placements that helped students understand the challenges and issues facing local food systems.

Thirty students did about 10 hours each in the community (total of 300 hours).

Psychology

Developmental Psychology, PSYC 240, Susan Langdon

Professor Langdon's Developmental Psychology course introduces students to basic developmental concepts and current research in developmental psychology. Eight students chose the community-based option; they observed children and engaged in programming in community organizations that included Daisy Garden Y Preschool, Sandcastle Preschool, Renaissance House, Hillview Boys' and Girls' Aspirations Programs, St. Mary's Adolescent Unit, Lewiston Public Library after-school program, Trinity Jubilee Center after-school program, United Somali Women of Maine, Hillview after-school tutoring, and Genesis House .

Forty-four students averaged 30 hours each in the community (total of 1,320 hours).

Health Psychology, PSYC 303, Susan Landgon

Students in Professor Langdon's Health Psychology course participated in a community-based project that focused on health and wellness initiatives in the community. Projects included nutrition and running programs, H1N1 education on campus, City of Lewiston tobacco ordinance, the community food assessment, Healthy Androscoggin projects, and physical activity at an after-school tutoring program, among others.

Twelve students did an average of 25 hours each in the community (total of 300 hours).

"I only hope that my impact on the positive outcome of the CFA is as great as the impact of working on the CFA has been on me and my dedication to continued community work at Bates."

- A student in Kathy Low's BIO/INDS s15A course

Advanced Topics in Developmental Psychology, PSYC 341A, Georgia Nigro

Students worked collaboratively with the Maine Center for Disease Control, Division of Family Health- Maternal and Child Health Bureau in helping them to determine what health issues

should be prioritized for the next five years. Students researched and developed fact sheets on 27 topics. These fact sheets were then reviewed by community stakeholders who, with this information, were able to narrow the issues to be considered down to about ten priority areas. *Twenty-eight students each spent approximately 25 hours in the community over the course of the semester (total of 700 hours).*

“In the public health short term course (S15) Health, Culture and Community, students from different disciplines worked on several integrative community-based projects. The CFA is a wonderful example of students bringing different skills and perspectives to bear on a specific health challenge and working directly with community partners. The CFA was a real world example of public health in action. In addition, students were able to work with Healthy Androscoggin on mapping walking trails and thinking about a more pedestrian-friendly city, as well as developing materials for day care centers and developing health tips that could be used with new electronic media, like tweeting. Finally, a group interviewed polio survivors in the community about their experiences--learning a bit about history, life narratives, polio and its course, epidemics, and the history of medicine. In addition, they learned a lot about aging and disability in those conversations. The elderly, too, benefitted from those talks and some have taken the initiative to let me know how much they enjoyed the interviews.”

- Kathy Low,
Psychology
Department

Adolescence, PSYC 320, Krista Scottham

Professor Scottham’s course offered comprehensive coverage of contemporary theory and research on adolescent development. Broad topics include physical, cognitive, emotional, and identity development. Students spent significant time in community-based learning settings including St. Mary’s Hospital Adolescent Unit, the City of Lewiston, Trinity Jubilee Center and Hillview (after-school programs), Renaissance and Genesis Houses and Schools, and Lewiston Middle School and its civil rights team.

Twenty-four students spent 30 hours in the community over the course of the semester (total of 720 hours).

Community-Based Research Methods, ED/PSYC 262, Krista Scottham

This course introduces research methods through collaborative community partnerships. Students collaborated with local professionals on research projects that originated in their work sites. Projects included: conducting phone surveys for the community food assessment, and interpreting data collected about community-based learning and student academic engagement.

Fifteen students spent approximately 25 hours each in the community (total of 375 hours).

Health, Culture and Community, INDS s15, Kathy Low

Students in this course engaged in community-based projects that addressed various health issues in the context of the culture that defined those needs. Students worked in projects that included: physical activity in special education students, developing walking

maps for Healthy Androscoggin, Somali Immigrant health issues, lead issues, work on a polio oral history project, production of pre-school materials for Healthy Androscoggin, and the community food assessment charrette planning and coordination.

Thirty students worked varied hours for a total of 950 hour.

Thesis Research

Senior Thesis/Community-Based Learning, PSYC 457 A/B, Georgia Nigro, Susan Langdon, Krista Scottham, and Kathy Low

Psychology majors who elect to do a community-based senior thesis identify, through research and meeting with faculty and community organizations, a community issue around which they do an in-depth thesis-level study. This year, 26 students in the Department did 60 to 80 hours each of intensive work in the community. Projects included:

- *The Effect of Extended Contact on Reducing Prejudice in Children*
- *The Telling Room: How a Nonprofit Writing Center Affects the Self-Efficacy, Classroom Engagement, and Literacy Skills of Students in an ELL Biology Class at Portland High School, ME*
- *The Use of Self-Monitoring to Decrease Inappropriate Behaviors in an Academic Setting*
- *Communication Dynamics between Well Parents and Children During the Loss of a Second Parent Due to Terminal Illness*
- *Cooking Made Easy: A Healthy Eating Behavior Change Intervention for Adolescents*
- *The Effects of Physical Activity on Academic Achievement in Children*
- *The Effects of Playful Versus Academic Learning Experiences on Preschoolers' Cortisol Levels*
- *Promoting Cultural Awareness among Adolescents: A Service-learning Experience with the Civil Rights Team*
- *The Role of Efficacy in Fruit and Vegetable Consumption: "Eat Your Colors"*
- *The Effect of Cognitive Dissonance, Fear Induction, and Point of View on Driving Attitudes and Behavior*
- *Communication Dynamics Between Well Parents and Children During the Loss of a Second Parent Due to Terminal Illness*
- *The Expansion of Dialectical Behavior Therapy in an Outpatient Setting in the Lewiston/Auburn Community*
- *Enhancing Preschoolers' School Readiness through Structured Dramatic Play*

- *The Experiences of Adolescents with Parents Deployed in the Military*
- *Best Practices for a Tobacco Support Group*
- *Teacher Perspectives on a High School's Goals*
- *Creating and Evaluating a Youth Running Program*
- *Teaching Mindfulness in a Boys' Group Home*
- *Psychology Support in Cancer Treatment*
- *Reasons for Refusal by Candidates for Hearing Aids*
- *Teaching Mindfulness in a Girls' Group Home*
- *Using PhotoVoice to Identify Strengths in a Transitional Living Program*
- *Managing ADHD in School Without Medication*
- *Social Networks fostered by a Teen Room at a Public Library*
- *Improving Speech Intelligibility in a School-Aged Boy*
- *Evaluating an Emotions-Based Intervention in a Preschool Classroom*

Students performed varied numbers of hours for an approximate total of 1,185 hours.

Sociology

Public Sociology, SOC 395K, Emily Kane

This seminar introduces students to competing perspectives on public sociology, including attention to the history of the discipline's orientation toward public issues and public audiences. Students engaged in the practice of public sociology through community-based research projects on issues related to social inequality. Student projects included: observing the workings of a local food pantry, looking at attitudes toward college attendance for College for ME Androscoggin, looking at how the community addresses the digital divide through community computer centers, and looking at local programs that address positive youth development. *Sixteen students spent approximately 25 hours each (total of 400 hours).*

Research Methods for Sociology, SOC 205, Emily Kane

This course is a practical introduction to the research methods used by sociologists including survey research, content analysis, participant observation and field research, qualitative interviewing, and comparative historical research. Students engaged in various community-based projects that encompassed these methodologies including: interviewing community members who can influence decisions about the local food system for the community food

assessment, observing and then transcribing focus groups of local residents conducted by the community food assessment, compiling field notes based on observations of the local food system (emergency food providers, convenience stores, supermarkets, and the transportation system), conducting a survey of adult perceptions of food security issues in Lewiston/Auburn and throughout the nation, and systematically analyzing the Lewiston Sun Journal's coverage of food security/insecurity issues.

Thirty-one students each averaged 30 hours each (total of 930 hours).

Thesis Research

Professor Emily Kane supervised three community-based research theses in Sociology:

- *Bridging the Health Care Gap: How Uninsured, Working Adults Negotiate Health and Illness*
- *Are We in a Food Desert?: Perceptions of Access to Food in Lewiston, Maine*
- *Evaluating Art Van: A Child's Perspective*

Professor Sawyer Sylvester supervised two Sociology student theses:

- *What's Missing: Exploring Sex Education in Maine Public Schools*
- *Accommodating HIT for Elderly Users: The View from a Nursing Home in Auburn, Maine*

Students worked varied hours for a total of 320 hours.

Spanish

Thesis Research

Professor Claudia Aburto Guzman supervised a student thesis, *Reflection about Frontier Identity through People Living in Mexican-American Border Lands*. The student conducted interviews with Mexicans at El Colegio de la Frontera Norte in Tijuana, Mexico and analyzed the interviews with regard to religion, gender, and class.

Approximately 80 hours

Impact on our Students

Quantitative findings. Although we plan to examine multiple forms of student impact in the future, this year we took advantage of Bates's participation in a study led by Maine Campus Compact to examine a few outcomes, in particular, the effects of course-based service-learning* on academic challenge, academic engagement, interpersonal engagement, community engagement, and retention. The study also looked at the effects of course-based service-learning on student satisfaction with the course, willingness to recommend it to others, and mood and stress levels throughout the semester. Nine Bates instructors were invited to give a link to the questionnaire to their students; 134 students in 11 different courses responded.

Table 1
Percentage of Students Engaged in Different Types of Service in their Service-Learning Courses

Type of Service	Percentage of Students
Direct service (tutoring, cleanups, painting, visiting elderly)	37.3%
Data collection/analysis	23.9%
Library research/analysis	16.4%
Advocacy/persuasion	6.7%
Writing/design	18.7%

Table 1 shows the different types of service provided in the 11 courses sampled. Direct service was most common followed by data collection and analysis. Combining the frequencies for data collection and library research reveals that some form of research and analysis is the most common form of service-learning that these students performed.

Table 2
Means and Standard Deviations for Low, Medium and High Intensity Service-Learning Students on each Scaled Measure

	Low (<i>M,SD,n</i>)	Medium (<i>M,SD,n</i>)	High (<i>M, SD, n</i>)
Retention	3.49 (.58) 32	3.42 (.66) 43	3.60 (.64) 48
Academic Challenge	3.18 (.74) 34	3.17 (.60) 43	3.54 (.64) 48
Academic Engagement	3.53 (.46) 31	3.62 (.50) 40	4.12 (.56) 45
Interpersonal Engagement	3.59 (.64) 32	3.76 (.66) 43	4.14 (.44) 48
Community Engagement	3.49 (.37) 34	3.74 (.53) 43	4.37 (.53) 46

Note. Low intensity indicates that service-learning was an insignificant component of the course; medium intensity indicates that service-learning was a small component of the course; high intensity indicates that service-learning was a significant or major focus of the course.

Table 2 shows the effects of service-learning, divided into three levels of intensity, on the measures of retention, academic challenge, academic engagement, interpersonal engagement, and community engagement. (Each of these measures was a scale of 3 to 7 items. Cronbach's alpha was acceptable for every scale.) As the table shows, as service-learning increased in intensity, so did students' perception of academic challenge, academic engagement, interpersonal engagement, and community engagement. Retention was the only measure that did not show a significant increase as intensity of the service-learning experience went up.

Table 3
Means and Standard Deviations for Low, Medium, and High Intensity Service-Learning Students on each Scaled Measure

	Low (<i>M,SD,n</i>)	Medium (<i>M,SD,n</i>)	High (<i>M, SD, n</i>)
Recommend course (5-pt scale)	3.49 (.58) 32	3.42 (.66) 43	3.60 (.64) 48
Satisfaction with course (5-pt scale)	3.18 (.74) 34	3.17 (.60) 43	3.54 (.64) 48
Average mood (10-pt scale)	3.53 (.46) 31	3.62 (.50) 40	4.12 (.56) 45
Average stress (10-pt scale)	3.59 (.64) 32	3.76 (.66) 43	4.14 (.44) 48

Note. Low intensity indicates that service-learning was an insignificant component of the course; medium intensity indicates that service-learning was a small component of the course; high intensity indicates that service-learning was a significant or major focus of the course.

*Although we at the Harvard Center prefer the term "community-based learning" to "service-learning" in describing what we do, we use the latter here because it was used in the larger research project from which this work derives.

Impact on our Students, continued

Table 3 shows other results, each of which was measured with a single item on the questionnaire. These results demonstrate, again, that as the service aspect of the course increased in intensity, students were more likely to recommend the course to others, express satisfaction with it, experience a better mood throughout the semester, and experience more stress (although not significantly more stress, according to statistical testing).

Qualitative findings. Another way we have tried to assess the impact of civic engagement on students is to collect narratives from our students in leadership positions prior to graduation. A student interviewer met with 8 of our student leaders in the spring and taped their answers to a series of open-ended questions about their early involvement in community work, their trajectory of community work across the years at Bates, and their particular experiences as leaders in civic engagement through the Harvard Center.

We gained valuable formative information from these interviews that will help us improve our programs. We learned, for example, that most of our student leaders hailed from families in which service to the community was valued and modeled. By the time they arrived at Bates, students had traveled overseas with their physician parents who organized health care in developing countries, participated in the Invisible Children movement, and worked with individuals with disabilities through Special Olympics or other programs. This information challenges us to think about ways to attract students with different backgrounds to our programs. It was clear from the interviews that the students themselves had thought about this very issue; they commented that motivating students, in the case of students who led some of our volunteer programs, was one of their toughest challenges.

Most, but not all, of our student leaders connected their community work to academic work in some way. In several cases, it was the 30 required hours of an Education class that first sent them into a classroom and stimulated a desire for further involvement with the local schools. In other cases, a research methods class that included community-based research afforded the first taste of community work, which got students hooked. There were two exceptions, one a rising junior, who said that community work is what she does in her free time, and one a senior, who expressed regret that her academic work did not connect to her community work.

With only four interviews with seniors this year, we were not able to glean much about trajectories and about the ways that community work influenced life after Bates. Two of the four students interviewed had job offers that directly related to their work in the Lewiston-Auburn communities. (One senior did not comment on her plans after Bates.) But it is clear from the two seniors with secure plans that students derive vocational skills and information from their civic engagement experiences at Bates.

Community Volunteerism and Student Leadership Development

The Community Volunteerism and Student Leadership Development Program helps Bates students find ongoing volunteer opportunities at local agencies, as well as providing opportunities for one-time service activities. Because much volunteer work is done independently or in response to requests posted on our listserv, it is difficult to track student hours. Students contribute many hours to local agencies on such tasks as sorting food, preparing and serving meals, translating, and caring for children. Regular mentoring is an important part of the CVSLD programming, but other activities are also described briefly at the end of this section.

Americorps/VISTA

Therese Fleming was this year's AmeriCorps/Maine Campus Compact VISTA at the Harward Center. Her main focus was the Bates Bonner Leader Program. Therese helped plan meetings, trainings, and events for the Bonners during the school year. She maintained and monitored the online reporting system, helped place students at sites, and assisted with recruitment. Therese also planned and facilitated service projects for students involved in the Bonner program. One group of students spent their Saturday morning sorting donated food at Good Shepherd Food Bank in Auburn. Another group spent a Saturday at Pearson's Town Farm in Standish, ME, planting seedlings and preparing one of the fields for the growing season.

Over the summer, Therese helped out with programming for local youth. She assisted with an experiential learning camp through the Downtown Education Collaborative (DEC). A cohort of the Lewiston-Auburn VISTAs planned field trips and classroom projects for week-long camps for elementary, middle, and high school students in Lewiston. Therese also helped facilitate field trips run by Hillview for their youngest residents. The Boys and Girls Aspirations Clubs went to Range Pond, Fun Town, The Great Outdoors, and the Topsham Fair as rewards for all of their hard work and participation in Aspirations during the school year.

Bonner Leader Program

In 2008-2009, Bates College decided to join the Princeton, NJ-based Bonner Foundation's national network of 80 campuses dedicated to student leadership, community service, and academic engagement. After a year of planning, we launched our first program of 15 Bonners (7 first-years, 3 sophomores, 3 juniors, and 2 seniors) in September 2009. Led by Harward Center staff members Ellen Alcorn and Martha Deschaines, as well as our VISTA Volunteer Therese Fleming, Bonners began their year with a two-day orientation at the Shortridge Coastal Retreat Center at Bates-Morse Mountain. The Bonner Leader Program is comprised of three major components: 6-8 hours per week of community service (this can take many forms, including academic community-based learning, volunteerism, and community-based research and/or thesis); weekly opportunities for training and reflection; and cornerstone activities such as service trips and program planning.

Students participated in a wide range of activities:

- **Carlen Arima** '10 coordinated Cats and Cubs, a program of Big Brothers/Big Sisters, and worked in a 7th-grade classroom at Lewiston Middle School;

- **Alyse Bigger** '12 worked with the Volunteer Lawyers Project, an organization that provides pro-bono legal services to low-income residents, and volunteered at the Trinity-Jubilee Center's after-school homework help program.
- **Jordan Conwell** '12 worked in an 8th-grade classroom at Lewiston Middle School, and helped to coordinate an aspirations program for middle- and high-school boys at Hillview, a low-income housing complex.
- **Jess Cooper** '13 volunteered at Lewiston Adult Education's Adult Learning Center.
- **Sarah Davis** '10, through thesis work, studied the effectiveness of the Time Bank's role in refugee resettlement efforts; Sarah also founded and coordinated an on-campus program called Refugee Volunteers, through which Bates students, working through the Time Bank, trade volunteer services with refugees. (For instance, a student might tutor a family's children in exchange for cooking lessons.)
- **Stephany Hernandez** '11 served as an intern with the Bonner Leader Program, in particular leading our efforts to document the Bonner experience through photography and video.
- **Raina Jacques** '13 volunteered at after-school programs at the Trinity-Jubilee Center and the Hillview Housing complex.
- **Jake Kaplove** '12 served as a tutor as well as a volunteer match coordinator for Refugee Volunteers.
- **Emily Majsak** '13 participated in Project Story Boost, a program designed to increase literacy skills for kindergarteners; Emily also worked as a classroom aide at Pathways, a day care center for children with special needs.
- **Quinne Moran** '13 coordinated inter-generational activities for a group of pre-kindergarteners and their parents, as well as tutored at the Lewiston Public Library homework help program.
- **Nathalie Navarrete** '13 volunteered at the after-school homework help program at the Trinity-Jubilee Center.
- **Mary Osborne** '13 tutored elementary children at the after-school program at the Hillview Housing complex, and did canvassing for the Maine People's Alliance to promote social justice and environmental issues.
- **Danielle Scherer** '11 spent her first semester managing the farmer's market in Lewiston. For her second semester, she served as a "Bonner Abroad" in New Zealand, where she worked as a gardener at Hohepa Homes, a residential Lhome for adults with disabilities.

- **Leticia Solis** '13 worked as a tutor for Refugee Volunteers.
- **Theodore Sutherland** '11 served as a “Bonner Abroad” in the second semester, during which time he worked in Senegal as a literacy tutor at Ecole de la Rue (School of the Street) Middle School, and at Daara (a Koranic school).
- **Destinee Warner** '13 volunteered at the after-school homework help program at the Trinity-Jubilee Center, and worked as an aide at the Lewiston Veterinary Hospital.

One of the goals from the outset was to maintain a strong student voice in the ongoing creation of the program by forming working groups comprised of students, staff, and faculty devoted to various program components, including:

- Assessment - this group developed strategies to assess student development as well as the program;
- Recruitment - this group determined our criteria for admitting Bonners, redesigned our application, participated in phone-a-thons, read applications, and helped to select a new group of Bonners;
- Service-Trip Planning - this group planned a trip in which Bonner Leaders participated in an Early College Awareness Initiative, launched three years ago by Bates, Bowdoin, and Colby Colleges in partnership with the Wabanaki Nation, consisting of four Native American tribes in northern Maine. At the end of April, our Bonners broke into five teams and traveled to different parts of the state—some as many as six hours away—to visit with Wabanaki elementary and middle school students to raise college aspirations.

In addition to these planning groups, students engaged in a wide range of activities, including 6-8 hours of service per week. In the beginning of the year, we chose to frontload our Bonners with a good deal of training and reflection. In addition to our two-day orientation, Bonner students participated in an all-day Saturday workshop, “**Engage L/A**,” held at the Lewiston Public Library, during which students heard from a variety of our community partners and engaged faculty members about Lewiston, past and present, as well as the issues which engage Bates students, faculty, and staff together with community partners in long-term, co-created undertakings.

Other opportunities for training and reflection have included the following:

- Weekly 1-hr reflection lunches with various Harvard Center staff;
- A 2-hr training session on how to manage time and financial resources;

- A 2-hr diversity workshop led by Sarah Davis '10;
- An all-day training session on advocacy and community organizing, sponsored by Project Pericles and led by organizers from the Midwest Consortium;
- Workshops sponsored by the Office of Career Service on resume-writing;
- A series of workshops on grant-writing, non-profits, and program coordination.

In addition to our regular menu of trainings and reflections, Bonners worked on common projects and participated in service trips designed to help solidify the group and give members a sense of meaning and purpose. Each semester, Bonners organized and ran an on-campus clothing drive for New Beginnings, a local organization providing housing and programs for homeless teens and young adults. Our VISTA Leader, Therese Fleming, organized and led two Saturday service projects:

- Good Shepherd Food Bank, Lewiston, Maine—Bonners took a tour of the facility, participated in a discussion about hunger and food insecurity in Maine, and performed small tasks for the Food Bank;
- Pearsons Town Farm, Standish, ME—Bonners learned about low-impact and organic gardening, helped out with various activities on the farm, and watched a lamb being birthed.

Student Volunteer Fellows Program

For the eighth year, a group of Student Volunteer Fellows worked together to lead key volunteer programs at Bates. The seven Fellows each took responsibility in different areas, working as a team to expand volunteer programming at Bates and to explore leadership issues. Fellows who ran site-based programs also worked with community work-study and community-based learning students to facilitate student work at their agency. The Fellows met weekly to update each other, exchange ideas, and plan for future events. In addition, the Fellows worked hard to increase the visibility on campus of volunteer opportunities through volunteer fairs, tabling, and the communitylinks listserv. The Fellows also administer the Volunteer Grants, which provide up to \$300 each for student volunteer projects (see Service Awards); this year they awarded \$2210 to student applicants to support a range of service activities. Current Fellows participate in the selection process for their successors.

The orientation for Student Volunteer Fellows involved a tour of service sites in Lewiston and planning for the year's activities. The SVFs also participated in a joint orientation with the

Bonner Leaders. They spent a day at Shortridge that was filled with activities geared toward community-building and reflection on the nature of service.

This year was challenging in many respects: the group had no returning experienced Fellows; there were changes at each of the community agencies; the H1N1 outbreak impacted much of the fall semester. Despite these hurdles, Student Volunteer Fellows in 2009-2010 contributed in many ways.

Lorena Bustamante '12 was responsible for coordination of the America Reads/America Counts program. She helped to recruit, interview, train and place 15 tutors in the local schools, working closely with Harvard Center staff. She also organized an orientation, a reflection session, and literacy training for participants. In addition, Lorena organized volunteers for the Lewiston Project Story Boost program. Nineteen students volunteered two hours each week in local kindergarten classes, reading to children one-on-one or in small groups.

Emily Crawford '10 coordinated the Hillview After-school Program, a program she participated in during most of her time at Bates. She recruited and trained a total of 26 students, both volunteer and community-based-learning, to work two afternoons a week for two hours. They helped students with homework and planned other recreational activities for them, including some anti-bullying activities to address rising tensions. During Short Term, Emily continued to run the after-school program, and added a soccer program two afternoons a week that she and other students organized through a public sociology course. Emily also organized activities for Neighbor Night and recruited volunteers to help.

Catherine Elliott '12 further developed the position of volunteer recruitment for adult learners. She worked with Lewiston Adult Education, the Downtown Education Collaborative, Lewiston Public Library, Westside Neuro Rehabilitation and Trinity. She recruited volunteers and worked with community-based-learning students, scheduling and orienting them. Catherine also worked with Ellen Alcorn to get volunteers for the Maine Family Literacy programs.

Lil Henry '12 was responsible for developing volunteer opportunities related to food accessibility. She worked with the Trinity Jubilee Center soup kitchen program, The Nutrition Center of Maine, and Good Shepherd Food Bank, recruiting and scheduling 52 regular

volunteers. Some served meals at Trinity; others helped with community gardens and helped sort food at the food bank.

Pamela Mejia '12 coordinated programming for senior citizens and the disabled at Blake Street Towers and Meadowview. Highlights of her work included planning events and recruiting volunteers to help socialize with residents around breakfasts, regular card games, seasonal parties, dinners, and concerts. She also brought a group of residents to the Dining Commons for lunch.

Obichukwu Udeh '12 developed volunteer opportunities for athletic teams and student organizations. He worked to form a partnership between the Bates College Mays Men and the Hillview Boys' Aspirations Program. He also set up a Facebook page for the Harvard Center and trained staff to use it.

Krystina Zaykowski '10 was responsible for the Longley Elementary School Mentoring Program, a program she participated in throughout her years at Bates. The program matches Bates students with fifth and sixth graders at a local elementary school. The mentors visit their mentees for an hour a week. In addition to recruiting and training 22 Longley mentors, Krystina planned a field trip at Bates for the mentors and mentees in March, which included a tie-dyeing activity and a meal in Commons.

Student Volunteer Fellows also organized one-time events that were open to everyone on campus. Examples of events include raking leaves at the Abused Women's Advocacy Project shelter; helping with activities at the Advocates for Children Holiday Festival; and participating in the MLK Read-In at Martel School, in which students and staff read to fourth- through sixth-graders from books with a multicultural theme.

The Student Volunteer Fellows also organized a Make-a-Difference Day in the fall.

- Twelve members of the men's soccer teams assisted by other volunteers held a soccer day. It was attended by youth from Trinity Jubilee Center. Despite bitter cold, the kids enjoyed soccer drills, dancing to the "Cha Cha Slide," and eating ice cream.
- Six students went apple-picking at Benoit's Orchard and donated the fruit to the food bank.

Mentoring

Thirty-seven Bates students volunteered this year to be mentors in the Lewiston/Auburn public schools, contributing about 900 hours of service. Mentors visited their mentees weekly at the child's school for at least one hour, over the full academic year.

- At the Longley School, 20 Bates students were mentors to fifth and sixth graders. This included a commitment of one hour per week in the school as well as a willingness to help supervise a field trip to Bates College during the year with dinner in the Bates Commons.
- 17 Bates students mentored through the Big Brothers/Big Sisters program. Ten of these mentored at site-based programs in Lewiston elementary schools and Lewiston Middle School. The other seven participated in Cats and Cubs, a biweekly mentoring program that brings children to Bates College for activities. There was an end-of-year celebration dinner on campus in May.

Other Volunteer Activities

Some examples of other volunteer work include:

- Custer Cook and Christine Hayek led the AESOP trip, "Exploring Lewiston-Auburn." There were 6 participants. The trip involved tutoring at Trinity After-school Program, and gardening with Lots to Gardens.
- The annual Volunteer Fair was held on September 22, 2010. Eight agencies and six student groups recruited at the event.
- Fifty-five students volunteered at the Trinity Jubilee Center After-school Program. These students worked with children in elementary and middle school to help them complete homework assignments. Some of them also led enrichment activities.
- Approximately fifty students per semester participated in the Bates Buddies program. This student-led group schedules volunteers to go to Longley Elementary School once a week at lunch and join groups of students during recess.
- Five students volunteered regularly for the Court House Assistance Program in Lewiston, run through Pine Tree Legal's Volunteer Lawyers Project. The students received over 20 hours of training to help interview walk-in clients at the District Court. They learned to provide initial interviews, to coordinate with the attorneys on duty and to assist clients with filling out family law *pro se* materials. Each then volunteered three hours a week.
- A student volunteered regularly with the Geiger Elementary School Photo Club. Their work culminated with a photo exhibit at St. Mary's Regional Medical Center.

- Holiday gift drives included:
 - Harward Center staff sponsored a drive and collected items from wish lists for Renaissance House and Genesis Residential Treatment Facility and for Spring Harbor Hospital.
 - At the Holiday Reception, the President's Office collected close to \$300 in donations and almost 200 pounds of food for the Good Shepherd Food Bank.
- Ten members of the Women's Resource Center met bi-weekly on Bates' campus with a group of fourteen female students from Poland Regional High School. Their visits to campus included service projects, aspirations programming, and dinner in Commons.
- The Student Athlete Advisory Committee hosted a field day for over 200 local children in grades 1-6.
- Fifteen students volunteered at St. Mary's Regional Medical Center.
- Five students volunteered at Central Maine Medical Center.
- Fourteen students in Bates Christian Fellowship spent April vacation working at Trinity Jubilee Center. They helped serve meals and did various projects with children and youth.
- Students in the Bates Immigrant Rights Advocates organization participated in the Time Bank's Refugee Volunteers program. They visited regularly with refugee families in Lewiston, providing tutoring and technical assistance. In return some of the refugees came to Bates for a Cultural Cooking and Storytelling Night.
- The Robinson Players produced *The Vagina Monologues* and raised \$1,550 for the Abused Women's Advocacy Project.
- Four students traveled to Guatemala City and worked for a week with Camino Seguro, assisting with English Language Learning classes and helping at the Early Education Center.
- Nine students each volunteered a minimum of 20 hours a week over Short Term. They worked in various community agencies including Thorncrag Bird Sanctuary, Lots to Gardens, the Downtown Education Collaborative, the Adult Learning Center, and St. Mary's Regional Medical Center.

Bates-Morse Mountain Conservation Area and Shortridge Coastal Center

The Bates-Morse Mountain Conservation Area (BMMCA) is an ecologically diverse and highly valued coastal site near the end of the Phippsburg peninsula. The area includes Morse Mountain

and its upland forests, the Morse and Sprague rivers to the east and west of the mountain, extensive salt marshes, an undisturbed dune ecosystem and rare pitch pine forests. It is adjacent to Seawall Beach, the largest undeveloped barrier beach in Maine. The area is embedded in a 3,550 acre focus area identified by The Nature Conservancy and designated by the Maine Department of Conservation as having “statewide significance” for its unique natural resources and relevance to the larger Kennebec Estuary ecosystem.

Bates-Morse Mountain Conservation Area provides unique educational opportunities for research in geology, marine studies and wildlife biology. In 2009, the area served to educate students regarding Coastal Zone Management, watershed management, climate studies, forest ecology, environmental education and poetics. With the Shortridge Coastal Center less than a mile from BMMCA, faculty and students are able to stay for periods of time conducive to ecological and community-based research, reflection and inspiration.

The Shortridge Summer Residency was initiated in 2009 for the purpose of supporting both on-going research at BMMCA and a variety of student fellowships. The residency allowed students to live at Shortridge over the summer season in order to conduct thesis research or work within the community. Five students participated in the pilot program, two of which completed theses relevant to the community’s concerns regarding changing coastlines and salt marsh restoration.

Bates’ Educational Activities at Morse Mountain and Shortridge

During 2009, the greatest academic use of BMMCA and Shortridge was initiated by geology professors Mike Retelle and Bev Johnson. In addition to field trips for three courses, Mike Retelle’s research on barrier beach dynamics continued at BMMCA and Seawall Beach. Working under Mike’s supervision, Kurt Shuler collected data over the course of the summer for his senior thesis, entitled *Monitoring Sediment Transport and Inlet Migration at the Seawall Beach Complex, Phippsburg, Maine*. This work was generously supported by the Small Point Association for on-going geology research on Seawall Beach in order to better understand long-term changes to coastal systems.

Professor Bev Johnson supervised the senior thesis work of Elyse Judice, in which water and sediment samples were collected from the Sprague River Marsh to assess the restorative effects of ditch plugging, conducted by the US Fish and Wildlife Services in 2000 and 2001. The work

was supported by a Community Partners grant of \$7500, also from the US Fish and Wildlife Services. This research will be continued during the 2010 summer by a second Community Partners grant.

In addition to thesis research, Bates College coursework utilizing BMMCA and Shortridge included:

- GEO 103. *Earth Surface Environments and Environmental Change*, Mike Retelle. Field work at Seawall Beach
- GEO 210. *Sedimentary Processes and Environments*, Mike Retelle. Field work at Seawall Beach
- BIO s36. *Mammology*, Ron Barry. Several field trips and overnight, 3 days
- EDUC s20, *Creating Educational Experiences at Morse Mountain*, Gretchen Feiss. Several field trips to BMMCA and overnights at Shortridge
- BIO 323. *Forest Ecology*, Sharon Kinsman, 7 students. Field trip to BMMCA
- BIO 335. *Avian Biology*, Ryan Bavis, 6 students. Field trip to BMMCA
- BIO s30. *Animal Behavior*, Ron Barry. One day field trip to BMMCA
- INDS s34. *Soundscape*, Jonathan Skinner. 18 students. Field trip to BMMCA and overnights
- ENVR 240. *Water and Watersheds*, Holly Ewing. Field trip to Popham, led by Laura Sewall
- GEO s31. *Limnology and Paleolimnology of Lakes in Northern New England*, Mike Retelle. Field work and two nights at Shortridge

Other Educational Uses

The purpose of the Bates-Morse Mountain Conservation Area Corporation is to preserve BMMCA in as natural a state as possible, and to promote ecological research and other educational opportunities. Eighteen different grade schools visited the conservation area during the 2009 gate-keeping season, bringing 588 students to the site for educational purposes. (Because visitor records are maintained by gate-keepers for approximately 200 days of the year, these numbers under-represent the degree of school use over the entire year.) The site was also used by colleges other than Bates. Bowdoin College utilized the site on at least ten different occasions for Nordic team practice, for prospective students and for the Outing Club.

In addition to school groups and coursework, less formal educational opportunities occurred at

“Working with Bates College has been one of the highlights of my 30-year career as a wildlife biologist. The Bates - Morse Mountain Conservation Area is one of Maine's natural gems. Aside from its abundant beauty highlighted by a remarkable variety of migratory birds, the BMMCA is special in large part due to the dedication of Laura Sewall and many others. It's been a pleasure working with Laura, Bev Johnson, Ellen Alcorn, Ryan Bavis and Bates students. I look forward to continuing our partnership. If I can help you, please don't hesitate to ask for assistance.”

- Ron Joseph , U.S. Fish & Wildlife Service

BMMCA and Seawall Beach, and several public education events were organized and facilitated by the BMMCA office:

- A geology beach walk was offered by Mike Retelle and Kurt Schuler in mid-August; Twenty eight people participated.
- Kurt Schuler reported on his thesis research at the Small Point Association's annual August community meeting.
- Ron Joseph, from US Fish and Wildlife Services, met with students within courses, with the Student Volunteer Fellows, and with individual students interested in ornithology.
- Ron Joseph also presented “Migratory Shorebirds of Seawall Beach” to over a hundred members of the Small Point Association (SPA).

Two *Public Works in Progress* presentations relating to work at Morse Mountain were offered on the Bates campus in the spring of 2010:

- “Restoring Our Salt Marshes: A Pilot Study from the Bates-Morse Mountain Conservation Area,” by Bev Johnson, Associate Professor of Geology and Elyse Judice '10, March 11, 2010
- “The Growing Importance of Bates-Morse Mountain Conservation Area for Migrating Shorebirds,” by Ron Joseph, Wildlife Biologist, USF&WS, March 25, 2010

The BMMCA director, Laura Sewall, gave a *Public Works in Progress* presentation entitled, “Toward a Psychology of Climate Change.” She spoke at Middlebury College on the same topic in November. Laura also spoke to The Josselyn Botanical Society's annual meeting in April, highlighting potential research at Bates-Morse Mountain on invasive plants and changing plant communities in response to climate change.

Community Engagement

National Day of Service (NDS): On April 25th, 2009, twenty seven volunteers, including twelve Bates alumni, gathered at BMMCA to collect garbage and remove lobster traps from Seawall Beach. Prior approval to remove traps had been granted by the Maine Department of Marine Resources.

Trap removal from Seawall Beach proved to be an opportunity for significant community engagement and collaboration. In addition to the volunteers on the National Day of Service, volunteers from the Small Point community collected nearly 150 traps in late August, following Hurricane Bill. The Maine Coastal Program provided the funding for dismantling, crushing, transporting and recycling (into alternative energy) the unclaimed traps. Much of this work was done by local contractors.

On May 2, 2010, for the 2010 NDS, forty nine volunteers helped to collect garbage and lobster traps from Seawall Beach. Participants included twenty two boy scouts, Bates alumni and parents, Phippsburg residents, and staff and volunteers from The Nature Conservancy. Close to 50 traps were collected and transported to the BMMCA parking lot.

Public Use of the Bates-Morse Mountain Conservation Areas

In addition to providing educational and community engagement opportunities, BMMCA serves the public for recreational purposes. Between mid-April and late-November, 13,529 visitors were recorded—1,936 of whom were first-timers. Again, these numbers under-represent year-round visitor numbers as records are kept only for the gate-keeping season. During that time, fifteen different camps and clubs brought 487 people to BMMCA and five conservation organizations were recorded as having visited the site on numerous occasions. Beyond the gate-keeping season, numerous trips to the site were made by USF&WS, The Nature Conservancy, The Department of Conservation and others for purposes of research, monitoring and management.

Shortridge Coastal Center

The success of the first year of the Shortridge Summer Residency was due to the caliber of student residents. Five students lived at Shortridge at various times during the summer, two of whom were in residence for the entire summer season. The students contributed to the local community by doing research on Seawall Beach and Sprague Marsh, by engaging in community events and by offering presentations of their work.

Scheduled use of Shortridge increased considerably in 2009, with a total of 28 visits by a variety of college groups—as compared to ten in the previous year. Retreats and overnight stays served a variety of courses, student groups and other campus organizations and administrative offices.

Events Management

The Assistant Director of Events and Summer Programs manages the Harward Center's own events programming, faculty and summer programs. Equally important, this office oversees all community use of Bates' facilities, playing an ambassadorial and support role that is crucial to the Center's mission of bridging campus and community. Examples of events hosted on Bates' campus for our community partners include:

- Center for Preventing Hate Unity Projects;
- Young Writers Workshops, for the Gifted and Talented programs in our local high schools;
- Maine Humanities Council Conference;
- Lewiston/Auburn Chamber of Commerce breakfast;
- Auburn Community Band concert;
- Central Maine Medical Center Mini Med Programs;
- KinderKonzerts;
- Special Olympics Swim and Track meets;
- Maine Jewish History Conference;
- Maine Community Foundation annual meeting;
- Healthy Androscoggin's Get Fit and Win program;
- Josselyn Botanical Society meeting;
- American Association of French and Spanish Teachers Training;
- Martin Luther King Celebration;
- Maine Family and Consumer Science meeting;
- Summer Concert Series...and many more.

Convenings and Celebrations

One key goal of the Harward Center is to build a culture of community engagement at Bates. We want to bring students, staff, faculty, and community friends together to talk, build relationships, and celebrate the achievements of our common work. Two annual celebrations have become important rituals of that community of practice.

Each January, in partnership with our friends at the Lewiston Public Library, the Center throws a Community Celebration at the Library's Marsden Hartley Cultural Center. There is good food

and conversation, as well as dance, music, spoken-word, and other performances by Bates and community artists of various generations. And each May, we hold an Awards Celebration at the College's Muskie Archives, honoring students, staff, faculty, community partners, and partnership projects that exemplify the values and achievements of campus-community collaboration. This year's honorees are listed (as always) on the back cover of the *Year-End Summary*.

In addition to these festivities, the Harward Center hosts two series that offer important opportunities to think and talk about academic engagement and public affairs:

Public Works in Progress Series

The Harward Center completed the fourth year of our lunch-time discussion series, "Public Works in Progress." PWIPs took place on Mondays and Thursdays at the Harward Center over lunch, offering faculty and staff an opportunity to present and discuss community partnerships, community-based learning, community-based research, and other public projects. Open to the public and the Bates campus community, PWIPs continue to draw a wonderfully mixed audience of community partners, faculty, staff, and students, averaging roughly 30 participants per session.

This year's Public Works in Progress series featured:

- November 19: Anita Charles (Education), "It's Just Part of What We Do': Adolescent Interactions with MultiModal Texts"
- December 7: Sherry Russell and Erin Reed (Downtown Education Collaborative), "Promoting School Success: One Example of a Community and Multi-College Partnership"
- December 10: David Scobey (Harward Center for Community Partnerships), "What Do We Owe One Another When We Do Campus-Community Partnerships? Thinking about the Ethics of Civic Engagement"
- January 28: Holly Ewing and Sonja Pieck (Environmental Studies), "Food, Justice, and the City: Community-Based Learning in Environmental Studies"
- February 4: Claudia Aburto Guzman (Spanish), "Crossing, Crosses and 'Crossers' in the U.S-Mexico Borderlands"
- February 11: Kathy Low (Psychology), "Is Public Work Good For You? Engagement, Depression and Flourishing Among College Students"

- February 25: Laura Sewall (Harvard Center for Community Partnerships), “Toward a Psychology of Climate Change”
- March 4: Karen Palin (Biology), “Working to Improve Understanding of Prescription Medication Use among the Local Immigrant and Refugee Population”
- March 11: Bev Johnson (Geology), "Restoring Our Salt Marshes: A Pilot Study from the Bates Morse Mountain Conservation Area"
- March 15: Mary Rice Defosse (French), “Culture, Community, and the Foreign Language Curriculum”
- March 25: Ron Joseph (U.S. Fish and Wildlife Service), “The Growing Importance of the Bates Morse Mountain Conservation Area for Migratory Birds”
- April 8: Pat Hager (Writing Center), “Places, Stories, and Literacy: The Lewiston Digital Storytelling Camp”
- April 29: Emily Kane (Sociology), "Disciplinary Debates and Community Engagement: Productive Tensions in Teaching Public Sociology through Community-Based Research"
- May 10: Alex Dauge-Roth (French), “The Testimonial Encounter: When Listening Is Already Talking”
- May 17: Lynne Lewis (Economics), “Demolish It and They Will Come: Economics of River and Fisheries Restoration in Maine”

Civic Forum Series

The Civic Forum Series explores civic, political and policy issues significant to the Bates community, Maine, and beyond. Once again, the Civic Forum was rebroadcast on Maine Public Radio as part of their “Speaking in Maine” series.

- September 23: Melissa Carey (Climate Change Policy Specialist, Environmental Defense Fund), Thomas Tietenberg (Professor Emeritus, Environmental Economics, Colby College), Ted Koffman (Executive Director, Maine Audubon), and Peter Didisheim, (Advocacy Director, Natural Resources Council of Maine), “Dealing with Climate Change: The Debate among Policy Makers”
- October 28: Berthe Kayitesi (author and survivor of the genocide of the Tutsis), “Tomorrow My Life: Orphans in Post-Genocide Rwanda”
- November 15: Dr. Alice Haines (a local physician), Dan Bernier (lobbyist for the Maine insurance industry), and Ali Vander Zander (representative from the Maine People’s Alliance), “Campus Wide Healthcare Forum on the Different Perspectives Being Debated in Congress” (done in collaboration with Amandla!)

Grants

Grants Awarded by the Harvard Center

Harvard Center Grants For Publicly-Engaged Academic Projects

Harvard Center Grants for Publicly-Engaged Academic Projects are awarded twice each year. PEAPs offer any member of the Bates faculty and staff significant support for publicly-engaged teaching, research, artistic, policy, and other projects. In 2009-10, five projects were awarded grants totaling approximately \$15,400.

The PEAP grant recipients for 2009-10 were:

- Claudia Aburto Guzman (Romance Languages and Literatures), “Completion of Documentary Research Begun During Sabbatical Year 2007-2008 at the U.S. Mexico Border.” This grant supported the production of a non-fiction book that brings together the academic research on the border, migrants’ life stories, the interface between art and humanitarian endeavors by social artists at the border, and the images taken by during Professor Guzman’s two-year stay in the region.
- Laura Faure (Bates Dance Festival), “Sparking Creativity through Mixed Abilities Dance.” This grant provided support to host community outreach workshops for the Maine disabled community during a week-long residency by the physically-integrated AXIS Dance Company.
- Emily Kane (Sociology), “Disciplinary Debates and Community Engagement: Productive Tensions in Teaching Public Sociology through Community-Based Research.” This grant supported the completion of qualitative data analysis and the production of two journal articles addressing the interplay of disciplinary debates and community engagement, exploring how each can enrich but also complicate the other.
- Mary Rice-DeFosse (Romance Languages and Literatures), “They Came, They Served/Elles Sont Venues, Elles Ont Servi: An Exhibit on the Cultural Significance of the Grey Nuns to the Franco-American Community in Lewiston-Auburn.” This grant supported Professor Rice-DeFosse’s work on an exhibit on the Grey Nuns at the Franco-American Heritage Center; the organization, editing, and presentation of interviews with local nuns; and the translation into English of selections from previously recorded interviews in French with individual Grey Nuns.

- Krista Scottham (Psychology), “Extending the Extended Contact Hypothesis: A Publicly-Engaged Academic Project Proposal.” This grant funded an intervention in Lewiston/Auburn during the 2010-2011 academic year designed to reduce stereotyping and prejudice among majority (long term American, defined in this research as U.S. citizens who are second generation or beyond) and minority (defined as Somali refugee or Somali first generation) primary school children, drawing on extended contact, a technique developed by European researchers that has demonstrated efficacy in research settings.

Harvard Center Grants for Programs, Departments, or GECs

In contrast to the individual faculty and staff projects supported by PEAP grants, the Harvard Center’s Grants for Programs, Departments, or GECs (or P-DoGs, in the argot of the Center) are designed to fund curricula, courses, capstone opportunities, training, or other resources that institutionalize community engagement in the Bates education. P-DoGs are available to all departments, interdisciplinary programs, and General Education Concentrations. One unique feature of P-DoG’s is that they carry an automatic, supplemental “Act II” grant, available to the grantees once their initial funded project is complete.

Three Program, Department, or GEC grants were awarded in 2009-10:

- The Public Health General Education Concentration received P-DoG funding to support the inclusion of community partnership projects and community-based research. The grant will help to provide faculty stipends to oversee projects, assist in the cost of hosting a “charrette” for the Community Food Assessment, and provide honoraria for speakers at an immigrant health conference to be held on the Bates campus in October 2010.
- The Department of Romance Languages and Literatures (French) received “Act II” supplemental funding for three years to continue to enhance the revisions made to the curriculum, especially in their choices of critical readings and varied methodological approaches.
- The Department of Sociology received “Act II” supplemental funding for three years to hire student Research Assistants to continue the development and support of projects for its Public Sociology course and other courses that use community-based learning and research.

Faculty Discretionary Grants

Faculty Discretionary Grants are offered to faculty in amounts up to \$1000 to support community-based learning activities in existing courses. Discretionary grants may also be used as seed funding for the planning and development of larger community-based grants such as the Harvard Center Grants for Publicly-Engaged Academic Projects. Grants can enhance community-based learning, community-based research, and community engagement activities in the curriculum through the support of new materials, transportation, honoraria, and the like. Faculty Discretionary Grants awarded for the 2009-2010 academic year include:

- James Webber, “HIST s41; Introduction to Archives/Archival Science”, to continue to support a course on archiving history and practice. This year, students archived the records of Camp Agawam in Raymond, Maine
- Leila Kavar, “PLTC s18; Immigration Rights in Theory and Practice”, to support students’ community-based learning projects that explored the intersection of law and migration.
- Helen Regan, “EDU/SOC 380; Education, Reform and Politics”, to support student opportunities to visit three “alternative” schools in Maine that operate under governance, curricular and/or instructional strategies that differ from traditional public education.
- Helen Regan, “EDU 250; Critical Perspectives on Teaching and Learning”, to fund two sessions of “Origami Math”, a project on modular origami that provided a novel way to teach mathematics through a hands-on experience.
- Bruce Bourque, “INDS 219; Environmental Archeology”, to hire a student assistant to aid students’ analysis of archaeological soil sample from Turner Farm on North Haven Island, Maine.
- Bruce Bourque, “ANTH s32; Introduction to Archeological Fieldwork,” to hire a student assistant to aid students’ work with the Maine State Museum’s archaeological field work.
- Anita Charles, “ED362: Basic Concepts in Special Education,” to support two speakers; Nicole Gardner, Special Education administrator at Sherwood Heights Elementary School in Auburn, to speak about the special education law and the administrative aspects within school systems and Donna Lee, longtime Special Educator who now teaches Special Education course work at the University at Southern Maine, to talk about Differentiation for mainstreamed special needs children in regular education classrooms.

- Anita Charles, "ED355A: Adolescent Literacy," to support students' work on varied projects that explored best practice in terms of developing literacy with adolescent students.
- Nancy Salmon, "DN 270; Modern Dance Class," to support a collaboration between Lewiston Public School's Wellness and Project to teach dance to 4th and 5th grade classes at Lewiston elementary schools.
- Carol Dilley, "DN s29; Tour, Teach, Perform," to support a short term course that had students collaborating with elementary schools on choreographing and performing dance routines and movement workshops.
- Carol Dilley, "FAB Annual Winter Showcase," that brought local and regional dance performances to the Lewiston community in collaboration with the Franco-American Heritage Center at St. Mary's.
- Krista Scottham, "Extending the Extended Contact Hypothesis," to initiate a community-based intervention for the reduction of interrupt prejudice among primary school-aged children.

Staff Volunteer Grants

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

- Sarah Potter, College Store, for her work with Project 350, a Lewiston-Auburn community-wide effort to raise awareness about global warming. More than 50 people—students, staff, faculty, friends of Bates, Lewiston Middle School students, and Girl Scout Troop 273 in Auburn—made 275 draft stoppers to help people winterize their homes.
- Donna Rose, Academic Support Services, for her work sending craft and personal hygiene items to children in distressed situations.

Impact of Grants to Faculty and Staff

The Harvard Center has awarded 89 grants to faculty and staff members over the last five years. In order to learn more about the impact of our grant-making, we asked recipients who were still on campus to tell us about the activities undertaken and the impacts of the most recent grant they had received (recipients had received as few as 1 and as many as 7 grants). Thirty respondents out of 37 queried replied, for a response rate of 81%. The responses narrated a great diversity of activities and an extraordinary multiplicity of impacts to students, community, and faculty/staff. The activities undertaken included an outdoor dance performance piece that featured over 100 performers and over 1300 audience members; workshops with immigrant community members about prescription medicine use; a digital storytelling camp; development of a capstone course for the Environmental Studies program at Bates; the training of students to remove invasive species from a local nature preserve, and much, much more.

As exciting as it is to see the long list of activities funded through the grants, it is the impacts that particularly interest us. The impacts varied widely along dimensions that included enhanced cultural understanding, stronger community ties, and new course materials. As we said in the discussion of community impact earlier, this kind of work has cascading effects, which we illustrate here. A grant to a staff member from our Health Center, for example, led to a collaboration with a Health Psychology class whose students developed an expressive arts program for the Patrick Dempsey Cancer Center at a local hospital. Following the course, students continued to volunteer at the Cancer Center. A grant to a geologist led to the development of an outreach component to the College's program in coastal geology. Summer student researchers focused on impacts on the coastal environment from storms, seasonal processes, and other long-term processes, such as sea level rise. Students learned to communicate the results of their science to different audiences, and the local coastal community responded by funding a summer research internship. A grant to an anthropologist was used to compensate local Somali residents interviewed by students investigating Muslim banking practices. The faculty member and a local bank have entered into dialogue about instituting Shari'ah-compliant banking, training banks in African cultural expectations and etiquette, and creating financial literacy modules for the immigrant population. The ripple effects from the grants extend far.

The Carignan Fund For Community Programs

The James W. Carignan '61 and Sally Larson Carignan '62 Fund for Community Programs provides grants to community organizations to support programming that fosters new and strengthens existing connections between Bates College and our community. The aim of the Fund is to support sustainable initiatives that address community needs through partnership with the College. Bates students, working with Harvard Center staff, constitute the selection committee. This year's student selection committee included Carlen Arima '10, Kate Doria '10, Eleanor Down '10, Elana Leopold '12, and Pamela Mejia '12. Students participated in two trainings led by Patricia Butler, the first on fundraising and the second on grant-making. These were open to all SVFs and Bonners, as well. The following awards were granted:

- The Lewiston Housing Authority received a grant for the Hillview Family Development to add a technological workstation and resource library. This would be available to the youth who attend the after-school program and the aspirations programs to provide help with academic work and with career and college readiness. Bates community-based learning students and volunteers are active in both these programs.
- The Lewiston Public Library received a grant to help support a VISTA, who will coordinate the many programs that comprise the Teen Engagement Project. These programs include the Teen Writers Circle, the Anime Club, Teen Movies and selected special programs. The VISTA works with Bates volunteers to enhance the programs.

- The Maine Women’s Policy Center received a grant to support work with students on updated workplace policies to meet family needs. They worked with Bates interns, public policy research students, and volunteers on expanding their network of advocates (especially in the Lewiston/Auburn area) and on researching and writing model policies and conducting one-to-one meetings with key business and opinion leaders to build support for new policies.
- St. Mary’s Health System received a grant for Women’s Health Associates to build a comprehensive, culturally-sensitive and empowering women’s health educational program for the Lewiston-Auburn community. They intend to develop a childbirth education program, with help from Bates professors and students, that could include the development of audio-visual educational materials for non-literate women in both dialects of Somali language, development of low-literacy materials for women learning English, and training and certification of bi-trilingual childbirth educators.

Arthur Crafts Service Grants

Arthur Crafts Service Grants provide funds for students who design an academic community-based learning project. Arthur Crafts funds are intended to cover such expenses as supplies, fees or research expenses. Awards are competitive and are available to students in all disciplines and classes. Crafts recipients for 2009-2010 include:

Fall 09

- Emily Crawford ’10, Patrick Williams ’11, Custer Cook ’10, Emma Posner ’11, *Community-based learning work at Hillview Family Development, Lewiston Housing Authority, Trinity Jubilee Center After-school Program, the Downtown Education Collaborative, and the Lewiston Public Library, Lewiston, ME.*
- Gina Petracca ’10, *Thesis and community-based learning work at The Nutrition Center of Maine, St. Mary’s Health System, Lewiston, ME.*

Winter 10

- Emily Grady ’10, *Thesis work with the Community Food Assessment: Local Food for Lewiston, Lewiston, ME.*
- Julia Lee ’10, *Thesis work with the Community Food Assessment: Local Food for Lewiston, Lewiston, ME.*
- Gina Petracca ’10, *Thesis and community-based learning work at The Nutrition Center of Maine, St. Mary’s Health System, Lewiston, ME.*
- Shawn Sendar ’10, *Community-based learning work with the Lewiston Middle School Civil Rights Team, Lewiston, ME*

Spring 10

- Nathan Kane '11, *Community-based learning work with The Nutrition Center of Maine, St. Mary's Health System, Lewiston, ME.*

Helen A. Papaioanou Service-Learning Grants

Helen A. Papaioanou Service-Learning Grants are awarded on a competitive basis to students who seek up to \$100 to support expenses related to academic service-learning projects in the community during the academic year. Students may submit a proposal at any point during the semester. Papaioanou recipients in 2009-2010 include:

- Kate Doria '10, *Community-based learning work at the Trinity Jubilee Center After-school Program, Lewiston, ME.*
- Meagan Doyle '12, *Community-based learning work at Renaissance House, St. Mary's Health System, Lewiston, ME*
- Jenna Finegold '10, *Community-based learning work with St. Mary's Health System Youth and Adolescent Residential Program, Lewiston, ME*
- Melanie Harkins '10, *Community-based learning work with Hillview Family Development, Lewiston Housing Authority, Lewiston, ME*
- Avery Masters '10, *Thesis work with Partners in Health of Maine, Managua, Nicaragua*
- Noel Nguyen '11, *Community-based learning work with Renaissance House, St. Mary's Health System, Lewiston, ME*
- Jorie Ohlson '10, *Community-based learning work at the Teen Room, Lewiston Public Library, Lewiston, ME.*
- Sarah Reingold '10, *Thesis work at New Beginnings, Lewiston, ME*
- Hannah Richardson '11, *Community-based learning work with Longley Elementary School, Lewiston, ME*
- Peter Senzamici '10, *Thesis work on veterans' activism, Bath, Brunswick, South Paris, Farmington, Deer Isle, and Portland, ME*
- Allison Stiles '10, *Thesis work with the Auburn School Department, Auburn, ME*

Community Work-Study Awards

Community Work-Study Awards provide federal work-study funds for academic-year community-based work with local non-profit agencies. Students can apply for jobs already listed for local organizations. Host agencies must agree to reimburse Bates College for 25% of the student's total earnings. Community Work-Study Award recipients in 2009-2010 include:

Fall 09

- Gulaid Abdullahi '13, *Trinity Jubilee Center, Lewiston, ME*
- Alicia Gilman '10, *Western Maine Community Action Health Services, Lewiston, ME*
- Hannah Mack '11, *Advocates for Children, Lewiston, ME*
- Nicole Fox '10, *America Reads, Lewiston, ME*
- Allison Lizars '11, *America Reads, Lewiston, ME*
- Jennifer Morse '10, *Lewiston High School, Lewiston, ME*
- Emily Mulligan '11, *America Reads/Counts, Auburn and Lewiston, ME*
- Nicholas Sampson '10, *America Reads/Counts, Auburn and Lewiston, ME*
- Sarah Simpkins '10, *Lewiston Housing Authority, Lewiston, ME*

Fall 09 and Spring 10

- Rachel DeStefano '11, *America Reads, Lewiston, ME*
- Kate Doria '10, *Trinity Jubilee Center, Lewiston, ME*
- Charlie Emple '12, *Androscoggin Home Care and Hospice, Lewiston, ME*
- Reann Gibson '12, *America Reads, Lewiston, ME*
- Alec Greenberg '12, *America Reads, Lewiston, ME*
- Shabrina Guerrier '13, *Downtown Education Collaborative, Lewiston, ME*
- Linda Kugblenu '13, *Pine Tree Legal Assistance, Lewiston, ME*
- Sylvia Leiva '13, *Trinity Jubilee Center, Lewiston, ME*
- Cristal Martin '13, *America Reads/Counts, Lewiston, ME*
- Jessica Martin '10, *Pine Tree Legal Assistance, Lewiston, ME*
- Elizabeth Miller '10, *America Reads, Lewiston, ME*
- Ashley Moore '13, *Museum L-A, Lewiston, ME*
- Noel Nguyen '11, *Advocates for Children, Lewiston, ME*
- Diane Saunders '11, *America Reads, Lewiston, ME*
- Lana Smithner '10, *Lewiston Housing Authority, Lewiston, ME*
- Benjamin Tilton '12, *America Reads, Lewiston, ME*

Spring 10

- Cynthia Alexandre-Brutus '13, *Lewiston-Auburn Economic Growth Council, Lewiston, ME*
- Nazsa Baker '12, *Sexual Assault Crisis Center, Lewiston, ME*
- Gwen Caffrey '12, *Western Maine Community Action Health Services, Lewiston, ME*
- Corey Gingras '13, *America Counts, Auburn, ME*
- Nathan Kane '11, *Lewiston-Auburn Economic Growth Council, Lewiston, ME*

- Doug Kempner '12, *America Reads, Lewiston, ME*
- Elana Leopold '12, *The Nutrition Center of Maine, St. Mary's Health System, Lewiston, ME*
- Corin Liantaud '12, *America Reads, Lewiston, ME*
- Rebecca Schmidtberger '12, *America Reads, Auburn, ME*

Summer 10

- Hannah Arenstam '11, *Pine Tree Legal Assistance, Portland, ME*
- Alyse Bigger '12, *Diamond Educators, Jamaica Plain, MA*
- Rebecca Dugan '12, *The Nutrition Center of Maine, St. Mary's Health System, Lewiston, ME*
- Doug Kempner '12, *Androscoggin Chamber of Commerce, Lewiston, ME*
- Paul Okot '11, *Deported Diaspora, Boston, MA*
- Hannah Porst '11, *The Field Museum, Chicago, IL*
- Jocelyn Rice '12, *Historic Newton, Newton, MA*
- Rebecca Schmidtberger '12, *Lewiston Housing Authority, Lewiston, ME*
- Patrick Williams '11, *Trinity Jubilee Center, Lewiston, ME*

Volunteer Service Grants

These grants are awarded by the Student Volunteer Fellows to support students' community service activities. Awards in 2009-10 include:

- Carlen Arima '10 and Melanie Harkins '10, *Cats and Cubs Mentoring Program, Big Brothers Big Sisters, Auburn, ME*
- Katie Bash '10 for the Student Athletic Advisory Committee, *SAAC Field Day, Lewiston, ME*
- Brittany Johnston '10 and the Bates Immigrant Rights Advocates, *Cultural Cooking and Storytelling Night, L/A Time Dollar Bank, Lewiston, ME*
- Lizzie Leung '12 and Jenny Kai '12, *After-school Art Program, Trinity Jubilee Center, Lewiston, ME*
- Emily Monty '10 and the Women's Resource Center, *Poland Regional High School Mentoring Program, Poland, ME*
- Sarah Simpkins '10 and the Mays Men, *Hillview Aspirations Pathway Program for Youth, Lewiston, ME*
- Lana Smithner '10 and Pamela Mejia '12, *Blake Street Towers, Lewiston, ME*
- Obichukwu Udeh '12, *Student Volunteer Fellows Make a Difference Day, Lewiston, ME*
- Kate Maxwell '10, *Geiger Elementary School Photo Club, Lewiston, ME*

Harward Center Academic-Year Student Fellowships

This year, the Harward Center was able to dedicate funding to support students whose summer work developed into an opportunity for deeper work during the academic year. The following students received these grants:

- Juliana Kirkland '10, *Androscoggin County District Court, Lewiston, ME*
- Patrick Williams '11, *Trinity Jubilee Center, Lewiston, ME*

Harward Center Student Transportation Assistance Grants

The Harward Center provides funds to assist students with travel connected to community-based learning and volunteer work. The following students received these grants:

- Jacob Cash '10, *Student teaching and thesis work at Poland Regional High School, Poland, ME*
- Cora Chisholm '10, *Student teaching at Oak Hill High School, Wales, ME*
- Anne Connell '10, *Volunteer work through Safe Passage Guatemala, Guatemala City, Guatemala*
- Jessica Cooper '13, *Tutoring at the Adult Learning Center, Lewiston, ME*
- Catherine Elliott '12, *Attendance at Debating 4 Democracy National Conference, New York, NY*
- Christine Grover '10, *Thesis work at The Telling Room, Portland, ME*
- Kristin LaConte '10, *Field placement at Androscoggin Home Care & Hospice, Lewiston, ME*
- Avery Masters '10, *Thesis work with Partners in Health of Maine, Bilwaskarma, Nicaragua*
- Sarah Simpkins '10, *Work with Hillview Aspirations Pathways Program for Youth, Lewiston, ME*
- Leticia Solis '13, *Work at Auburn Land Lab, Auburn, ME*

Harward Center Summer Student Fellowships

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

The Harward Center Summer Student Fellowships provide funding for academic community-based learning projects that address a wide range of social issues. To apply for one of these competitive grants, a student works with a supervisor at a partner agency site, designs an eight-to ten-week project, outlines job responsibilities, and identifies the social issues that the work will address. Recipients of these grants for the summer of 2010 include:

- Cynthia Alexandre-Brutus '13, *New York Civil Liberties Union, New York, NY*

- Matthew Baker-White '13, *Lots to Gardens, Lewiston, ME*
- Erin Bourgault '11, *Connecticut League of Conservation Voters, Hartford, CT*
- Katie D'Angelo '11, *New Mainers Community Collaborative through Advocates for Children, Lewiston, ME*
- Stefany Hernandez '11, *UBA Manhattan Senior Center, New York, NY*
- Anna Hogeland '11, *Immigrant Legal Advocacy Project, Portland, ME*
- Emily Majsak '13, *Best Buddies, Boston, MA*
- Rebecca Merten '12, *Museum L-A, Lewiston, ME*
- Khin Min '12, *Community Building Partnership of Stark County, Canton, OH*
- Isobel Moiles '11, *Maine Women's Policy Center, Hallowell, ME*
- Noel Nguyen '11, *Advocates for Children, Lewiston, ME*

Community-Based Research Fellowships

Eleven students participated and served as CBR Fellows during the academic year and summer. Their research covered a diversity of topics, and they worked with a wide range of community partners, as documented below:

Academic Year 09-10

- Gina Petracca (The Nutrition Center of Maine, St. Mary's Health System) developed cooking classes for adolescents and evaluated how effective they were at fostering healthy eating.
- Julia Lee (Community Food Assessment) conducted focus groups and interviews to help the CFA better understand food deserts in the local community.
- Lillian Sheridan (ArtVan's Lewiston Public Library Program) helped to evaluate whether the program succeeds in community building by providing children in the downtown with an expressive tool and an opportunity to build social skills and relationships.
- Michelle Silverman (Dirigo Place) assisted a group home in assessing how best to implement a dialectical behavior therapy treatment program for at-risk adolescents.
- Mariam Alam (St. Mary's Health System's B Street Health Center) evaluated culturally appropriate pictograms for use on prescription labels for the immigrant Somali community.

Summer 2010

- Matthew Baker-White (Lots to Gardens) supervised community gardens and examined the different gardening styles of different ethnic groups.

- Rebecca Schmitdberger (Hillview) helped the family development services to discover best practices for aspirations programs for boys.
- Katherine D’Angelo (New Mainers Community Collaborative) assisted this new collaborative in understanding how other health collaboratives function.
- Douglas Kempner (Androscoggin Chamber of Commerce) developed and analyzed a survey of political candidates for the Chamber.
- Rebecca Merten (Museum L/A) investigated the history of water and its use in industry in local communities across recent centuries.
- Patrick Williams (Trinity Jubilee Center) ran and evaluated a squash program for immigrant and refugee boys.

Grants Administered by the Harvard Center

The Professor Leland Bechtel Fund supported the outstanding work of two psychology majors, Whitney Harrison ’10 and Kate Riser ’10. Whitney worked in a classroom of children ages 6-9 at the Renaissance School, a special education setting affiliated with St. Mary’s Regional Medical Center. As part of her job there, she developed a behavioral program for a child with attention difficulties and impulsive behavior to manage her inappropriate classroom behavior. She taught the child self-monitoring strategies with exceptionally good results. Kate also worked at the Renaissance School, but with somewhat older children. She assisted in the classroom and during unstructured times. For her project, she reviewed and identified the development of working memory as an important issue in the classroom for these children. She then researched and summarized curricular strategies for addressing working memory deficits. These curricular and teaching suggestions were given to the school.

The Robert S. Moyer Award for the Prevention of Domestic Violence, given to a Bates College student for exceptional work related to the prevention of domestic violence, went to Phoebe Uricchio ’10. Phoebe volunteered regularly with the Abused Women’s Advocacy Project and used this award to sponsor a workshop by Arla

“I just wanted to write a quick note about how much it has meant to me to be a part of AWAP these past months. I was truly inspired by the organization and the incredible women (and men!) who devote their time to the prevention of domestic violence. It is a cause that I will continue to support either in my career choice or in my volunteer time. I've learned a great deal about marketing, fund raising, grant-writing, and honestly I've learned a lot about myself! Being a part of AWAP has truly helped me realize that I want to work with non-profits and eventually get my master's in social work. There aren't enough words to express my gratitude for such a wonderful experience and I hope to keep in touch with everybody after I graduate.”
 - Phoebe Uricchio '10

Patch, an artist who uses various media as tools for healing. The workshop, which was offered to the local support group, was a great success and was much appreciated by the women.

Grants Received by the Harvard Center

- Christian A. Johnson Endeavor Foundation (\$232,203.08): for multi-year support of Harvard Center faculty and departmental grants for community partnerships, student community-based research fellowships, and an annual forum of public scholarship by Bates faculty and students.
- William K. Kellogg Foundation (\$100,000): for multi-year support of Harvard Center faculty and departmental grants, long-term collaboratories, and conference travel, visiting speaker programs, and publications that disseminate and discuss Bates' civic engagement work.
- The Corella and Bertram F. Bonner Foundation (\$10,000): for continued support of the Bonner Leader Program in 2009-10.
- Learn and Serve America (\$7,500): for continued support of Bates' Community-Based Research Fellows Program in 2009-2010.
- Learn and Serve America (\$10,000): for continued support of Bates' participation in the Policy Options Project, a national policy research effort by approximately two dozen colleges and universities in the Bonner Network.
- Ford Foundation (\$75,000): for support of the Downtown Education Collaborative in 2008-10.

Other Harvard Center Programs and Activities

Adopt-A-School Partnership

Bates continues its Adopt-A-School partnership with Lewiston Middle School. The partnership supports a variety of academic community-based learning and service projects. In 2009-2010, highlights included:

- Four Bates students enrolled in the Big Brothers/Big Sisters Androscoggin County school-based mentoring program and worked with individual middle school students.

- Bates Dining Services Office co-sponsored a celebratory promotion breakfast during the last week of school for all 8th grade students.
- College students from education classes used their own course content to prepare and deliver curriculum-relevant lessons for middle school students.
- Bates students, as volunteers and through community-based learning placements, worked with the Lewiston Middle School Civil Rights team in various ways, including performing at the team's annual fundraising event.
- Anthony Shostak from the Olin Art Museum worked with language arts teachers on using the museum's collection to support instruction. He delivered student workshops from the museum's Thousand Words Program that uses art as a tool to enhance writing skills. Additionally, relevant items from the museum's collection were made available online so students could access them continuously.
- Bates students and employees supported the school's efforts to help students meet Maine Learning Results in Career Preparation by conducting job interviews and reviewing resumes.
- Lewiston Middle School provided a supportive school environment where dozens of Bates students combined practical experience with their academic learning in education, child development, social justice, and other areas.

D4D Training

Bates students participated in two opportunities made possible by Bates' membership in Project Pericles, a New York-based non-profit organization that promotes the importance of teaching the principles and tools of participatory democracy in higher education. While Project Pericles engages various stakeholders in higher education—faculty, administrators, students—its student-focused program is called Debating for Democracy (D4D), the hallmarks of which are a one-day training called D4D On the Road that teaches student activists the tools to access political power to create social change, and a two-day national conference that brings students from the 22 Periclean member campuses together to meet and engage in a series of workshops led by leading experts in a variety of fields such as politics, education, and the environment.

On January 30th, a mix of 50 students, faculty members, and local community organizers participated in D4D On the Road. Led by Jackie Kendall from Midwest Academy (a national training institute based in Chicago committed to advancing the struggle for social, economic,

and racial justice), participants learned how to use the tools of direct action organizing to advance issue campaigns at the local, state, and national levels.

One Bates student, Catherine Elliott, also attended this year's D4D national conference, which took place in New York City at the Eugene Lang College of The New School for Liberal Arts on April 8-9. There, she joined 60 college students from across the country, all of whom attended a series of workshops on issues such as the education gap, social entrepreneurship, and the current state of journalism. At the heart of the conference was an initiative that asked students, prior to attending the conference, to write a letter to an elected official about an issue of concern. Six student teams were chosen to present their letters at a "D4D Legislative Hearing," presided over by former US Senators Bob Kerrey and Harris Wofford.

Lewiston High School Science Fair

For the tenth year, Bates students worked with science teachers at Lewiston High School to help organize and run a science fair. This year's science fair featured 268 projects by sophomores; 75 members of the Bates community and the community at large served as judges. Science fair coordinators Andrew Kageleiry and Colby Moldini organized a day at Bates for four students with the best science fair projects. The Lewiston High School students toured the Bates science labs, conducted a chemistry experiment, took a campus tour, visited with Physics Professor Lilly Nayder, and ate lunch in the Commons.

Federal Programs

America Reads/America Counts

America Reads and America Counts are federal programs that allow college students who qualify for work-study funds to earn money while tutoring children in local elementary and middle schools. Under the guidelines of the America Reads program, Bates students work with children in grades K-3 and with family-based programs designed to increase literacy. America Counts provides support for children from grades K-9 in mathematics. This year, students were recruited, trained and placed by Student Volunteer Fellow Lorena Bustamante '12, working closely with Harvard Center staff. Bates students were further trained and supervised by staff in their host schools. This year fifteen different students worked in one or more of the following aspects of the programs:

- **School day classroom support:** Upon teacher and/or school request, Bates students supported math, literacy, and English Language Learners. They worked with individuals and small groups under the supervision of classroom teachers.
- **Targeted literacy programs:** Two elementary schools have developed programs specifically designed to focus on targeted learning standards. Students are trained in pre- and post-assessment and instructional strategies. The Geiger Elementary Program focuses on reading fluency. The Longley School Program addresses reading comprehension and construction of verbal and written open-ended responses.
- **After-school tutoring:** Bates students worked with schools to provide assistance in reading and mathematics. In 2009-10, schools included were Lewiston Middle School and Auburn Middle School.

Americorps Education Awards

Jake Kaplove '12 and Nathalie Navarrette '13 are participating in the AmeriCorps Education Award Program. By completing 300 hours of service over the year, they will earn a voucher payable to the College for tuition or to a student loan institution for payment toward loans. Funding is provided by the federal government and the program is administered through the Bonner Foundation and the Corporation for National and Community Service.

National, Regional and State Awards and Recognitions

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

- For the fourth year in a row, Bates was included in the President's Higher Education Community Service Honor Roll with Distinction, sponsored by the Corporation for National and Community Service.
- Sarah Davis '10 received the Maine Campus Compact Heart and Soul Award in April. The Heart and Soul Award is presented annually to undergraduates who have demonstrated a depth and breadth of involvement in community service, community-based learning, and activism. Sarah was recognized for her work with the Time Bank and local refugees.

- Kate Doria '10 received the William Stringfellow Award for Justice and Peace in March through the Multifaith Chaplaincy. This award is given annually to a student whose work has significantly promoted justice and peace. Kate's work included tutoring and coordinating the after-school program at the Trinity Jubilee Center. She also worked with the Lewiston High School Teen Parenting Center and Lots to Gardens as well as with summer camps and nonprofits in Romania and Uganda.
- Professor Emily Kane, Whitehouse Professor of Sociology, was named a Periclean Faculty Leader for 2010-2011 by Project Pericles. Periclean Faculty Leaders create and teach a course that involves civic engagement and disseminate their work to colleagues on or off campus. They also partner with a Faculty Leader on another campus for consultations throughout their tenure in the program.
- The Harvard Center was honored to receive the 2010 President's Campus Leadership Award from Maine Campus Compact. The award recognizes a campus department or student organization for its "contributions to community service, service learning and/or civic engagement efforts on their campus."

Affiliations

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

- the Downtown Education Collaborative, a seven-member partnership of four colleges and three community organizations, that pursues community educational work in and with Lewiston's downtown neighborhood (described in the Projects, Partnerships, and Collaboratories and the Key Initiatives sections of this *Summary*);
- Maine Campus Compact, a state-wide consortium of colleges and universities (an affiliate of the national Campus Compact) engaged in public work, service, and scholarship; in addition to our membership, Bates is proud to host the Maine Campus Compact office and staff on its campus;
- Project Pericles, a national consortium of 22 colleges and universities committed to the role of liberal arts education in citizenship; along with our membership, David Scobey serves on the National Advisory Board of Project Pericles;

- Imagining America, a national consortium of nearly 80 higher education institutions in all sectors committed to civic engagement in the arts, humanities, and design;
- the Bonner Network, a group of more than 80 colleges and universities convened and supported by the Bonner Foundation, to make a culture of service a central aspect of campus life and undergraduate education; Bates' participation in three Bonner initiatives (Community-Based Research, Policy Options, and the Bonner Leader Program) is detailed in various sections of this *Summary*;
- the National Community-Based Research Networking Initiative, a collaboration of the Bonner Foundation and Princeton University, devoted to advancing theory and practice of community-based research;
- the Kellogg Foundation Civic Engagement Learning Community, a two-year initiative that brings together grass-roots community organizations, citizens' lobbies, labor unions, media groups, and academic institutions to chart new approaches to civic engagement; the Harvard Center was one of three grantees from higher education;
- Bringing Theory to Practice, a project sponsored by the Association of American Colleges and Universities, and led by Bates President Emeritus Don Harward, that works with dozens of academic institutions to research and reinforce the linkages among engaged learning, civic development, and student well-being. Dr. David Scobey and Professor Rebecca Herzig (Women's Studies) serve on the National Advisory Board of the project.

Presentations, Publications and Consultations

- Holly Lasagna and Ellen Alcorn led a session entitled "The Collaboratory Model: Sustained Civic Engagement across the College Years" at an American Association of Colleges and Universities (AACU) conference in Minneapolis, Minnesota in October 2009.
- Holly Lasagna and Ellen Alcorn led a session entitled "Supporting Students as They Engage in the Community: Student Development through Community Engagement," at the New England Regional Campus Compact Conference in Burlington, Vermont in April, 2010.
- Laura Sewall spoke at Middlebury College in November as part of Middlebury's Environmental Lecture Series. Her presentation was entitled "The Psychology of Right View: Neuroscience, Nature and What We See."

- Laura Sewall spoke at the Josselyn Botanical Society Annual meeting. Her topic was potential botanical research to guide management of invasive species at Bates-Morse Mountain.
- Laura Sewall presented a *Public Works in Progress* lunch talk, entitled “Toward a Psychology of Climate Change.”
- Laura Sewall authored an article, “Pattern Perception in a World of Relations” will appear in Tom Fleischner, (ed.), *The Heart of Natural History: Mindfulness in Nature*. San Antonio, TX, Trinity University Press, forthcoming 2010.
- Laura Sewall was invited to author an article, “Focusing: A Perceptual Psychology for Our Times” for *Ecopsychology: Science, Totems, and the Technological Species*, Peter Kahn and Pat Hasbach (Eds.) Cambridge, MIT Press.
- The Harvard Center hosted the third in a series of Engaged Scholarship Think Tanks sponsored by the New England Resource Center for Higher Education (NERCHE). In May, 15 faculty and other scholars from various higher education institutions gathered for a daylong discussion, facilitated by University of Maine scholars Linda Silka and Laura Lindenfield, entitled “Wicked Problems, Wicked Good Solutions: Interdisciplinary Research Teams Partnering with Communities for Change.”
- Georgia Nigro co-authored an article: Lahti, M., Connelly, R., Nigro, G. N., & Fraser-Thill, R. (2009). Working parents and child care—Charting a new course for quality. *Maine Policy Review*, 18, 94-104.
- Georgia Nigro co-authored a report: Nigro, G., et al. (2009). *The effects of service-learning on retention*. (A report to the Northern New England Campus Compact). Retrieved from <http://www.compact.org/wp-content/uploads/2009/08/09-necc-sl-and-retention-report-for-webdoc.pdf>.
- Georgia Nigro participated in a roundtable presentation at the New England Campus Compact Regional Conference, Burlington, VT: Nigro, G., Vazquez Jacobus, M., & Park, L. M. (2010, April). *Service-learning and retention study: Implications and discussion*.

Campus and Community-Wide Initiatives

350.org

In collaboration with student groups and other College offices, the Harward Center participated in the October international 350.org day of political action to call attention to the need to deal with the climate crisis. Some of the events that were organized include:

- AESOP trip photos depicting “350” which were hung in New Commons to raise awareness.
- Matriculation dinner by Frankie James on climate change and art (www.frankiejames.com).
- Workshop by Frankie James on “What Bothers Your Green Conscience?”
- Bates/Lewiston-Auburn event on October 24th at the Lewiston Public Library (rained out of Kennedy Park). Students rode biked from campus to the library.
- Students organized a “flash mob” in New Commons (http://www.youtube.com/watch?v=p_cjmt0EA-o).
- Harward Center’s Civic Forum series featured a panel on climate change policy.
- The College’s Committee on Environmental Responsibility completed a Climate Action Plan with strategies for achieving a climate neutral campus by 2020.

Accepted Students Day

On April 27, a group from the Harward Center presented a panel discussion on our work at an Accepted Students Day organized through the Admissions Office. Emily Crawford ’10 spoke about her experiences in community-based learning courses and as a Student Volunteer Fellow at Hillview Family Development. Carla Harris, Lewiston Housing Authority’s Resident Services Coordinator, talked about Bates student involvement in Hillview programs. Ellen Alcorn and Marty Deschaines presented on the many opportunities for community engagement and leadership development that are available through the Harward Center.

Admissions Office Maine Day

The Harward Center for Community Partnerships hosted an open house on the Admissions Office’s Maine Day to welcome Maine high school students visiting Bates. This event is part of an ongoing collaboration between the Admissions Office and the Harward Center, designed to help increase awareness of Bates’ identity as a community-engaged institution.

Admissions Office Prologue

As part of Prologue, a series of events to welcome multicultural students to Bates, the Admissions Office organized a panel of Bates staff, including partners from the Harvard Center for Community Partnerships, the Multicultural Affairs Office, the Chaplain's Office, and the Dean of Students. Each staff member gave a brief overview of his/her work, highlighting ways that students can engage in community on and off campus through our offices.

Bates/Lewiston Wellness Dance Project

As a part of Bates' participation in the Lewiston Public Schools wellness initiative, three Bates dancers trained with Nancy Salmon, Associate Director of the Bates Dance Festival and Applied Faculty in the Dance Program, to bring dance to elementary school children. One dancer offered 6 classes to two classrooms of 4th graders at Farwell Elementary School. The classes presented their version of the Mob Dance (seen on Oprah!) to the entire school.

Better World Book Drive

Over 10 full boxes of books were donated, collected, and shipped to Better World Books after an end of year campus-wide "book drive for better lives." Better World Books will resell these textbooks online, and the proceeds of these sales will be donated to Room to Read, a non-profit organization whose mission is to "transform the lives of millions of children in developing countries by focusing on literacy and gender equality in education."

Climate Change, Earth Week and Clean Sweep

Many important campus-wide environmental initiatives were undertaken this year. A coalition of the Bates Energy Action Movement (BEAM), Dean of Students Office, Harvard Center, Bates College Office of Sustainability and community members worked together to develop a Bates/L-A "project 350" initiative to call attention to climate change. The initiative was introduced to campus during orientation with the theme of climate change through art and continued throughout the year, including a student dance "flash mob" in the dining commons. The Harvard Center's Civic Forum Series featured a panel on climate change policy and the college's Committee on Environmental Responsibility completed a Climate Action Plan with strategies for achieving a climate neutral campus by 2020.

In celebration of the fortieth anniversary of Earth Day, the Office of Sustainability and Muskie Archives hosted an event featuring a panel speaking on the significance of Earth Day then and

now including Leon G. Billings, former Staff Director of the Senate Subcommittee on Environmental Pollution and Chief of Staff to Senator Muskie.

At the end of the year, Bates held its annual Clean Sweep effort, organized to enable students to recycle their unwanted items and the Bates community to interact with the L-A area. Clean Sweep bins are placed in campus residences and after students leave for the summer volunteers from local organizations tag the collected items and hold a giant garage-sale. The proceeds from the sale are distributed among participating local non-profit organizations. This year, Bates once again filled its ice arena with everything from furniture and fridges to clothes and kitchenware and generated almost \$16,000 for community organizations.

Good Neighbor Night

For the ninth year in a row, Bates students helped to organize, support and host a neighbor get-together at Hillview Family Development. Fifteen Bates students helped with many aspects of the event including face painting, cookie decorating, and mural painting. The Bookstore and Dining Services also contributed to making this afternoon a big success. Originally started to introduce Somalis to their new community, the event has become a much anticipated spring event. Somali and non-Somali families participate equally.

Greenhouse

The College's greenhouse was utilized by our local Lots to Gardens program from March to June. Forty seventh-graders from the Minot public schools went on a tour of the greenhouse as well as 15 visitors during the Open House for accepted students.

Lewiston Housing Authority Art Exhibit

For the seventh year, the Harvard Center, in partnership with Lewiston Housing Authority's Youth Empowerment Opportunities Program, hosted a display of the art of 30 children in Chase Hall Gallery at Bates College. Bates Dining Services hosted the opening reception.

Martin Luther King, Jr. Day

The Center, in conjunction with the MLK Committee, sponsored a "Read-In" at Martel Elementary School in Lewiston. Eighteen students and staff read to fourth, fifth and sixth graders at Martel School. The classrooms received books with a multicultural theme.

Mount David Summit

The 2010 Mt. David Summit, an annual, college-wide celebration of undergraduate research, featured many examples of important community-based work. Five students engaged in community-based research focused on the community food assessment project, presenting a panel, “Collaborating on a Community Food Assessment: Unraveling Hunger and Food Justice in Lewiston” moderated by Holly Lasagna. Georgia Nigro moderated a panel on community-based research that highlighted the work of five students and their thesis projects including: *The ArtVan: A Child’s Perspective*, *Development of Culturally Appropriate Symbolic Prescription Labels for the Somali Community of Lewiston, Maine*, *The Expansion of Dialectical Behavior Therapy in an Outpatient Setting to the Lewiston-Auburn Community*, *Perceptions of Access to Healthy Food in Lewiston, Maine*, and *Cooking Made Easy: A Healthy Eating Behavior Change Intervention for Adolescents*. Of the 155 students presenting posters at the Summit, 34 were community-based.

Museum Of Art

The *Thousand Words Project* is the flagship outreach program of the Bates College Museum of Art. It fosters the teaching of language skills through a sustained investigation of art. Now in its fourteenth year, TWP has seen dramatic changes in the needs and challenges of the public schools. To meet these, the program has continued to evolve and grow. Participating schools currently include Lewiston Middle School, Auburn Middle School, and St. Dominic Regional High School. Teacher Collaborator grants are awarded to teachers to enable participation in the project; their lessons are posted on the TWP website. An anthology, *Wonders*, is currently being produced to showcase the work of participating students.

National Day of Service

Over 300 Bates alumni, parents, students, staff, friends, and prospective students across the nation contributed over 1200 hours of service on Saturday, May 1 in the College's sixth annual National Day of Service, sponsored by the Office of Alumni and Parent Programs. Activities included removing invasive species from river banks, spring cleaning children’s therapy playrooms in a hospital, and cleaning and painting at a center that serves disadvantaged women.

Events took place in 20 sites across the U.S.: Boston, Cape Cod, and Worcester (MA); Camden (NJ); Greene, Lewiston-Auburn, Freeport, and Portland (ME); Hartford (CT); New York City (NY); Dover (NH); Providence (RI); Chicago (IL); Denver (CO); San Francisco and Los Angeles

(CA); Madison (WI); Minneapolis (MN); Phoenix (AZ); and Washington DC. In addition, three other projects were held on different days in Rutland (VT); Phippsburg (ME); and Seattle (WA). In Lewiston, twenty-two people volunteered with Rebuilding Together Lewiston-Auburn, a national organization that does repair work so that low-income people can continue to live safely in their homes. The crew scraped, primed, and painted two houses in Auburn, and also did some repairs.

Office of Career Services Panel

In February, The Harvard Center jointly sponsored an alumni panel with the Office of Career Services entitled, “Pursue Your Passion and Create a Fulfilling and Rewarding Career,” which looked at how alumni have built careers around their interests and values. Panelists included: Jim Amaral '80, Founder/President, Borealis Breads; Kirsten Walter '01, Director, Nutrition Center of Maine, St. Mary's Health System; Jenny Stasio '07, Incarcerated Women's Advocate, Family Crisis Services; Ben Chin '07, Federal Issues Organizer, Maine People's Alliance; and Anne Sheldon '09, Community Organizer, Maine Women's Lobby and Policy Center.

Phillips Fellowships

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

- Emily Howe '11, *Unite for Sight*
- Robert Little '12, *Helping People and Orangutans through Video*
- Sean McGhee '12, *Volunteering Projects in Ghana (Teaching)*

Planetarium

A total of 14 planetarium shows were given by the Physics Department for the community. The shows were given by a sophomore and Professor Clough. Community groups included a class of Auburn Middle School cognitively impaired students; sixth graders from Sherwood Heights Elementary School; preschool children; and high school students. Eight different schools participated and a total of 170 children attended.

Taste of L-A

The Student Activities Office hosted the fifth annual Taste of L-A, held in the Gray Cage.

Nineteen restaurants from the Lewiston-Auburn area brought their delicious foods to the event. Not only does this event happen at an ideal time (shortly before Parents' and Families' Weekend, when students and their families are likely to be going out to area restaurants), it has become a wonderful community builder. This year's Taste of L-A raised over \$1800 for Lots to Gardens, an organization that uses sustainable urban agriculture to create access to fresh food, and to nurture healthy youth and a healthy community.

Appendix

Community Agency and Institutional Partners

- Abused Women's Advocacy Project
- Advocates for Children
- State Senator Justin Alford, Senate Chair of the Joint Standing Committee on Education and Cultural Affairs
- Androscoggin Children's Advocacy Center
- Androscoggin County Chamber of Commerce
- Androscoggin County District Court
- Androscoggin County Soil and Conservation Agency
- Androscoggin Head Start
- Androscoggin Historical Society
- Androscoggin Home Care and Hospice
- Androscoggin Land Trust
- Appalachian Mountain Club
- ArtVan
- Auburn, City of
- Auburn Middle School
- Auburn Public Library
- Auburn School Department Central Office
- B Street Community Center
- B Street Health Center, St. Mary's Health System
- Best Buddies
- Big Brothers/Big Sisters
- Blake Street Towers
- Boys and Girls Club
- Cape Cod Museum of Art
- Carr Research Laboratory, Inc.
- Catholic Charities of Maine
- Center for Preventing Hate
- Central Maine Medical Center
- Change that Works
- Community Building Partnership of Stark County
- Connecticut League of Conservation Voters
- Craig Polhamus, Architect
- Deering High School
- Deported Diaspora
- Diamond Educators
- Dirigo Place
- Downtown Education Collaborative
- Dunn Elementary School
- Durham Elementary School
- Edward Little High School
- Empower Lewiston
- Environmental Defense Fund
- Environmental Protection Agency
- Farmington Middle School
- Farwell Elementary School
- The Field Museum
- Flathead National Forest
- Franco-American Heritage Center
- Frick Art Reference Library

- Geiger Elementary School
- Genesis Residential Treatment Facility
- Good Shepherd Food Bank
- Greater Androscoggin Humane Society
- Green Mountain Conservation Group
- Hall-Dale Elementary School
- Healthy Androscoggin
- Hillview Family Development
- Hirshhorn Museum, Smithsonian
- Historic Newton
- Hope House
- Hudson Riverkeeper
- Immigrant Legal Advocacy Project
- The Jewish Museum
- KMR/Arts Gallery
- League of Young Voters
- Leave No Trace Center for Outdoor Ethics
- Leeds Central School
- Leeds Historical Society
- Lewiston, City of
- Lewiston Adult Education
- Lewiston Adult Education's Adult Learning Center
- Lewiston/Auburn Economic Growth Council
- Lewiston/Auburn Time Dollar Bank
- Lewiston Department of Recreation
- Lewiston High School
- Lewiston Housing Authority
- Lewiston Middle School
- Lewiston Multi-Purpose Center
- Lewiston Public Library
- Lewiston Regional Technical Center
- Lewiston School Department Central Office
- Lewiston School Department's English Language Learners Program
- Lewiston Veterinary Hospital
- Libby Tozier School
- Literacy Volunteers
- Longley Elementary School
- Lots to Gardens
- Maine Audubon Society
- Maine Campus Compact
- Maine Center for Economic Policy
- Maine Fair Trade Campaign
- Maine Human Rights Commission
- Maine Inland Fisheries and Wildlife
- Maine International Trade Center
- Maine People's Alliance
- Maine Preservation
- Maine Volunteer Lawyer's Project
- Maine Women's Lobby
- Maine Women's Policy Center
- Manchester School
- Margaret Murphy Center for Children
- Martel Elementary School
- Massachusetts Museum of Contemporary Art
- McMahan Elementary School

- Meadowview Housing Development
- Merrill Creek Reservoir
- Minot Consolidated School
- Montello Elementary School
- Mooseridge Associates
- Mount Ararat Middle School
Alternative Education Program
- Mount Vernon Elementary School
- Museum L-A
- Natural Resources Council of Maine
- The Nature Conservancy
- New Americans Project, Muskie
School of Public Service
- New Beginnings
- New Mainers Community
Collaborative
- New York Civil Liberties Union
- Nezinscot Farm
- Nutrition Center of Maine, St.
Mary's Health System
- OUTright, Lewiston/Auburn
- Park Avenue Elementary School
- Phippsburg Land Trust
- Pine Tree Legal Assistance
- Planned Parenthood of Northern
New England
- Poland Regional High School
- Public Health Committee, City of
Lewiston
- Readfield Elementary School
- Rebuilding Together
- Renaissance School
- ROC-ME: Restaurant Opportunity
Center
- SalvaNATURA
- Sandcastle Clinical and Educational
Services
- Second Wind Farm
- Sherwood Heights Elementary
School
- Small Point Association
- Smith College Institute for Art
Museum Studies
- Spoke Folks
- Spring Harbor Hospital
- St. Mary's Health System
- Stanton Bird Club (Thorncrag Bird
Sanctuary)
- THRIVE (a program of Tri-County)
- Tri-County Mental Health Services
- Trinity Catholic School
- Trinity Jubilee Center
- Turner Elementary School
- UBA Manhattan Senior Center
- United Way
- Visible Community
- Volunteer Lake Monitoring
- Wayne Elementary School
- Western Maine Community Action
Health Center
- Westport River Watershed Alliance
- Willow Pond Farm
- Winthrop Grade School
- WOOR: Worldwide Opportunities
on Organic Farms

- YADA (Youth + Adults + Dialogue = Action)
- YMCA Childcare
- YWCA

Note: No Bates College partners are listed here, though they include the Museum of Art, Dining Services, the Multifaith Chaplaincy, the Office of Institutional Research, the Bates-Morse Mountain Conservation Area and the Office of Environmental Health and Safety.

2010 HARVARD CENTER AWARDS

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

- **Maryli Tiemann**, Program Director of Maine Campus Compact, recipient of the 2010 James and Sally Carignan Award for Career Achievement;
- **Sarah Davis '10, Emily Grady '10, and Julia Lee '10**, recipients of the 2010 Harvard Center Student Award for Outstanding Community-Based Academic Work;
- **Carlen Arima '10, Emily Crawford '10 and Sarah Simpkins '10**, recipients of the 2010 Harvard Center Student Award for Outstanding Community Volunteerism and Student Leadership;
- Assistant Professors of Environmental Studies **Holly Ewing** and **Sonja Pieck**, recipients of the 2010 Harvard Center Faculty Award for Outstanding New Community Partnership Initiative;
- Lecturer of Biology **Karen Palin**, recipient of the 2010 Harvard Center Faculty Award for Sustained Commitment to Community Partnership;
- **David Ashton, Robert Harnois** and **Omer Parent**, Community-Based Learning Shuttle Drivers, recipients of the 2010 Harvard Center Staff Award for Outstanding Support of Community Partnership;
- **Shanna Bruno**, Administrative Assistant, Office of College Advancement, recipient of the 2010 Harvard Center Staff Award for Community Volunteerism and Leadership;
- **Androscoggin Bank** and the **Volunteer Lawyers Project**, recipient of the 2010 Harvard Center Community Partner Award for Outstanding New Initiative;
- The **Downtown Education Collaborative**, recipient of the 2010 Harvard Center Community Partner Award for Sustained Commitment to Partnership;
- The **Community Food Assessment**, recipient of the 2010 Harvard Center Award for Outstanding Community Project/Partnership;
- **Ron Joseph**, U.S. Fish and Wildlife Service, recipient of the 2010 Bates-Morse Mountain Award for Environmental Stewardship;
- **Bob Cummings**, recipient of the 2010 Bates-Morse Mountain Award for Environmental Lifetime Achievement.