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2006-2007 HCCP Year-End Summary

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Community Engagement *at Bates*

*2006-2007
Year-End Summary*

Table of Contents

Letter from the Directors.....	3
Statistics.....	6
Projects, Partnerships and Collaboratories.....	8
Academic Initiatives and Course-Based Service-Learning.....	11
American Cultural Studies.....	12
Anthropology.....	13
Art and Visual Culture.....	14
Biology.....	14
Dance.....	15
Economics.....	16
Education.....	16
English.....	19
Environmental Studies.....	20
First-Year Seminars.....	22
French.....	22
Geology.....	23
History.....	24
Mathematics.....	24
Physical Education.....	24
Politics.....	25
Psychology.....	25
Sociology.....	28
Community Volunteerism and Student Leadership Development.....	29
Americorps/VISTA.....	29
Student Volunteer Fellows Program.....	30
Mentoring.....	32
Other Volunteer Activities.....	33
Bates-Morse Mountain Conservation Area and Shortridge Coastal Center.....	34
Bates' Educational Work in Morse Mountain and Phippsburg.....	35
Bates' Community Service on the Phippsburg Peninsula.....	36
Non-Bates Educational Use.....	36
Research and Conservation Projects.....	36
Public Use of the Bates-Morse Mountain Conservation Areas.....	37
The Bates-Phippsburg Forum.....	37
Events Management.....	38
Other Harward Center Programs and Activities.....	39
Strategic Planning Process.....	39
Adopt-a-School Partnership.....	39
Federal Programs.....	40
Grants Awarded by the Harward Center.....	41
Grants Administered by the Harward Center.....	49
Public Works in Progress Series.....	50
Working Knowledge: A Harward Center Forum.....	51
National, Regional and State Affiliations and Recognitions.....	51
Presentations, Publications and Consultations.....	52
Campus-Wide Initiatives.....	55
Appendix 1: Community Agency and Institutional Partners.....	60
Appendix 2: Department of Education's Partners.....	63
Appendix 3: Community Work-Study Awards.....	64

Dear Friends,

Civic Engagement at Bates: Year-End Summary 2006-07 attempts to illustrate the forms and variety of Bates' involvement in our communities: no small task, given the range of people, partners, and practices involved. This document represents a natural evolution from our earlier "Service-Learning Program Annual Report," which articulated community partnership undertakings within academic service-learning and (to some extent) community volunteerism. With the development of the Harvard Center itself, we felt compelled to paint a larger picture. We also recognize that while we have the privilege of working at the nexus of many campus-community partnerships, there are other important collaborative efforts which we do not oversee. Our reporting here seeks to include both Center and campus-wide programs for community engagement. We aim to celebrate all the good work being done and would love to hear about those partnerships we've neglected to mention.

The Harvard Center for Community Partnerships leads Bates' efforts in community engagement and community-based education, building upon the college's strong existing programs in service-learning, community volunteerism, and environmental stewardship. The Center's mission is to integrate civic engagement across Bates' educational practices, undertaking programs that simultaneously meet community needs and enhance academic work. Animated by our commitment to sustained, reciprocal partnerships, we have developed a vision of our work located in the interrelationship of three core beliefs:

1. we believe that the college and its educational mission can enrich community life and democratic citizenship;
2. we believe that civic and community engagement can enrich Bates' educational work and institutional practices;
3. and we believe that these commitments to meaningful, sustained public engagement and vibrant, innovative liberal education are symbiotic and depend on practicing collaboration and dialogue.

These core beliefs are expressed in six key goals that we see shaping the first phase of our work. While these goals are articulated in an order, we view them as interlaced and co-equal; we do not prioritize one over the others. Those goals are available in more detailed form in our

strategic plan, but their core commitments are these:

- 1. To promote mutual understanding, respect, and partnership between Bates and our communities** by engaging the college's academic resources and mission in the enrichment of civic and community life.
- 2. To encourage all students at Bates to explore the theory and practice of liberal education as a public good**, through both curricular and co-curricular activities.
- 3. To nurture a climate of faculty engagement, where faculty can work effectively and creatively not only as teachers and scholars, but as partners and agents in public life.**
- 4. To strengthen Bates' commitment to institutional citizenship and practices of social responsibility**, by weaving civic and community engagement across key functions of the institution.
- 5. To expand Bates' role in the national movement for civic engagement**, extending and deepening public and scholarly understandings of the relationship between higher education and public work.
- 6. To create a Center for Community Partnerships that embodies and acts on the values it advocates.**

Given these goals and commitments, our need for a larger document becomes clearer.

Furthermore, the Harvard Center brings together activities and functions formerly overseen by several different offices at Bates: the Center for Service-Learning, the Bates-Morse Mountain Conservation Area, and the Office of Special Projects and Summer Programs. These offices bring into the Center a significant legacy of achievement; we are committed to sustaining their excellent work and at the same time enabling that work to attain new levels of academic, community, and environmental impact. This year, as the staff has melded the duties of its predecessor offices into a unified Center, we have developed a four-“shop” structure that honors the functional organization that we inherited: the Service-Learning Program; Community Volunteerism and Student Leadership Development Program; the Events Management Program; the Bates-Morse Mountain Conservation Area. Each of these shops is represented below, though for historical reasons the first two offer much more detail in this document.

A note on terminology: while we respect the important differences between the terms, we use “civic,” “public,” and “community” in different contexts here, as we do “engagement” and “involvement”; we also use “community-based” learning and research as umbrella terms for a range of specific pedagogies. Our intent in this document is to harness the energies and values

of these multiple terms and concepts rather than to fix, once and for all, specific meanings for specific situations. In general, we align ourselves with the perspective of the Carnegie Foundation for the Advancement of Teaching, in its new elective classification for Community Engagement (which Bates recently received; we are one of 68 colleges and universities in the nation to bear the classification for both categories of Curricular Engagement and Outreach and Partnerships):

“**Community Engagement** describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.”

- <http://carnegiefoundation.org/classifications/index.asp?key=1213>

We are regularly amazed by the passion and commitment of our multiple partners – students, staff, faculty, community – and we hope this document provides a window into some of their remarkable work. We welcome comments, questions, and insights!

Sincerely,

Anna Sims Bartel
Associate Director

David M. Scobey
Director

Statistics for the Harvard Center for Community Partnerships

September 2006-September 2007

Note: Approximately 149 community agencies and institutions partnered with Bates in community-based learning and volunteer projects between September 2006 and September 2007. A list of these organizations can be found in Appendix 1.

Service-Learning Program

31,709 documented hours of academically-based community work were given by Bates students through courses, theses and independent studies.

10,410 of these hours were given in connection with the public schools.

734 students participated in academic community-based learning from the fall of 2006 through the summer of 2007.

38 courses included a community-based learning component.

46 theses were community-based.

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

17 different departments and programs in the College were involved in community-based learning projects.

40 faculty members were involved in some type of community-based learning. Of these:

13 were Full Professors;

5 were Associate Professors;

9 were Assistant Professors;

9 were Lecturers; and

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

Community Volunteerism and Student Leadership Development Program

10,584 documented hours of volunteer service were given by Bates students during the academic year. Of these, 3,700 were hours of mentoring done in the local schools. Over 230 students participated in a volunteer activity that required a consistent time commitment and over 393 volunteered in a one-time opportunity.

Community Work-Study

34 students worked 2786 hours in the community through the federal community work-study program during the academic year. Of these hours, 816 were dedicated to the America Reads/America Counts program.

Summer Programming

18 students worked 5336 hours over the summer in communities both nationally and internationally, supported through federal community work-study funds, the Vincent Mulford Fund, the Class of 2000 Fund, Community-Based Research Fellowships and Harvard Center funding.

Bates-Morse Mountain Conservation Area and Shortridge Coastal Center

- 10 faculty in 10 courses (across 2 First-Year Seminars and 5 departments/programs) used Bates-Morse Mountain Conservation Area for teaching and field research in 2006-07.
- 5 of those courses were Short Term Units.
- Approximately 130 Bates students visited and studied the Bates-Morse Mountain Conservation Area for coursework, field research, or environmental internships.
- Approximately 13,000 visitors came to Bates-Morse Mountain Conservation Area in summer 2006.

Events Management

Overall, during the 06-07 academic year and the summer of 2007, this office hosted 63 different events which welcomed over 7,500 members of our local, state, and even international communities to Bates' campus. Examples of events or series hosted include:

- Lewiston Middle School and Lewiston High School Unity Projects: eight separate meetings hosted almost 300 local school students.
- Five Summer Lakeside Concerts brought live entertainment to roughly 750 community members.
- Three collaboratively-designed workshops on teaching English Language Learners shared important information and strategies with 180 students, staff, faculty, and community partners.
- Seven gatherings of the Young Writers group brought 280 youthful authors to campus.
- A sampling of other, one-time or annual gatherings include the Lewiston-Auburn Economic

Growth Council Annual Dinner; a meeting of the Josselyn Botanical Society; a Maine Humanities Council gathering; a Special Olympics Swim Meet; workshops of the Central Maine Physics Alliance.

Projects, Partnerships and Collaboratories

In past years, the reports of the Center for Service-Learning documented community partnerships and projects by cataloguing the academic courses, senior theses, and volunteer programs through which they have taken place. We continue to catalogue courses, theses, and volunteer work in later sections of this report. With the growth of the Harward Center, however, and the creation of this larger Year End Summary, we are adding a section on community partnerships and projects with which Bates students, faculty, staff, and the Center are engaged.

We add this “projects” section for two reasons. First, it has been difficult to offer a clear picture of the community partnerships in which the College takes part solely through a record of service-learning and volunteer efforts. We seek to provide “maps” of *both* the range of community-based learning at Bates and the extent of our public collaborations. Second, the founding of the Harward Center offers an opportunity to deepen and expand our partnership projects. We are committed to making our community work longer-term, more integrative, more intellectually rigorous, more socially beneficial, and more sustained. In many instances, such projects move beyond the scope of a single course or semester, encompassing multiple strands of activity planned with partners over several years. It made sense to document some of the more ambitious and intentional projects --“collaboratories,” as we call them—as well as the “shops,” courses, programs, and resources through which we support them.

The following list does not comprise all the partnerships that the Center supports, but it provides an overview of some of our most exciting community projects. They are grouped roughly by category, starting with community development; education, literacy, and youth initiatives; historical, cultural, and arts projects; public policy partnerships.

- **Downtown Education Collaborative (DEC):** DEC is a collaborative of seven educational and community partners committed to joint, community-based educational work in and with Lewiston’s underserved downtown neighborhood. The members include not only Bates, but also the University of Southern Maine, Lewiston-Auburn, Central Maine Community College, Andover College, Lewiston Adult Education, Lewiston Public Library, and Empower Lewiston. The DEC coalition has been meeting for more than a year; it has

launched the Community Food Assessment project (described below); and this year it will open a downtown storefront center and hire a center director. We envision DEC undertaking collaborative projects not only on health and nutrition, but also such issues as youth culture, downtown development, immigration, and college aspirations. DEC offers an important gateway for Bates' work with the downtown community.

- **Community Food Assessment:** This is the pilot collaboration undertaken by the DEC coalition. Working with Lots to Gardens, the Maine Nutrition Center, Sisters of Charity Health System, and other stakeholders, students and faculty from Bates, USM-LA, and Andover are investigating nutrition needs and assets in downtown Lewiston-Auburn. Over several years, this community-based research will lead to policy, service, and advocacy action.
- **Y.A.D.A. (Youth + Adults + Dialogue = Action):** In 2006, local agencies and HCCP staff convened to discuss how to make Lewiston/Auburn a more youth-friendly and youth-empowered place. The group decided to undertake a study circles project, bringing youth and adult stakeholders together for public dialogue that would lead to the creation and implementation of solutions. Members of the planning group include the Lewiston Public Library, the city of Lewiston, the United Way, Bates College, local public schools, many social-service providers, and diverse members of the youth community. The study circles are beginning in fall, 2007, with students from Bates as well as USM/LAC will participate as participants, facilitators, observers, and note-takers.
- **Schools, Literacy, and Education Partnerships:** Collaboration with schools and other educators represents a core, ongoing commitment at the Harvard Center. Of particular note this year was work around issues of literacy and college aspirations. Bates students are deeply involved in literacy work through education placements, programs such as America Reads and the Montello Reading Club, and volunteerism at Lewiston Adult Education's Adult Learning Center. This year, we offered a three-part workshop on literacy work related to teaching ELL (English Language Learners). One of our most active partnerships has been with the Longley Elementary School, where Bates students are paired with elementary students through the Longley Mentoring and Bates Buddies programs to help build reading and social literacy skills. Additionally, this year, several Bates students partnered with Longley teachers to focus on writing literacy. The need to increase college aspirations in Maine was another focus of work for Bates faculty, students, and staff. Students in Psychology and Education worked in the Lewiston High School Aspirations Lab and conducted research for the new Aspirations Program at Lewiston Middle School. Others worked with the Mitchell Institute to conduct interviews with current high school students

and recent graduates to identify barriers to higher education. Bates students developed and offered aspirations programming for middle-school-aged children living at Hillview Family Development.

- **Museum L-A Community History Project:** Bates faculty, staff, and students continue a multi-year partnership with Museum L-A, a community-based museum of work and industrial community in the Twin Cities. In past years, the collaboration has focused on collecting oral histories of millworker elders. This year, it shifted to archival historical research, exhibition development, and support for the museum's development as a community historical institution. Students, staff, and faculty contributed to the development of two new exhibitions: "Portraits and Voices," a collection of photographic portraits and oral histories of retired millworkers, and "Weaving a Millworkers' World," a traveling social-history exhibit about the history of millworkers' community in the 20th century. Two Honors Theses contributed photography and historical research to these exhibits, and Museum L-A's curator is a recent Bates graduate who took part in the earlier service-learning efforts. Faculty and courses from four programs and departments—History, American Cultural Studies, Anthropology, and Visual Arts have contributed to this collaboration.
- **Franco-American Heritage Center Memory Project:** The French section of the Bates Department of Romance Languages and Literatures has forged an ongoing partnership with the Franco-American Heritage Center. Concentrators have the option, for their Senior Thesis, of creating and analyzing a Francophone oral history with an elder of the local Franco-American community.
- **Green Horizons Social Fabric Project:** The Bates Museum of Art is sponsoring an innovative exhibition and art-making initiative, "Green Horizons," that explores the connections between environmental sustainability, place-making, and the visual arts. One of six artist-faculty partnerships commissioned for the project involves Center Director David Scobey and Portland public artist Christina Bechstein. Entitled "Social Fabric," it explores the role of weaving, story-telling, and mapping as community-building practices; Museum L-A, Empower Lewiston, Hillview Family Development, and other Harward Center partners collaborated with the "Social Fabric" team.
- **Rwanda Genocide Project:** Professor Alex Dauge-Roth of Romance Languages and Literatures has developed an original and important community-based research and service-learning project on the Rwandan genocide. Working with Rwandan NGO's and government officials, he helps to collect and contextualize testimonies of the genocide. In Winter Term, 2007 (partly with funding from the Harward Center), he brought several Rwandan speakers

to Bates; in Short Term, 2008, he plans to lead a group of Bates students to work and collect testimonies in orphans' villages in Rwanda.

- **Policy Partnerships Internships:** Led by Peggy Rotundo, Director of Strategic and Policy Initiatives, the Harvard Center has for the past two years sponsored an innovative policy partnerships initiative. For the past two years, the Center brought David Elliott, a former legislative researcher for the Maine legislature, to teach a seminar and internship on the policy process, located in the Department of Politics. Students are placed in governmental agencies or NGOs and pursue policy projects, based on their own interests and the needs of their partner organization, on such issues as sprawl, civil rights, municipal planning, and health care. Graduates of this internship-seminar are active in political and civic careers, working for advocacy groups, state government, and electoral campaigns.

Academic Initiatives and Course-Based Service-Learning

In past reports, this section has always reported courses and theses that used service-learning and community-based research in the previous academic year. We continue to do so, but we will also add overviews of general academic initiatives that connect the Center's work of community engagement to the Bates curriculum. This year two initiatives deserve mention:

Community Engagement in the New Bates Curriculum

The Bates faculty has completed a three-year process of revising the undergraduate curriculum; the new curriculum is now being implemented. One key change concerns general education: most distribution requirements are replaced with a new model of "general education concentrations" or GECs. These are faculty-designed groups of courses and non-credit experiences, organized around specific themes and interdisciplinary problems; undergraduates will choose two GECs from a menu of more than seventy. Community-based learning is strongly represented in the new model. In several GECs, including "Public Health," "Environment, Place, and History," and "Why Academics Matter," participating faculty include a requirement of service-learning or fieldwork. The curriculum also offers an option of counting significant, intellectually relevant non-credit experiences toward completion of some GECs. Significant volunteer service or leadership, work-study, summer internships, and other non-course-based community work are envisioned as options, where faculty understand the work as enhancing the educational goals of the GEC.

Community-Based Research

Community-Based Research is a field of long and growing interest at Bates, with a strong legacy particularly in the social sciences. This year, two important developments have helped spur the growth and sustainability of CBR partnerships:

1. We were fortunate to receive funding to have Chris Carrick work as a Mellon Learning Associate to support community-based research initiatives with Professors Georgia Nigro, Emily Kane, Patti Buck, and students in Sociology, Psychology and Education. Carrick developed projects with community partners, provided research training and instructional support for students and assisted with pedagogy and course design. He also supported individual students in their thesis, independent study projects and regular course work.
2. Building on this growing effort to support community-based research, HCCP Associate Director Anna Sims Bartel applied to the National Community-Based Research Network (a collaboration of Princeton University and the Bonner Foundation, with funding from Learn and Serve America) for an Innovative Community-Based Research grant. The grant (awarded in early summer 2007) provides for the creation of a cohort of Community-Based Research Fellows, who work in partnership with program and disciplinary faculty, community partners, and other student CBR Fellows and Peers to deepen their understandings and practice of research in, for, and with 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 service-learning projects in the community. Students engaged in service in culturally and economically diverse settings that informed their academic work in the classroom. Partner agencies included Youthbuild/ACE, Dirigo Place, New Beginnings, Trinity Jubilee Center, Blake Street Towers and Wisdom's Center.

Six students committed to six hours per week placement in the community for 12 weeks (total of 432 student hours).

A Woman's Place, HI/AC 390, Margaret Creighton

Students met with retired mill workers to discuss the nature of men's and women's work in the mills. These dialogues informed the oral history project at Museum L/A (*a total of approximately 15 student hours in community dialogues*).

Thesis Research

Professor David Scobey advised a student's senior honors thesis research that explored the significance of museums as public cultural institutions. The student used Museum L/A as a case study, focusing on the two years of oral history that were generated by a partnership between the museum, the community and Bates College (200 hours).

Anthropology

Encountering Community: Ethnographic Fieldwork and Service-Learning, AN S10, Loring Danforth

During short term, students worked at the Adult Learning Center teaching adults who are English Language Learners (ELL). Many of the learners were immigrants, primarily Somali and Somali Bantu. Students' experience enriched their understanding of the theory and practice of anthropological research and writing.

Seven students spent approximately six hours per week for four weeks (total of 168 student hours).

Person and Community in Contemporary Africa, AN 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.

Eighteen students worked with various community-based organizations either run by or serving New Mainers in Lewiston. Students worked in after-school programs at the Trinity Jubilee Center and Hillview Family Development; assisted with ELL courses at the Adult Learning Center; and helped with administration and programming for the African Immigrants Association and the Somali Bantu Community Mutual Assistance Association.

Eighteen students spent approximately five hours per week for 12 weeks (total of 1,080 hours).

Culture and Interpretation, AN 333, Heather Lindkvist

Three students worked with individuals at the Trinity Jubilee Center, a soup kitchen and day center, to create ethnography about prayer and spiritual life.

Three students spent approximately four hours per week for 12 weeks (total of 144 hours).

Thesis Research

Professor Heather Lindkvist supervised a student thesis, "Continuity and Change: Somali Women's Efforts to Adapt to Life in Lewiston, Maine." Through partnership with the organization United Somali Women of Maine, the student observed the context in which these

immigrant women worked to improve the lives of fellow women. The student prepared a discussion guide for an educational DVD, “Being Somali in L/A, Maine,” which is being used by the agency United Somali Women to educate the community about the lives of Somali women in our towns (*approximately 80 hours of student work in the community*).

Art and Visual Culture

Museum Internship, AVC 361, AVC 331, Rebecca Corrie

Seven Bates students, under the supervision of the Art Department, interned at museums or auction houses as part of an internship in museum studies focusing on exhibition planning and collection management. This year, museum internship hosts included:

- Sotheby’s New York
- Christie’s New York
- Bates College Museum of Art
- Museum of Fine Arts, Boston
- Zero Station Gallery

Seven students worked roughly 100 hours per internship (total of 700 hours).

Thesis Research

Professor Elke Morris supervised a photo-documentary project of a senior thesis student that documented the manufacturing spaces of the mills in Lewiston/Auburn. The student photographed and produced an exhibit that represented the abandoned workscales of the mills and the current new uses of some of the spaces.

(Approximately 50 hours).

Biology

Epidemiology, BIO 340, Karen Palin

Sixteen students in Professor Palin’s epidemiology class chose to do service-learning projects. Some students worked with the Central Maine Heart and Vascular Institute, to compile information about cardiovascular disease risk factors for various ethnic groups. The information was then made available on computers in the waiting area. A second project researched barriers to physically-fit elderly patients taking prescribed medications. Other students worked with the

Bates College Health Center to educate the campus about World AIDS Day and develop brochures about TB testing and influenza.

Sixteen students averaged about 30 hours each (total 480 hours).

Thesis Research

Professor Lee Abrahamson supervised a student thesis project, “An Examination of Effective Assessments to Adequately Measure Student Understanding in High School Biology.” This thesis examined a group of 50 high school students’ understanding of a unit in a biology course to determine and recommend the most effective way to teach the subject matter (*approximately 50 student hours spent in a local high school*).

Professor Karen Palin supervised a student thesis project, “The HPV Vaccine for Women: What Do Bates College Men Think?” The student developed and implemented an online survey of male Bates College students. The results will guide the development of information about this issue for future use (*approximately 50 hours*).

Professor William Ambrose supervised a student who did a combined biology/education thesis on marine science education. The student worked with Teacher in Residence Ed Zuis to design and present a high school marine sciences curriculum that was implemented by three Lewiston High School classrooms (*approximately 75 hours*).

Professor Ambrose supervised four students who did a multilayered study of the effects of commercial baitworm digging on a tidal flat in mid-coast Maine. Each student looked at this important economic enterprise from the perspective of a different marine creature and habitat. Students recommended changes in the process to better protect this vanishing Maine habitat. Research was funded by the State of Maine and was conducted in conjunction with the Maine Department of Marine Resources (*approximately 50 hours per student; 200 hours total*).

Dance

Dance As A Collaborative Art, DANC s29, Sarah McCormick with Randy Judkins

Guest Artist Randy Judkins developed, along with 15 Bates students, a work that was performed at fourteen area schools. Bates dance students taught a 30- minute in-class workshop at each school and then performed the pieces with the students. Participating schools included Turner Primary School, Winthrop Grade School, Martel Elementary School, Mount Vernon Elementary

School, Readfield School, Manchester School, Durham Elementary School, Farwell Elementary School, Carrie Ricker Elementary School, Leeds Central School, Hall-Dale Elementary School, Libby Tozier School and Trinity Catholic School.

15 students each spent about an hour at each of 17 schools (255 total hours).

Economics

Thesis Research

Professor Jim Hughes supervised a student thesis that explored the effect of immigration on the Lewiston community from an economic perspective. The work combined empirical economics with social fieldwork.

(Approximately 40 hours of community-based research)

Education

All of the courses given through the Education Department require field-based experience; 162 students completed 30-hour experiences or worked as student teachers this past academic year. Students worked in a range of local schools and organizations (for full details, see Appendix 2).

Perspectives on Education, EDUC 231, Anita Charles and Patti Buck

As students studied historical and philosophical perspectives on education, they also learned from experience in local classrooms. These experiences were shaped to address the expressed needs of the local teachers and to support the academic study of educational theories and issues in the United States today.

40 students each spent about 30 hours (1200 total hours).

Learning and Teaching: Theories and Practice in Study, EDUC 343, Anne Dodd

Students developed and taught mini-units in their assigned classrooms, reflecting throughout their coursework on critical educational practices such as curriculum development, classroom teaching, and the roles of teachers and students in the school setting.

Eight students averaged about 30 hours each (240 hours total).

Globalization and Education, ED/WS 280, Patti Buck

Students worked with adult ESOL (English for Speakers of Other Languages) students at Lewiston's Adult Learning Center, exploring the impact of globalization on educational

institutions and practices.

21 students averaged 30 hours each (630 hours total).

Literacy in the Preschool and Early Elementary Years, EDUC 245, Anita Charles

Students supported classroom literacy instruction as they learned about defining and teaching literacy in the early years, from emergent literacy in the home through elementary school. In addition to traditional classroom placements, students worked on a range of literacy-related initiatives, among them: Book Reach, a Lewiston Public Library program designed to promote early literacy at local day care centers; the Montello Reading Club, an after-school, one-on-one reading program for second graders; an initiative to help Longley students improve their writing skills.

19 students averaged 30 hours each (570 hours total).

Basic Concepts in Special Education, EDUC 362, Anne Dodd

Students engaged in a range of service-learning projects designed to allow them to explore various facets of the educational needs of diverse learners. In addition to traditional classroom settings, students worked in resource rooms; the credit recovery program for at-risk youth at Edward Little High School; and the Margaret Murphy Center for Children, a school for children with autism.

25 students worked 30 hours each in the community (750 hours total).

Teaching Math and Science: Curriculum and Methods, EDUC 235, Ed Zuis

Students worked with Teacher in Residence Ed Zuis to explore best practices in teaching math and science, which they reinforced and applied by developing units and teaching them in their partner classroom.

11 students worked 30 hours (330 hours total).

Gender, Power, and Leadership, ED/WS s29, Helen Regan

Students worked in a variety of decision-making settings, where they made observations and interviewed leaders about issues related to gender, power, and leadership, as well the connections among them. Student work included a variety of important services: conducting a literature review on the practice of weighted grades for the Portland School Committee; doing research on best practices for encouraging young people to remain in the community after graduation for the Portland City Council; and helping to organize and run the Lewiston High School Science Fair for the HCCP.

19 students averaged 30 hours each (570 hours total).

Creating Educational Experiences at Morse Mountain, EDUC s20, Ed Zuis

Bates students designed and conducted rich experiential education modules at the Bates-Morse Mountain Conservation Area for over 100 students from Union 44 schools. Modules were provided to a variety of interested partners, including neighbors, partner-agency-representatives, and school partners concerned with the Conservation Area and experiential learning.

Ten students worked 40 hours each in the community (400 hours total).

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 Anne Wescott Dodd worked with a student who studied curriculum and methods in Social Studies to inform his student teaching at Lewiston High School.
- Professor Helen Regan advised a thesis student who researched obstacles to academic success for African-American males.
- Professor Helen Regan worked with a student who studied the programming of ELL students who have been mainstreamed into regular classrooms at Lewiston High School. As a result of her study, she was able to provide an analysis of programmatic needs and strengths, and to make recommendations to Susan Martin, Director of the English Language Learning Program for Lewiston Public Schools.
- Professor Helen Regan oversaw an independent study entitled "Teaching Tolerance: Preventing Hate Violence through Dialogue and Discussion."
- Professor Anna Sims Bartel (HCCP) partnered with a student to study narrative inquiry and use it to explore the trajectories of Student Volunteer Fellows. Their research sought to understand how these Fellows understand their commitments in community and how they came to those; terminology of "service," "justice," and "partnership" was also explored. Results included visual flow-charts of the pathways of these students, which were presented to the Harvard Center staff to guide their work on developing intentional student pathways in community engagement.

Student Teaching

Nine student teachers in the Education Department taught in the following schools:

- Lewiston High School
- Edward Little High School
- Lewiston Middle School
- Sugg Middle School (Lisbon Falls)
- Franklin Alternative School (Auburn)

Nine students worked 360 hours (3,240 hours total).

ELL/ESOL Workshops

(English Language Learners/English for Speakers of Other Languages)

34 Bates students participated in one or more of three 2-hour workshops designed to help tutors build their repertoire of strategies for working with K-12 and adult English Language students.

The workshops were:

- *Building ELL/ESOL Literacy Strategies*, led by Don Bouchard, coordinator of the masters program in Literacy Education/ESL at the University of Southern Maine (21 participants).
- *Building One-on-One Tutoring Skills*, led by Kristen Stevens, Director of Literacy Volunteers of Portland (23 participants).
- *Multiple Profiles of the ESOL Student*, led by Anne Kemper, Counselor/Coordinator of Lewiston Adult Education's Learning Center, and students from the Center (11 participants).

English

For the Love of Dogs, EN s18, Lavina Shankar

Students explored the relationships, bonds, and boundaries between humans and dogs through literary and non-literary texts, as well as through service-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; working with a therapy dog trainer at My Wonderful Dog in Portland; and volunteering at the Rottweiler Rescue Spring Stroll in Scarborough.

17 students worked 30 hours a week in the community (510 hours total).

Environmental Studies

Ecopoetics, ES/ENG s36, Jonathan Skinner

Five students worked on numerous community-engaged projects that helped them to connect their poetry to the natural world. Projects included: four days at Morse Mountain Farm along with artist-in-residence Julie Patton; hiking in the White Mountains; classes at Thorncrag Bird Sanctuary; kayaking on the Kennebec River; working on writing projects with Montello School students; and working with Lots to Gardens. The students wrote and published poetry books that reflected this immersion in the natural world. The work is incorporated into the Green Horizons art exhibit at Olin Arts.

Five students spent approximately 50 hours each (250 hours total).

Nature and Human Culture, ES 205, Jonathan Skinner

This course offers a survey of "Ideas about Nature" in (mostly) Western Culture; students explored various green spaces in the community in order to better understand these Ideas in context. Some students opted to complete a "creative" final project, examples of which include:

- a "literary almanac" involving multiple walks at Thorncrag Bird Sanctuary;
- a "soundwalk" at Thorncrag;
- art installations at Thorncrag using natural materials;
- a photo-essay on the spaces (natural as well as manmade) of Lewiston.

All of these projects were accompanied by essays exploring how they interfaced with idea(s) of nature discussed in the course.

30 students (approximately 50 hours total).

Imagining Open Space, ES 200, Jonathan Skinner

Students explored and experienced open spaces in Lewiston/Auburn and created site-specific reflective projects. Members of the Lewiston/Auburn community were asked to respond to students' work and spoke on an Open Spaces panel. Panelists included: Lucien Gosselin from the L/A Economic Growth Council; Philip Isaacson, '47, artist and art critic; Douglas Hodgkin, Bates Professor of Political Science, Emeritus; Susan Hayward, President of Stanton Bird Club.

25 students at 30 hours each (750 hours total).

Note: Professor Jonathan Skinner developed and presented these three courses along with other professional work that were a part of the Green Horizons Project (see "Projects, Partnerships, and Collaboratories" for more details).

Environmental Studies Internships, Camille Parrish

All Environmental Studies majors are required to do a 200-hour, rigorous, community-based internship. Fifteen students from the Environmental Studies Program were involved with internships between September 2006 and September 2007. Internship sites included:

- Maine Audubon Society
- Bates College Office of Environmental Health and Safety
- Stony Brook Wildlife Sanctuary
- Yellowstone Ecological Research Center
- Squam Lakes Association
- Lots to Gardens
- Environmental Protection Agency
- Volunteer Lake Monitoring Association
- Willow Pond Organic Farm
- US Forest Service: Sierra National Forests
- Androscoggin County Soil and Conservation Agency
- Climate Neutral Bates
- Bigelow Laboratory for Ocean Studies
- Maine State Planning Office

15 students averaged 250 hours each (3,750 total hours).

Thesis Research

- Professor Peter Rogers advised a student's senior thesis, "Improving the Water Quality of the Androscoggin River: Efforts and Effectiveness of the Natural Resources Council of Maine and the Androscoggin River Alliance." The student's work outlined federal and state water quality regulations and documented efforts to improve the water quality of the river as well as their effectiveness (*approximately 75 hours of community-based research*).
- Professor Rogers also supervised a thesis that focused on what the similarities and differences between the narratives of Maine's organic farming movement and the emerging local farming movement. The student focused on MOFGA (Maine Organic Farmers and Gardeners Association) and Farm Fresh Connection as the institutions studied and did numerous interviews with farmers (*approximately 75 hours of community-based research*).
- Professor Holly Ewing supervised a student's thesis that researched the effects of metal concentrations in soil to determine if researchers can use certain metals as an indication of deposition rates of metals harmful to the soil (*approximately 75 hours of community-based research*).

- Professor Ewing also advised a student whose thesis studied computer modeling of chemical activity at Acadia National Park (*approximately 75 hours of community-based research*).
- Professor Kimberly Ruffin advised a student on a combined English and Environmental Studies thesis, “The Reflection of Global Trends toward Local and Sustainable Agriculture in Maine.” The student focused on three different types of local, sustainable agriculture programs in the Lewiston-Auburn community: the New American Sustainable Agriculture Project working with Somali Bantus; Lots to Gardens focusing on community gardens and nutrition; and local farms using sustainable forms of agriculture (*approximately 75 hours of community-based research*).

First-Year Seminars

Exploring Education through Narratives, FYS 300, Helen Regan

Students explored issues related to education both through reading a variety of narratives and by working in K-12 classrooms. Topics included: gender identity; student/teacher roles; race; class; and sexuality.

Nine students worked 30 hours each in the community (270 hours total).

Passion and Sustenance: On Crafting a Life, FYS 347, Anna Sims Bartel

This course introduced students to theory of community, sustainability, work, and vocation, inviting them to craft together understandings of what it means to anchor work in human dignity and public purpose. Students learned the tools of, and then conducted, introductory-level community-based research. Placements included: Empower Lewiston; Advocates for Children; Head Start; B-Street Health Clinic; and the Bates College Sophomore Year Initiative. Students developed various products, such as a PowerPoint presentation delineating the purposes and missions of Empower Lewiston; a research report on community pathways to support for teen survivors of childhood sexual abuse; and a proposal for, along with the letter to the newspaper recommending, the creation of a Head Start alumni network for the purposes of fund-raising and increased collaboration.

14 students worked an average of 20 hours each (280 total hours).

French

Documenting the Genocide of the Tutsi in Rwanda, FR 395H, Alex Dauge-Roth

Professor Dauge-Roth worked with students in this seminar to create a multilayer approach to understanding the Rwandan genocide of 1994. Students corresponded by computer with

Rwandan youth survivors of the genocide and produced thematic posters, and audio and video pieces based on this correspondence. This work linked to a conference arranged by Professor Dauge-Roth that followed the student presentations.

24 students spent about 30 hours in dialogue with community partners (total of 720 hours).

Thesis Research

Professor Mary Rice-DeFosse worked with two students who did French theses.

- One student did an honors thesis based on interviews with current and former Bates students and teachers of French in the region.
- Another student pursued a year-long thesis based on oral histories of local Franco-Americans and the importance of how their folklore transmits the Franco culture.

Each student did an average of 50 hours per semester (total of 150 hours).

Geology

Sedimentary Processes, GEO 210, Mike Retelle

Professor Retelle's class developed beach profiles at Sewall Beach in Phippsburg as a part of a long-term monitoring project. Professor Retelle gave a talk to the Small Point Association to share the findings and discuss how they relate to climate change and sea-level rise.

Eight students averaged 50 hours in the field (400 hours total).

Earth Surface Processes, GEO 103, Mike Retelle

Students did a series of field projects on Cochnewagon Pond in Monmouth, contributing to a database about geological aspects of the lake and its change over time.

56 students spent an average of 50 hours during the semester (2800 hours total).

Thesis Research

Professor Retelle supervised the thesis work of two students:

- One student did a project monitoring two lakes in Phippsburg that the town is interested in purchasing for the Land Trust. The thesis information will be used by the town to help them make a decision about land purchase.
- Another student monitored a lake in the White Mountain National Forest for the National Forest Service.

(Total of 150 hours)

History

Blood, Genes and American Culture, HI/WS 267, Rebecca Herzig

Professor Herzig gave students in this course the option of doing “action projects” with a concrete product in lieu of a final paper. Products were developed with communities outside of the classroom and publicly presented. One group of students developed, implemented and presented a survey to determine barriers to college students donating blood. Results were presented to the staff of the local American Red Cross. Other projects included: the production of a multimedia public art installation on campus titled, “What’s In Your Blood?”, a spoken-word/interpretive dance performance; and a mixed-media dynamic sculpture with the title of “BloodMobile.”

Nine students averaged 30 hours each (total of 270 hours).

Thesis Research

Professor Joe Hall supervised a student thesis that focused on the role that the Upper Androscoggin River played in the changing environment of Lewiston, Rumford and Berlin from the 18th century to the present. The student used oral histories to illustrate her research (*approximately 75 hours*).

Mathematics

Thesis Research

Professor Melinda Harder advised a student who worked with the Mitchell Institute to explore why more Maine high school students do not go on to higher education. The student analyzed data from a 2001 Mitchell Institute survey by looking at a large set of variables to investigate how they affect the level of education a student attains.

(Approximately 50 hours of research with community-based data).

Physical Education

Methodology of Coaching, PE s20, George Purgavie

Students explored various methodologies of successful coaching, and received an American Coaching Education Program certification, widely recognized in secondary schools. As part of

their coursework, students developed and led playground activities for students at several local elementary schools.

30 students worked 30 hours (900 hours total).

Politics

Internships in Public Policy, PLTC 423, David Elliot

The course looked, from a practical and academic point of view, at the political process by which public policy is formed in Maine. Nine 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. The course was taught by Professor David Elliott, former director of the Maine Legislature's Office of Policy and Legal Analysis. Projects included:

- The Citizens' Trade Policy Commission, studying the impact on local workers of international trade agreements
- Maine State Housing Authority, working with their point-in-time survey of the homeless
- Governor's Office of Health Policy and Finance, researching prescription drug issues for legislative committee hearings
- Maine Equal Justice Partners, researching low-income students' barriers to accessing higher education
- Maine People's Alliance, researching affordable housing issues
- Maine Fair Trade Campaign, researching legislation dealing with big box development
- Maine Department of Environmental Protection, assisting in developing water quality rules
- Environment Maine, conducting research on the Governor's bill to reduce carbon emissions
- Governor's Office of Multicultural Affairs, establishing policies for this new state office

Nine students spent approximately 40 hours each in community-based work (total of 360 hours).

Psychology

Diversity in Adolescence, PSYC s36, Susan Langdon

Students in this Short Term course chose to do service-learning work at either Longley School; Hillview Family Development's after-school program; Trinity Jubilee Center (TJC) After-School Program; ACE/Youthbuild; or THRIVE (a program of Tri-County Mental Health Services).

Students at Hillview and TJC worked with Somali youth; at ACE (Aspiring Careers and Education) they worked with homeless and at-risk youth; and at THRIVE they worked with youth who have been identified as at-risk for mental illness due to trauma. The students at THRIVE developed a day-long event that focused on THRIVE youth's transition to adulthood and the stigma attached to mental health issues.

22 students averaged about five hours (total of 110 hours).

Developmental Psychology, PSYC 240, Susan Langdon

This course is a comprehensive introduction to current research in developmental psychology. For the first time, all students were required to have a community-based learning experience. Students partnered with community organizations that work with a variety of child and young adult populations, including: McMahan Elementary School; Montello Reading Club; YWCA Parenting Program; Edward Little P.M. program; New Beginnings; Hillview Family Development's after-school program; Margaret Murphy Center; Blake Street Towers; and Genesis Residential Treatment Facility.

45 students undertook 20 hours of community-based learning (total of 900 student hours).

Action Research, PY/ED 262, Georgia Nigro

Under the general theme of "aspirations," students researched, collected data, and reported findings on the new Lewiston Middle School Aspirations Program. They looked at differences in student perceptions and measured changes resulting from specific interventions. In addition, students developed and delivered aspirations programming to immigrant youth at Hillview Family Development.

16 students each worked 60 hours in community (total of 960 hours).

Applied Social Psychology, PSYC 307, Amy Douglass

Students in Professor Douglass' class accessed and interpreted data that had been gathered by Professor Langdon's research assistants around the issue of bullying at a local high school. Results were presented to Professor Langdon to support her research on this topic.

30 students did an average of four hours work with community data (120 hours total).

Independent Study, Georgia Nigro and Chris Carrick

Four students, under the guidance of Mellon Learning Associate Chris Carrick and Professor Georgia Nigro, collaborated with the Mitchell Institute to study barriers to higher education. They facilitated focus groups with local area high school students and conducted one-on-one

interviews with current high school students and recent high school graduates.
(Approximately 150 hours).

Thesis Research

Senior Thesis/Service-Learning, PSYC 457 A/B, Georgia Nigro, Amy Douglass, Helen Boucher and Kathy Low

Psychology majors who elect to do a service-learning 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, 22 students in the department's Senior Thesis/Service-Learning Seminar did 60 to 80 hours of intensive work in the community.

Projects included:

- An Analysis of Students' Motivations and Decision-Making Processes in Choosing to Apply to and Attend Bates College
- Social Story Intervention and Asperger's Syndrome: Improving Social Skills within the School Environment
- How Children with Emotional and Behavioral Disorders Cope with Having an Alcoholic Parent
- The Prevention of Substance Use/Abuse in Androscoggin County: Data Collection and Planning Stages of a Public Health Campaign with Healthy Androscoggin
- ELL Literacy and Languages Development: Evaluating the Potential for a Family Reading Program at the Adult Learning Center
- Music in After-School Programs
- The Impact of the Lewiston, Maine Family Treatment Drug Court on Dependency Cases
- Communication and Intellectual Disabilities
- Place and Identity: How We Respond to Threats to Place-Related Social Identity
- Experiential Learning at the Renaissance School
- A Study of the "Sports Done Right" Program and its Effect on a Local High School
- Language Learning at a Center for Children Identified with Early Special Needs
- The Emotional Effects of Asthma on Pediatric Patients
- Socialization of Young Adults with Developmental Disabilities
- Temperament in an Early Childhood Setting
- Preventing Problem Behavior at Early Head Start
- ELL at Montello Elementary School
- Art Therapy with Patients at Central Maine Medical Center
- Intergenerational Activities at Clover Manor

- A Case Study of Different Contexts of Communication with a Somali Fourth-Grader
- A Comparison of Sign Language Learning and Picture Exchange System at Margaret Murphy Center
- A Study of Fathers and their Association with their Elementary School Children with Special Needs

22 students averaged 70 hours of service-learning research (total of 1,540 hours).

Sociology

Privilege, Power and Inequality, SOC 250, Emily Kane

Professor Kane developed an innovative pedagogy through which to incorporate community-based research to address the three areas reflected in the course texts: privilege, power and inequality. Mellon Learning Associate Chris Carrick worked closely with some of the project groups. Most students engaged in what were called “community action projects.” Students were required to address course texts in community-based projects that were developed by them. Three groups designed projects within the Bates community, two groups conducted community-based research related to housing and economic policy, and a third group worked on a service-learning project with children in the community.

34 students averaged about 6 hours per week for 10 weeks (total of 2,040 hours).

Unequal Childhoods, PY/SOC s18, Georgia Nigro and Emily Kane

This Short Term course looked at the inequalities that children face from an international, national, state, and local perspective. The focus was on what can be done to address these inequalities. Students worked on projects to support an orphanage in Malawi and the Maine Governor’s Children’s Cabinet. In addition, each student did an individual service-learning project at a local organization, including Hillview Family Development, Trinity Jubilee Center and area elementary schools.

19 students averaged 25 hours during short term (total of 475 hours).

Criminal Justice Internships, SOC 401, Sawyer Sylvester

Professor Sylvester partnered with District Court Judge John Beliveau to offer substantive internships in the court system. This year, three students, one each semester and one during the summer, interned in the Family Drug Court program.

Two students at 30 hours each during the academic year, one student 120 hours during the summer (total of 180 hours).

Research Methods, SOC 205, Emily Kane, with support from Chris Carrick Mellon Learning Associate Chris Carrick worked with Professor Emily Kane to implement a community-based sociology research methods course. Students in the course worked on various projects in which they developed and implemented sociological research methods. Projects included documenting perceptions and neighborhood satisfaction of downtown Lewiston residents.

30 students did 30 hours each (total of 900 hours).

Thesis Research

Professor Emily Kane supervised a student's year-long thesis, "Motherhood as Work: An Analysis of Maine's Parents as Scholars Program." The research looked at how participants in a local program that promotes higher education attainment for single parents feel about motherhood and higher education

(Approximately 50 hours in the community).

Community Volunteerism and Student Leadership Development

The Community Volunteerism and Student Leadership Development Program helps Bates students find ongoing volunteer opportunities at local agencies and also provides opportunities for one-time service activities. Much volunteer work is done independently or in response to requests posted on our listserv, making it difficult to track. Students contribute many hours to local agencies sorting food, preparing and serving meals, translating, caring for children, etc. The Program is supported this year by an Americorps/VISTA and every year by Student Volunteer Fellows who coordinate service activities. Regular mentoring is an important part of the CVSLD programming, but other activities are also mentioned toward the end of this section.

Americorps/VISTA

The Americorps/VISTA for the Harvard Center in 2006-07 was Sara Stone, Bates College class of 2006. Sara brought a range of meaningful skills to our work, and led us to a variety of important accomplishments: a powerful new orientation process for the Student Volunteer Fellows; an ongoing leadership training program for the SVFs, including a Leadership Dinner that invites a broad range of student leaders from across campus; a bold new Immigration Working Group, laying groundwork for Bates' Project Pericles endeavor on these issues (see "National, State, and Regional Affiliations and Recognitions" for more details on Project

Pericles); an important study of the relationship between gender and volunteerism; leadership of the Keep ME Warm initiative and other volunteer opportunities for college and community benefit. Sara embodies the initiative, skill, wisdom, compassion, and modesty that we hope to instill in ourselves and our partners – we thank her for this year of valuable and dedicated service!

Student Volunteer Fellows Program

For the fifth year, a group of students worked together to lead key volunteer programs at Bates. This year the number of Fellows grew from four to six. They 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 service-learning students to facilitate student work at their agency. The Fellows met weekly to update each other, exchange ideas, and plan for future events. Harward Center staff met with them twice a month. In addition to their day-to-day work, the Fellows worked hard to increase the visibility on campus of volunteer opportunities through the bulletin board in Chase Hall and the communitylinks listserv. The Fellows also administer the Volunteer Grants, which provide up to \$500 each for student volunteer projects (see Service Awards); this year they awarded \$3715 to student applicants to support a range of service activities.

SVF Oscar Cancio '08 developed volunteer opportunities for athletic teams and student organizations. Highlights of club and team volunteering (besides individual members engaged in service) included:

- the field hockey team helped winterize homes over October break through Keep ME Warm
- four Bates a cappella groups performed at seven local nursing homes on Veterans Day
- the Italian Club prepared and served a dinner at Blake Street Towers
- the volleyball team raked yards for Seniors Plus
- the women's soccer team served a meal and cleaned at Trinity Jubilee Center over October break
- the golf team cleaned and organized the food pantry at Trinity Jubilee Center
- the women's track team served meals at Trinity Jubilee Center over February break
- the men's and women's tennis teams cleaned at Trinity Jubilee Center
- the Storytelling Club told stories with a food theme to the residents of Blake Street Towers.

SVF Sara Gips '07 was responsible for the Trinity Jubilee Center programming, recruiting and scheduling 46 regular volunteers to serve 5 weekly meals. Sara also established a listserv for

participants to aid in communication. Highlights of the year at Trinity included:

- 18 students tutored in the newly developed after-school program
- 20 students participated in the Care Walk to raise funds for programming
- a First Year Center volunteered to do cleaning
- the Hunger and Homelessness Committee sponsored the Commons Fast with proceeds going to support programming.

SVF Aislinn Hougham '07 worked closely with the AmeriCorps/VISTA, Sara Stone, to plan and coordinate leadership development initiatives. They met one evening a month with all the Student Volunteer Fellows to discuss leadership issues and team-building efforts. One of the major events of the year was the Leadership Dinner held in March. The Fellows invited student leaders to the event, planned a slide show, and arranged for Peggy Rotundo and Anna Bartel to make brief presentations. This was followed by group discussions on leadership in community engagement. In addition to her work on leadership, Aislinn spent much of her time helping to coordinate general volunteer service through the office.

SVF Eugene Kim '08 organized one-time events that were open to everyone on campus. His work included:

- organizing 17 Bates students to set up and run the annual Haunted House at the Multi-Purpose Center, which hosted 400 children
- working with Advocates for Children to find volunteers to entertain at their Holiday Festival. Students helped with set-up and dressed in mascot costumes. The Deansmen, the Merimanders, the Manic Optimists and the Bates College String Quartet performed
- facilitating the annual Valentine's Day Rose Sale, which involved 8 volunteers selling roses to Bates students. Students each receive one rose and a second gets delivered to an elderly resident of Montello Heights. Proceeds from the event were donated to Trinity Jubilee Center.
- organizing the MLK Read-In at Martel School, in which 22 students and staff read to fourth-through sixth-graders from books with a multicultural theme.

SVF Julie Miller-Hendry '09 coordinated programming for senior citizens and the disabled at Blake Street Towers and Meadowview. She also constructed a new web site for the Student Volunteer Fellows and kept it updated. Highlights of her work included:

- working with the Blake Street Towers Community Work-Study student to organize regular craft projects for residents

- recruiting volunteers to entertain, help serve food, and socialize with residents at many dinners and special events including the Thanksgiving Dinner, the Holiday Party, and the Valentine Party
- working with a Junior Advisor and a group of first-year Bates students to plan and facilitate an Easter Egg Hunt at Meadowview Housing Development
- working with a group of students to do yard work and plant flowers in the spring.

SVF Lauren Woo '07 was responsible for the Longley Elementary School Mentoring Program. In addition to recruiting and training the Longley mentors, she planned two field trips at Bates for the mentors and mentees, each involving an activity and a meal. In May, she organized a clothing drive for Longley School. She also organized events for Cats and Cubs, a new program she designed to match Bates students with children on the Big Brothers/Big Sisters waiting list. Cats and Cubs meetings included activities such as watching a basketball game, working on craft projects, playing board games, making pizza, and viewing a planetarium show.

The Student Volunteer Fellows worked together to organize two Make-a-Difference Days—one in the fall, and one in the spring.

In the fall:

- Seven students participated in a pumpkin painting project with the residents of Meadowview Housing Development. They also decorated the common room for Halloween.
- Three students posted flyers across the community for both the Advocates for Children Holiday Festival and the Trinity Jubilee Center Care Walk.
- Seven students volunteered at Tall Tails Beagle Rescue Center, washing the dogs and cleaning the center.
- Ten students worked at the Abused Women's Advocacy Project shelter, raking the yard and cleaning and storing children's outdoor toys.

The spring event was hampered by torrential rains but some students were still able to take part in activities including boxing books for the Greene Library, helping with the Trinity After-School Program, and doing yard work and planting at Blake Street Towers.

Mentoring

82 Bates students volunteered this year to be mentors in the Lewiston/Auburn public schools, contributing about 3700 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, 26 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 two field trips to Bates College during the year. These visits to Bates included a group activity: in the fall, mentors and mentees tie-dyed T-shirts together; in the winter, they made scrapbooks of their experiences together. These visits also included dinner in the Bates Commons.
- 56 Bates students mentored in the Lewiston Middle School and Pettingill Elementary School. These students worked through the Big Brothers/Big Sisters program.

Other Volunteer Activities

Some examples of work students did through the Community Volunteerism Program (but outside the SVF-lead programs) include:

- 11 students participated in the Montello Reading Club. This after-school program matches Bates students with second-graders twice a week for one-on-one reading time. The program concluded with an ice cream party at Bates, at which the Juggling Club entertained the children.
- 20 students participated in Hillview Family Development's after-school program. This group worked twice a week with 50 children in the housing development, helping with homework, working on craft projects, and playing games.
- Three students volunteered to help with the Multiple Sclerosis Walk in April and other students participated in the walk. Bates Dining Services donated two cases of fruit for the walkers.
- Nine students volunteered at the Lewiston Parks and Recreation Department Easter Egg Hunt. They helped to provide craft activities for children and their parents.
- Seven volunteers spent a day serving at Tall Tails Beagle Rescue in Falmouth. They walked and played with the dogs, and helped with filing dog records.
- The Women's Resource Center met bi-weekly on Bates' campus with a group of 12 female students from Poland Regional High School. Their visits to campus included service projects, aspirations programming, and dinner in Commons.
- 28 students volunteered at St. Mary's Regional Medical Center.
- Two students, working with Harward Center staff, sponsored a holiday gift drive and collected items from wish lists for Renaissance House and Genesis Residential Treatment Facility.
- Students in the Bates Christian Fellowship cared for children at Hope House while the mothers attended classes to develop parenting skills.

- Students worked with Lots to Gardens to prepare the Wood Street garden for the season. They contributed by cleaning, weeding and planting.
- Two students planted tulips for the Mayor's Campaign against Breast Cancer.
- One student helped set up for the Millworkers' Reunion and returned to do some photography.
- A student helped with the Central Maine Heart Walk.
- Seven students from the Equestrian Team traveled to Union, Maine to work at Mount Equine Rescue, Retirement and Rehabilitation Center. They delivered new and used equipment from local barns and tack shops, and spent the day bathing and grooming horses. They also donated and helped administer vaccines.
- The annual Volunteer Fair was held on September 14, 2006. 11 agencies and six student groups recruited at the event.

Bates-Morse Mountain Conservation Area and Shortridge Coastal Center

Bates-Morse Mountain Conservation Area and Shortridge Coastal Center were integrated into the Harward Center when the Center was organized in 2002. Bates-Morse Mountain Conservation Area (BMMCA) is a 600-acre coastal reserve on the Phippsburg peninsula. Comprising the Sprague River estuary, the Morse Mountain headland, and barrier dunes, it is used by the Bates community, other educational institutions, and environmental organizations for educational and scientific purposes and is open to the public for walking, nature recreation, swimming, and other low-impact uses. Bates faculty and students use Shortridge, a nearby house, as a field station for educational and research work in Morse Mountain; Shortridge is also used for retreats by Bates groups and (on a limited basis) non-Bates educational and community groups. (For more detailed information on purposes and uses of these facilities, please request a copy of the Bates-Morse Mountain Annual Report.)

Since the Harward Center's formal launch two years, we have been committed to making Morse Mountain, Shortridge, and the goals of environmental education and stewardship integral parts of the Center's mission of community engagement. As we enlarge the scope of this Year-End Summary from service-learning and student volunteerism to community engagement as a whole at Bates, we include an overview of programming at Bates' coastal facilities for the first time. Ironically this comes just as our veteran Director of Morse Mountain and Shortridge, Judy

Marden, is retiring. For the past eight years, Judy has built Bates' coastal facilities into both a valued part of the Bates educational landscape and a valued "citizen" of the Phippsburg community. We salute her extraordinary contributions to the College and the Harvard Center.

Bates' Educational Work in Morse Mountain and Phippsburg

Bates faculty did fieldwork, site-based teaching at Morse Mountain, or community-based teaching or research in the Phippsburg community in nearly a dozen courses during the 2006-07 academic year, including:

Avian Biology BIO 335, Ryan Bevis

Microbes in Everyday Life BIO s25, Karen Palin

Issues in Oceanography FYS 282, Will Ambrose

Exploring Maine Geology FYS 327, Dyk Eusden

Sedimentary Environments and Processes GEO 210, Mike Retelle

Soils ENVR 210, Holly Ewing

Field Methods in Environmental Science ENVR s36, Holly Ewing

Ecopoetics ENVR s36, Jonathan Skinner

Historical Methods/Coastal Communities HIST s40, Dennis Grafflin and Karen Melvin

Creating Educational Experiences at Morse Mountain ED s20, Ed Zuis

Both the quantity and the disciplinary range of this educational engagement are striking. Ten faculty in ten courses, teaching approximately 125 students, did field and community work in Phippsburg or the Conservation Area. This included not only geology, biology, and ecology courses, but also literary studies, history, and education. Ed Zuis' Short Term course (ED s20), for instance, had students create a series of lesson plans and curricular units using Morse Mountain for K-12 science education and tested them in field trips with three regional schools-- Sabattus Elementary School (60 6th graders), Oak Hill High School (30 10th graders), and Wales Elementary School (18 7th graders)—receiving excellent evaluations from both the schools and the Bates students. We hope offer these field trip units to Phippsburg Elementary and to Bath Middle School in the future.

In addition to this course-based field and community work, two Environmental Studies majors completed their required, 200-hour internships by working with the Maine Audubon Piping Plover Recovery Project in Phippsburg. They spent Short Term helping with protective measures for the plovers' nesting habitat and remediating damages after the devastating

Patriots' Day April storm.

The Harvard Center convened the Bates-Morse Mountain Faculty Advisory Committee to advise the Director of Bates-Morse Mountain and the Center on any educational, scholarly, conservation, and ethics issues that may arise in the Center's stewardship of its coastal resources. The Advisory Committee includes Aslaug Asgeirsdottir (Political Science), Beverly Johnson (Geology), Michael Jones (History), Camille Parrish (Environmental Studies), Mike Retelle (Geology), and Carl Straub (Philosophy, Religion, and Environmental Studies, Professor Emeritus), as well as BMMCA Director Judy Marden and Center Director David Scobey. It held three meetings this year and has been an important resource in developing ideas and advocating for increased research capabilities.

Bates' Community Service on the Phippsburg Peninsula

Alongside these courses and internships, HCCP is committed to enabling Bates to serve as a good institutional citizen in the Phippsburg community. Last year we inaugurated the Bates-Phippsburg Forum, bringing Bates faculty and students to Phippsburg to speak on topics of interest to the community. This year, Phippsburg was included in the Bates National Day of Service. During the NDS, which takes place in mid-April, groups of Bates alumni/ae from more than a dozen cities come together locally to perform community service. In Phippsburg, twenty-three Bates volunteers took part in a joint workday with the Nature Conservancy: painting, making signs for Morse Mountain and TNC preserves, and cleaning a newly-acquired site of The Nature Conservancy. The Bates-Morse Mountain Work Days also bring a range of volunteers from across campus and our many communities to put up and take down seasonal protective enclosure fencing and to maintain trails and beaches.

Non-Bates Educational Use

Many schools, environmental groups, and community organizations organized field trips to Morse Mountain this year. Among them are annual visits by the Riverview Foundation, the Maine Chapter of the Appalachian Mountain Club, and Merrymeeting Audubon, as well as science field trips from Lewiston High School, Hebron Station Elementary School, and Lewiston's T.J. McMahon Elementary School.

Research and Conservation Projects

The Bates-Morse Mountain Conservation Area is a unique coastal reserve, scientifically significant both for its relatively intact Sprague River Salt Marsh and as a nesting habitat for

Least Terns and Piping Plovers, both endangered in Maine. The Bates-Morse Mountain Conservation Area serves as a site for several important research and conservation projects, undertaken variously by Bates faculty and staff, researchers from other education institutions, and researchers from environmental research and conservation organizations.

Researchers from Bowdoin College, the University of New Hampshire, and Brown continued to monitor, gather data on, and analyze the restoration of the Sprague River Salt Marsh. Bowdoin faculty do salt-marsh monitoring as service-learning in an Environmental Studies course.

Maine Audubon, The Nature Conservancy, the neighboring Small Point Association, Bates faculty and staff, and others continue to monitor the Least Tern and Piping Plover populations each spring and summer, taking protective measures to separate nesting sites from human use of Seawall Beach with twine fencing and signage.

Finally Bates staff, The Nature Conservancy, and others continue to monitor purple loosestrife in the Sprague River salt marsh. The Nature Conservancy Director of Science and Stewardship Nancy Sferra is exploring more permanent ways of containing or eliminating this highly invasive plant.

Public Use of the Bates-Morse Mountain Conservation Areas

During the summer of 2006, the recorded number of visitors reached 13,000 for the first time. A significant trend is the increase in fall visitation, with over 100 visitors on most Saturdays and Sundays during September, October and November. A chart of visitation numbers is in the Annual Report for 2006. We are continuing to work with Maine Audubon, The Nature Conservancy, Merrymeeting Audubon, the Sierra Club, the Appalachian Mountain Club, and other organizations that offer organized trips to Morse Mountain under the direction of experienced and knowledgeable leaders.

The Bates-Phippsburg Forum

Last year's speaker, Andrew Stowe '06, won the prestigious Watson Fellowship and undertook a round-the-world trip from June 2006-June 2007, following the migration path of the Arctic tern. He has shared information, experiences, and observations through his blog at <http://www.statraveljournals.com/terntracker/>. We are hoping he will return to Maine this summer to share his journey with us.

Another potential topic now being explored is a talk by Professor Will Ambrose and his students

on their research on the impacts of digging marine bloodworms. Other possible speakers/topics include archaeologists (who last year offered a presentation in the Phippsburg Schools), members of the North Atlantic Studies Group, and Mike Retelle's research on limnology and/or seawall erosion. We are also working on offering a poetry walk or reading by Bates faculty and student poets and others.

Events Management

The Events Coordinator manages the Harward Center's own events programming and summer programs, some of which are inherited from the former Office of Special Projects 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:

- the 275-person Annual Dinner of the Lewiston-Auburn Economic Growth Council;
- a series of summer development workshops for Maine Advanced Placement teachers;
- the Lewiston High School and Middle School Unity Projects;
- Young Writers workshops;
- events for the Maine Humanities Council;
- Lewiston/Auburn Chamber of Commerce breakfast;
- international gathering to explore the legacy of the Rwandan genocide, a conference yoked to significant community-based learning and research efforts;
- Auburn Community Band concert;
- Bates Christian Fellowship conference;
- Boys to Men conference;
- Central Maine Physics Alliance workshops;
- Contemporary Issues dinners;
- Diversity Leadership Institute;
- College for ME, Androscoggin celebration and awards luncheon;
- Special film showing and discussion of "There Ought to be a Law";
- Holocaust and Human Rights Center seminar;
- Great Falls Forum session;
- KinderKonzerts;
- National Philosophical Society Conference;
- Marionette Puppet Show;

- Special Olympics Swim Meet...and many more.

Other Harward Center Programs and Activities

Strategic Planning Process

2006-07 saw a detailed strategic planning process unfold at the Harward Center. We wanted to better understand what we've done, what kind of impact we've had, and how our various stakeholders view our past, present, practices, and priorities. So we created a focus group process involving two groups each of four stakeholder categories: Bates students, staff, faculty, and community partners. A deliberative discussion process with each group yielded important insights, challenges, and confirmation; from what we learned, we created a strategic plan. That plan then saw multiple rounds of revision from the various stakeholders and HCCP staff. One key decision was to keep the strategic plan to a larger vision, crafting a second document (the Action Plan) to guide more detailed steps that will help us achieve the vision. The key goals and strategies of the Strategic Plan, recently revisited in the June 2007 HCCP staff retreat, will be featured on the new HCCP website.

Adopt-A-School Partnership

Bates continues its Adopt-A-School partnership with Lewiston Middle School. The partnership provides a dynamic context for a variety of academically-based service-learning and community service projects. In 2006-2007, highlights included:

- Twelve 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 co-sponsored a celebratory promotion breakfast during the last week of school for all eighth-grade students.
- College students from psychology and education courses conducted research for and helped to implement programming in the aspirations program.
- College students from education classes used their own course content to prepare and deliver curriculum-relevant lessons for middle school students.
- The Harward Center hosted Lewiston Middle School students who were involved in a series of student leadership workshops. The sessions were facilitated by the Center for the Prevention of Hate Violence as part of their Unity Project.
- 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 student 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.

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. Through these programs, Bates students work in classrooms during the day and in after-school literacy programs. America Reads/America Counts tutors receive general training and ongoing support from the Service-Learning Program. This year, students were recruited, trained and placed by Jenny Stasio '07, working closely with Harvard Center staff. Bates students were further trained and supervised by staff in their host schools. This year eighteen 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 Pettingill 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 2006-07, schools included were Lewiston Middle School and Auburn Middle School.

- **Book Buddies:** Kindergarten classrooms at Montello Schools and Farwell School featured a standards-based read-aloud program. Identified children were paired with a tutor who then used fiction and non-fiction children's books to develop comprehension and writing skills.

Americorps Education Awards

Julie Miller-Hendry '09 participated in the AmeriCorps Education Award Program. By completing 300 hours of service over the year, Julie earned a voucher payable to the College for tuition or to a student loan institution for payment toward loans. The program is administered through the Harward Center and SERVE NH/ME.

Community Work-Study Projects

Community work-study funding is awarded through the Harward Center for service-learning projects that are designed for the academic year and for the summer. Community work-study projects funded for the 2006-2007 academic year or for summer 2007 are listed in Appendix 3.

Grants Awarded by the Harward Center

Harward Center Grants For Publicly-Engaged Academic Projects

Harward Center Grants for Publicly-Engaged Academic Projects are awarded competitively by a selection committee, and are designed to offer faculty and staff significant support for publicly-engaged teaching, research, cultural, and other community projects. Seven projects—six led by faculty and one by a Bates staff member—received grants totaling \$29,000. The range of work supported stretches from local museum exhibition and programming to transcultural and transnational research. Some grants support new artistic and cultural works, while others involve research for the public good.

The 2006-2007 grant recipients are:

- Alexandre Dauge-Roth (French), "Rwanda: From National Disintegration to National Reunification"

This project takes the form of an international and interdisciplinary two-day conference featuring guest speakers from Rwanda, Europe, and the U.S.; members of the Rwandan diaspora living in Maine; and numerous students and faculty from Colby, Bates, and Bowdoin Colleges who do research on issues related to those that Rwanda faces as one of the poorest post-genocidal societies in Africa.

- Sarah McCormick (Dance), "Franco American Bates (FAB) Partnership Project"
The Bates dance program and the Franco-American Heritage Center have joined forces to further a relationship called the FAB Partnership. This partnership will promote and educate the community about dance in the following ways: through video documentation of Maine choreographers; by establishing the Franco-American Heritage Center as one of the primary sources for performing arts in the Lewiston-Auburn area; through diversity in programming theater, music, and dance; by opening up an audience base for dance in the community; by exposing a variety of dance styles to the community; and by providing the opportunity for Bates students, faculty, and choreographic professionals to create and develop outreach projects.
- Kimberly Ruffin (English), "Sighting and Sounding Sustainability: Gardeners-to-Artists"
Collaborators on this project will plan and conduct workshops that elicit participants' reflection on the issues of sustainability and their experience as urban, organic gardeners. In addition to generating "dialogue between campus and community," this project seeks to document the artistic and intellectual products created during the collaboration, in both the form of public art featured at area gardens and in a commemorative booklet given to participants and made a part of campus archives.
- Joe Hall (History), "Recovering Wabanaki History from the Muskie Archives"
Indians in the state and those interested in their past have few scholarly works to draw from, and part of the problem is that few people know what resources exist. This project will support a student researcher who will catalog materials related to Wabanaki history in the Muskie Archives, where one of the most important collections for Maine Indian history resides. The final outcome of the project will be a catalog and perhaps a publication that would allow those interested in Wabanaki history to see what is available here.
- Heather Lindkvist (Anthropology), "The Reproductive Health of Somali Women in Maine"
This project will examine how American healthcare providers treat female genital cutting (FGC) in practice and in discourse, and how Somali Muslim women, who have maintained this custom, respond to the conflicting cultural ideologies over FGC in their daily lives, in the interactions with medical practitioners, and in their relations with kin and community.
- Claudia Aburto Guzman (Spanish), "The Guatemala-Mexico Border Project"
This project aims to broaden our understanding of the participation and effect that interfaith groups, whose aim is to save the lives of those crossing the U.S. Mexico border, have on border dynamics.
- Bill Low (Museum of Art), "Voices of Seven Mills Exhibition Project"
This exhibition project is Museum L/A's first effort at producing major temporary

exhibitions and is the result of ongoing efforts with the Museum's Textile Workers Oral History Project. The exhibition will feature photographic portraits of textile mill workers by artist Mark Silber.

Harvard Center Grants for Programs, Departments, or GECs

One Bates faculty member was awarded a Harvard Center Grant for Programs, Departments, or GECs (General Education Concentrations; see "Academic Initiatives and Course-Based Service-Learning") in the inaugural round of a new, annual funding program by the Harvard Center for Community Partnerships. These grants are designed to develop curricula, courses, ongoing partnerships, training, or other resources that institutionalize community engagement opportunities within or across departments, programs, or General Education Concentrations. In contrast to Harvard Center Grants for Publicly-Engaged Academic Projects, this grant opportunity is meant to institutionalize efforts to integrate civic engagement with liberal education at Bates by departments, programs, GECS, and other faculty teams.

The 2006-2007 grant recipient is:

- Emily Kane (Sociology), "Institutionalizing Community-Based Learning Teaching Assistants"

This project seeks to institutionalize community-based learning teaching assistants within the Sociology department. Over the last two years, the Department of Sociology has engaged in a continuing discussion of the value of integrating more community-based learning into its curriculum; this grant makes it possible to expand the ongoing work. The goal is to develop a program of increasingly advanced-level community engagement experiences for sociology students that link their developing substantive and methodological knowledge with meaningful internships and research projects in the community.

Staff Volunteer Grants

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

- Shanna Bruno, President's Office, for her work with Rebuilding Together Lewiston Auburn. Funds were used to purchase supplies for home renovations.
- Kristen Cloutier, Harvard Center for Community Partnerships, for her work with Advocates for Children. Funds were used to help defray the costs of the annual garage sale fundraiser.
- Ed Plourde, Finance, for his work with the Trinity Jubilee Center. Funds were used to purchase books for their new after-school program.

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 enable and enrich sustainable initiatives that address community needs through partnership with the College. Bates students, working with Harward Center staff, constitute the selection committee. This year's student selection committee included Jessica Adelman '09, Thomas Burian '08, Oscar Cancio '08, Aislinn Hougham '07, and Julia Sleeper '08. The following awards were granted:

- The Child Health Center's Cats to Cubs program, which provides activities for children on the Big Brothers/Big Sisters waiting list, received a grant to purchase supplies and activity boxes for the program.
- The Franco-American Heritage Center received funds for their French Film Series, which will be open to the public and around which Bates students and faculty will lead discussions in French
- Lots to Gardens received a grant to build a community greenhouse. This project will allow them to expand their programming as well as their partnership capacity with the Lewiston secondary schools, service-learning students from Bates and other local colleges, and the refugee farmers of the New American Sustainable Agriculture Project.
- Museum L-A received a grant to support preparation and use of photographs for their "Millworkers of Seven Mills" exhibit. These photographs were a part of a thesis project by Nels Nelson '07.

Faculty Discretionary Grants

The Service-Learning Program of the Harward Center awards discretionary grants to faculty to support service-learning projects they have undertaken. Grants awarded for the 2006-2007 academic year include:

- Ed Zuis, ED s20, Creating Educational Experiences at Morse Mountain
Funds were used to support Bates Education students in developing and implementing marine science learning experiences at Bates Morse Mountain. Bates students worked with local high-schoolers from Oak Hill, Sabattus, Wales and Litchfield schools during field trips that incorporated scientific activities and reflection.
- Anita Charles, Educators and Families: Conversations About Literacy: Part II: Building a Plan
Professor Charles used funds to support roundtable discussions, continuing the work started

at an Engaged Department Institute hosted by Maine Campus Compact in June of 2005. The roundtable discussions resulted in an action plan for implementing family based literacy activities in the community.

- Lavina Shankar, EN s18, For the Love of Dogs
Funds supported honoraria for community educators who spoke on such topics as canine euthanasia, literature, the animal-human bond, therapy dogs, and animal policy.
- Alex Dauge-Roth, FR 365, Documenting Genocide of Tutsi in Rwanda
Funds were used to support a multifaceted project that connected Bates students to young Rwandan orphans through dialogue via computer.
- Susan Langdon, PSY s36, Diversity in Adolescence
Students in Professor Langdon's short term course received funding to develop and conduct workshops with diverse groups of local youth. Bates students worked with local organizations that serve youth to develop a context for their workshops and an understanding of the issues youth face.
- Katherine Low, Independent Study, Dental Health Intervention in Children in Special Education
Professor Low worked with three Bates students to research and develop a dental health intervention model for children with special education, an underserved and understudied population in terms of dental intervention. Funds were used to purchase dental supplies and support travel to consult with dental experts in Boston and Augusta.
- Emily Kane and Georgia Nigro, SO/PY s30, Unequal Childhoods
Funds were used to continue the work Professors Nigro and Kane had begun last year to develop and implement an interdisciplinary course focused on variations in childhood experiences locally, nationally and globally. The monies supported honoraria for guest speakers and the rental of films to help frame class discussions and reflection.

Arthur Crafts Service Grants

Arthur Crafts Service Awards provide funds for students who design an academic service-learning project. Arthur Crafts funds are intended to cover the expenses that might arise in a project, such as supplies, fees or research expenses. Awards are competitive and are available to students in all disciplines and classes. Crafts recipients for 2006-2007 include:

September 06

- Amy Lareau '09, *Lewiston Adult Learning Center, Lewiston, ME*
- Jennifer Rasmussen '07, *Thesis work at Hillview Family Development's after-school program, Lewiston Housing Authority, Lewiston, ME*

- Jenny Sadler '07, *Thesis work at the Social Learning Center, Tri-County Mental Health Services, Lewiston, ME*
- Tomoe Yamamoto '10, *Calligraphy project at Wisdom's Center, Lewiston, ME*

December 06

- Alicia Dessain '07, Elizabeth Hamm '07, and Mariah Pfeiffer '07, *Farmer's Handbook for the New American Sustainable Agriculture Project, Lewiston, ME*
- Monica Hayden '07, *Thesis project at the Adult Learning Center and Longley Elementary School, Lewiston, ME*
- Nels Nelson '07, *Thesis photography project documenting the Bates Mills for Museum L/A, Lewiston, ME*
- Lauren Pluchino '08, *Multicultural presentations at the Multi-Purpose Center, Lewiston, ME*

February 07

- Thomas Burian '08, *Somali Bantu Community Mutual Assistance Association, Lewiston, ME*
- Laura Harris '07 and Brooke Dennee-Sommers '07, *After-school program at Trinity Jubilee Center*

April 07

- Kathryn Donnelly '08, Sarah Parker '08, and Allegra Timperi '08, *Photography project at Hillview Family Development, Lewiston Housing Authority, 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 2006-2007 include:

- Katherine Brustowicz '09 and Sabrina Miess '09, *Aspirations project at Hillview Family Development's after-school program, Lewiston Housing Authority, Lewiston, ME*
- Ariel Childs '08, *Hillview Family Development's summer program, Lewiston Housing Authority, Lewiston, ME*
- Cary Gemmer '07, *Thesis project at the Renaissance School, Auburn, ME*
- Monica Hayden '07, *Thesis project at the Adult Learning Center and Longley Elementary School, Lewiston, ME*
- Natasha Mayet '07, *Thesis project with Museum L/A and the Franco-American Heritage Center*
- Casey McCormack '08, *Course work with the Somali community, Lewiston, ME*

- Anne Speers '07 and Samantha Haaland '07, *Survey work with Central Maine Heart and Vascular Institute, Lewiston, ME*
- Sarah Sprague '07, *Thesis work with Allergy and Asthma Associates of Central Maine, Lewiston, ME*

Volunteer Service Grants

These grants are awarded by the Student Volunteer Fellows to support students' community service activities. Awards in 2006-07 include:

- Jessica Adelman '09 and John Kaleczyc '09, *Hillview Family Development's after-school program, Lewiston Housing Authority, Lewiston, ME*
- Thomas Burian '08, *Lewiston Adult Education Center, Lewiston, ME*
- Lizzy Ellman '10 and Abby Mays '10, *Greater Androscoggin Humane Society, Auburn, ME*
- Rachael Garbowski '09 and Julie McMillan '09, *Blake Street Towers, Lewiston Housing Authority, Lewiston, ME*
- Kay Gonsalves '07, *Women's Resource Center/Poland Regional High School Project, Poland, ME*
- Eugene Kim '08, *Haunted House, Multi-Purpose Center, Lewiston, ME*
- Casey McCormack '08, *Youthbuild Lewiston and ACE Program, Lewiston, ME*
- Julie Miller-Hendry '09, *Meadowview Pumpkin Painting, Lewiston Housing Authority, Lewiston, ME*
- Julie Miller-Hendry '09, *Volunteer recognition dinner hosted by the Student Volunteer Fellows.*
- Marsha Larned '07, *Hillview Family Development's "College Day," Lewiston Housing Authority, Lewiston, ME*
- Erin Reed '08, Phoebe Sullivan '07, Alix Zemansky '08, *Youth-driven literacy project with Outright Lewiston/Auburn*
- Susannah Stone '09, *Volunteer day at Mount Equine Rescue Center, Union, ME*
- Michael Wilson '07, *AESOP trip "Engage Lewiston"*
- Lauren Woo '07, *Cats and Cubs Program, Longley Mentoring Program, Lewiston, ME*

Harward Center Academic-Year Student Fellowships

This year, the Harward Center was able to dedicate funding to support an exceptional case of close, sustained partnership between a student and a community partner agency:

- Carolyn McNamara '08, *Trinity Jubilee Center, Lewiston, ME*

Harvard Center Summer Student Fellowships

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

The Harvard Center Summer Student Fellowships provide funding for academic service-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 some of the social issues that the work will address. Recipients of these grants for the summer of 2007 include:

- Emma Brown-Bernstein '09, *Penobscot Nation Cultural and Historic Preservation Department, Indian Island, ME*
- Ariel Childs '08, *Hillview Family Development's summer program, Lewiston Housing Authority, Lewiston, ME* (Note: also a pioneer CBR Fellow in Summer 2007)
- Susan Hawes '08, *Hilltop Community Garden Program, Lots to Gardens, Lewiston, ME* (Note: also a pioneer CBR Fellow in Summer 2007)
- Julia McCarrier '10, *Planned Parenthood of Northern New England, Scarborough, ME*
- Carolyn McNamara '09, *Trinity Jubilee Center, Lewiston, ME* (Note: also a pioneer CBR Fellow in Summer 2007)
- Sabrina Miess '09, *LudwigsTafel, Ludwigsburg, Germany*
- Erin Reed '08, *Spoke Folks, Lewiston, ME*
- Tamara Wyzanski '09, *Planned Parenthood, Boston, MA*

Community-Based Research Fellowships

In early 2007, the Harvard Center received a grant for **Innovative Community-Based Research through Princeton University/Bonner Foundation's National Community-Based Research Network** (the funds are from Learn and Serve, distributed through the National CBR Network). Through this grant, we have created a program of student Community-Based Research Fellowships, available to upper-level students during the summer and academic year. The purpose of the program is to support and encourage community-based research through enhanced access to academic, community, and peer expertise: see below for more details. In essence, these new CBR Fellows will operate within three matrices of meaningful support, benefiting from and enriching each: the vibrant and healthy network of campus-community partnerships, established over the past decades and nurtured through sustained commitment to shared interests; the close mentorship with a faculty member, as part of the Bates practice of undergraduate research; and the growing student community of practice

engaged in community work through the HCCP, including CBR Peers (past Fellows who continue to serve in the program). These matrices are inherently overlapping and mutually dependent, and our CBR Fellows will bring new sets of skills and perspectives to each. Most importantly, these Fellows will serve to enhance the substantive research collaborations between Bates and our community partners while cultivating, themselves, a greater understanding of academic work for the public good.

In Summer 2007, four students served as pioneer CBR Fellows; several of them will continue as CBR Peers in the fall of 2007, and a new round of CBR Fellows will begin the program in the fall. Fellows and Peers attend bi-weekly meetings with faculty partners Anna Sims Bartel and Chris Carrick to discuss readings on the theory, history, ethics, and practice of community-based research. Fellows' community partners and faculty advisors are also engaged in the program.

Grants Administered by the Harvard Center

- **The Professor Leland Bechtel Fund** supported the outstanding work of two psychology majors:
 - Katy Corrado '07 worked one-on-one in school with a 6th grade student with Asperger syndrome. This child displayed great difficulty staying on task and dealing with conflict in the school environment. Katy utilized a social story intervention over a three-week period in an effort to reduce these negative behaviors. Developed in conjunction with the child, the stories provided him with a clear method of understanding the social cues and appropriate behaviors for specific social situations. Her results indicated significant improvement in the child's ability to stay on task and deal with conflict, as seen in a decrease in the occurrence and duration of both negative behaviors. Katy's study was one of the first to use a social story intervention in a school setting.
 - Sarah Sprague '07 worked at an allergy and asthma clinic because she wanted to learn more about the relationship between anxiety and asthma in children. With the ultimate goal of improving self-management for children with asthma, Sarah carried out three case studies with pediatric asthma patients and their families. Utilizing both qualitative data from interviews and quantitative data from questionnaires, she was able to learn about asthmatic children's concerns and fears about their conditions. This information is valuable to health care providers as they educate and care for their young asthmatic patients.
- **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 Jenny Stasio '07. Jenny was an active volunteer with the Abused Women's Advocacy Project for the four years that she was at Bates. She volunteered as a Helpline Advocate, working 25-30 hours per week. In addition, she helped at the shelter, bringing women into the shelter and doing intakes. She also participated in the adopt-a-family project for her four years at Bates, through which she collected holiday gifts for families who suffer from domestic violence. On graduating, Jenny accepted a position with Family Crisis Services in Portland as an Incarcerated Women's Advocate. Her responsibilities include running support groups and doing individual advocacy with female inmates of the Cumberland County Jail and the Maine Correctional Center who have been in domestic violence relationships.

Public Works in Progress Series

In the 2006-07 academic year, the Harvard Center inaugurated a new discussion series called "Public Works In Progress," or PWIP. These discussions, which take place on Tuesdays at noon at the Harvard Center over lunch, offer Bates faculty and staff an opportunity to present and discuss their community partnerships, service-learning, community-based research and other public projects. Open to the public and the Bates campus community, they drew a wonderfully mixed audience of community partners, faculty, staff, and students, averaging roughly 30 participants per session.

Fall Term, 2006

- October 3: David Scobey, "Making Use of All Our Faculties, or Why Maurice Chevalier Came to Lewiston"
- October 24: Stacy Smith, "Deliberating Publics of Citizens: Postnational Citizenship Amidst Global Public Spheres"
- November 7: Patti Buck, "Social Literacy and New Immigrant Communities: Lessons From an Adult Education Center"
- November 14: Mary Rice Defosse, "What Is French for Service-Learning: Oral Testimony In the Francophone Community"
- November 28: Phyllis Graber Jensen and Tim McCall, "In Our Own Words: An Oral History of the Jewish Community in Lewiston-Auburn"
- December 5: Laura Faure, "Beyond the Proscenium: Dance in the Public Domain"

Winter Term, 2007

- February 13: Lynne Lewis, "Dams, Dam Removal and River Restoration: A Socio-Economic Analysis"
- February 27: Chris Carrick, "Looking Back to See Forward: Oral History and Community Development"

- March 6: Lavina Shankar, “For the Love of Dogs”
- March 27: Heather Lindkvist, “Reflections On Fieldwork Among Somalis In Lewiston”
- April 3: Anna Bartel, "Talking and Walking: Literary Work as Public Work"
- April 10: Kathy Low, "Service Learning in First Year Seminars: Student Outcomes"

Working Knowledge: A Harvard Center Forum

Working Knowledge is the Harvard Center’s distinguished visitor series. Under its auspices, we bring to Bates and Lewiston-Auburn leaders in the fields of community-based education, publicly-engaged scholarship, and civic engagement. Rather than a lecture format, we invite guests to share their ideas in a series of campus-community discussions and on-campus meetings with faculty, staff, and students. Our goal is to use Working Knowledge visits to expand the learning and capacity of both campus and community.

In 2006-2007, Working Knowledge visits focused on community-based research. In September, 2006, nationally-recognized historian Michael Frisch (State University of New York, Buffalo) conducted two days of talks, workshops, and consultations on community-based oral history work, working with the Bates Oral History Group and community partners like Museum L-A. In March, we invited Don Mitchell, Professor of Geography, Syracuse University, and Jonnell Allen, Syracuse University Community Geographer, to speak about SU’s community geography program. At the last minute, Professor Mitchell was unable to come, but Jonnell Allen led productive discussions on her program and consulted with Lots To Gardens, USM-LA faculty, Bates faculty, and others on our community nutrition research project.

National, Regional and State Affiliations and Recognitions

This is a time of exciting ferment for the national movement for civic engagement in higher education, and Bates is an active participant.

- In Fall 2006, Bates became one of 68 colleges and universities in the United States to receive the Carnegie Classification for Community Engagement in both Curricular Engagement and Outreach and Partnership categories. This classification makes visible (both through its label and through our application document’s subsequent recognition as a “model” on the National Campus Compact website) the extraordinary efforts of our students, faculty, staff, and community partners over many years.

(To see the full documentation, visit

http://www.compact.org/carnegie/applications/full_text/bates.)

- In Fall 2006, Bates was also recognized on the President's Higher Education Honor Roll, a national award offered by the Corporation for National and Community Service.
- In January, 2006, Bates was invited to join Project Pericles, a national consortium of 22 liberal arts institutions dedicated to placing education for citizenship at the center of liberal education. Bates is one of six member colleges joining together on a project called "Debating For Democracy"; a student team has been doing advocacy, deliberative, and community programs on the issue of immigration. Center Director David Scobey is a member of the National Advisory Board of Project Pericles.
- In 2005, Bates joined Imagining America: Artists and Scholars in Public Life, a higher-education consortium of more than seventy-five colleges and universities committed to public work in the arts, humanities, and design. David Scobey is Chair of the National Advisory Board of Imagining America; Associate Director Anna Bartel served on the Conference Planning Committee for this year's national conference in Syracuse University, September, 2007.
- In 2007, the Harvard Center received a grant for Innovative Community-Based Research from the National CBR Network, a partnership of Princeton University and the Bonner Foundation, with support from Learn and Serve America. The grant brings both the fiscal resources to create our Community-Based Research Fellowships program and the intellectual and partnership resources of an important national network devoted to CBR. Network conferences and gatherings happen at least annually (the grant has a three-year life) and the Network posts a variety of resources to their website. We are enthusiastic about the capacity of our membership in this new Network to substantially enhance our support for, intentionality of, and visibility in community-based research.
- Bates continues to host Maine Campus Compact, and Harvard Center staffers Holly Lasagna and Anna Bartel are active on the MCC Steering Committee. David Scobey co-facilitated Maine Campus Compact's two-day workshop on civic engagement in the arts in June at Bowdoin College.

Presentations, Publications and Consultations

- Anna Sims Bartel published "Talking and Walking: Literary Work as Public Work" in Community-Based Learning and the Work of Literature, eds. Ann-Marie Fallon and Susan Danielson, which came out from Jossey-Bass in 2007.

- In October, 2006, Anna Sims Bartel, Carla Harris, and two Student Volunteer Fellows (Julie Miller-Hendry and Sara Gips) partnered in presenting a talk at the Blaine House Conference on Volunteerism: “Better Together: Sustaining the Bates College and Lewiston Housing Authority Partnership.” They offered an overview of the relationship between higher education and the public, through civic engagement practices, and explained the ways this particular partnership evolved as a mutually- and self-sustaining engagement. Notable contributions offered by the students included key strategies for volunteer recruitment such as creativity in time management and interest-matching; they also discussed the remarkable value of these partnerships and this public work to their own learning and development as students.
- In the spring 2007 offerings of the Public Works in Progress series, Anna Sims Bartel presented a short paper that grew out of her recently-published book chapter, entitled “Talking and Walking: Literary Work as Public Work.” In this presentation she was grappling with particular issues of interpretation and appropriation that literary study might help us to unpack – and yet, that are rarely discussed as issues in public partnership involving interpretive work. Interpretive work risks appropriates meaning in ways that may hinder a partnership or the evolution of mutual respect and understanding; literary study offers a variety of tools for more nuanced, careful interpretive work. Anna asks, then, how more of us can take up the tools, and how we can use them more thoughtfully in our public work.
- Anna Sims Bartel and Senator Peggy Rotundo offered a short presentation at the Student Leadership Dinner about the public purposes of higher education; concepts of vocation, passion and commitment; ways we encounter and come to know ourselves and others through public work.
- At a May 19, 2006 faculty workshop on the new curriculum, Anna Sims Bartel presented a short paper entitled “What’s the Use of the Non-Course-Based Experience?” It argued, in short, that a non-course-based experience (or NCBE) could be a powerful learning experience, if thoughtfully designed and intentionally integrated into the academic learning of the GEC. If, however, it is merely a pro forma addition, only loosely connected to the rest of the GEC, it could be far less powerful and might even compromise the intellectual force of the GEC. Intentionality and integration are the two keys to making good use of the NCBE in our new curriculum.
- Senator Peggy Rotundo and Maine Senate President Beth Edmonds visited Professor Leslie Hill's class on Women, Power, and Political Systems: Introduction to Women and Politics to talk about their experiences in the Maine Legislature.

- David Scobey gave several talks and presentations this year:
 - His keynote address, “Legitimation Crisis: The Spellings Commission Report And The Civic Engagement Movement,” at the Imagining America national conference, Columbus, Ohio, October, 2006, discussed the potential role of the academic civic engagement movement within a larger crisis of legitimacy in higher education, a crisis crystallized in the work of the national commission created by Secretary of Education Margaret Spellings.
 - “Getting Out of the Bubble: Or, The Subjective Necessity For Civic Engagement,” an address to the Bringing Theory To Practice conference, New Orleans, January, 2007, explored the emotional and psychological meanings of students’ public and community work, focusing on the metaphor of “getting out of the bubble” with which students themselves frame it. Bringing Theory to Practice is a national research and action project that investigates the interconnections among student well-being, engaged learning, and civic engagement.
 - “The Arts of Citizenship in a Diverse Democracy: The Public Work of the Arts and Humanities,” Wesleyan University, January, 2007, was part of Wesleyan’s Scholarship in Action Series; other speakers included Tom Hayden and Syracuse University Chancellor Nancy Cantor. This lecture argued for the distinctive and crucial role of publicly-engaged arts and humanities work in the larger effort to strengthen active citizenship and democratic practice.
 - “The Biography of a Partnership: Best Practices in Community-Based Education,” Eugene Lang College, New School University, February, 2007, used the work of the Harvard Center to discuss models, values, and best practices for academic civic engagement in liberal arts institutions.
 - “History In the Public Sphere: The Uneasy Relationship Between Civic Engagement and the Disciplines,” delivered at the Organization of American Historians national conference, Minneapolis, March, 2007, was part of a scholarly panel on community history partnerships and their implications for the history profession.
 - Scobey published “The Double Crisis and the Civic Mission of Education” in *Maine Policy Review* (fall, 2006). This essay, based on a keynote lecture to the June, 2006 conference, “The Civic Mission of Schools” (cosponsored by Maine Campus Compact, the Margaret Chase Smith Center, Kids Consortium, and the Harvard Center) analyzed the current growing concern for the civic mission of both K-12 and postsecondary education as a response to a larger crisis of citizenship. A second article, “Making Use of All Our Faculties,” published electronically in *A More Perfect Vision: The Future of Campus*

Engagement, an online anthology by Campus Compact

(<http://www.compact.org/20th/papers/>), argued for the intellectual and scholarly generativity of public academic work and called for a stronger emphasis on public scholarship in the movement for civic engagement.

- In AY 2006-07, Scobey also facilitated faculty workshops on community partnerships, community-based education, and institutionalizing civic engagement at Colby College (Anthropology Department), Bowdoin College (Sociology and Anthropology Department), the New School (Eugene Lang College), and Marlboro College. Along with three members of the faculty at Maine College of Art, he also co-led a two-day workshop on civic engagement and the arts, sponsored by Maine Campus Compact, for faculty from various institutions in Northern New England.

Campus-Wide Initiatives

Annual Entering Student Orientation Program

Brooke Miller '07 and Mike Wilson '07 led a four-day trip with six first-year students that explored Lewiston and some of the many community service opportunities available to Bates students. Their work included: serving two meals at the Trinity Jubilee Center and helping them with a mailing; sorting food and doing yard work at the Good Shepherd Food Bank; sorting prints for Museum LA; and working in the Hillview Family Development's garden with Lots to Gardens.

Admissions Office Maine Day

The Harvard Center for Community Partnerships hosted an open house on the Admissions Office's Maine Day to welcome Maine high school students visiting Bates.

Chaplain's Office

Twenty-six students worked with Bill Blaine-Wallace to plan a service trip to Biloxi, Mississippi during April break. Because of severe weather, half of the students were unable to get to Mississippi. The thirteen who went, accompanied by Marsha Graef, spent 3.5 days working with Hands On Gulf Coast, removing mold from a home that was damaged during Hurricane Katrina.

Dance Guest Artist Performances

Five guest artists from Maine and New York performed for a community audience during the fall dance performances.

Good Neighbor Night

For the sixth year in a row, Bates students helped to organize, support and host a neighbor get together at Hillview Family Development. 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.

Howard Hughes Medical Institute

Major grants to Bates from the Howard Hughes Medical Institute strengthened the curriculum, enhanced student research opportunities, and helped to develop key laboratory infrastructure in the areas of science and mathematics. An important component of each HHMI grant has been support for pre-college outreach. The outreach component of the college's current HHMI grant funded a variety of programs that supported K-12 teachers and students. This year's highlights included:

- The **Central Maine Physics Alliance** was supported for its fifth year. The CMPA includes high school physics teachers, Bates faculty, Bates assistants in instruction, and Bates students, who meet monthly to discuss physics pedagogy, college preparedness, and lab development. This past April, the CMPA sponsored its second annual workshop (held at Bates) for elementary school teachers, focusing on teaching physical science.
- A **Science Education Outreach Grant** was awarded to Karen Boucher at Edward Little High School to continue to support the high school science course, "Current Issues in Biotechnology." She is working collaboratively with Lee Abrahamsen, Bates Associate Professor of Biology.
- For the seventh year, HHMI supported the **Lewiston High School Science Fair** by providing two student fellows to help organize and run the event. In addition, 40 members of the Bates community and the community at large were trained and evaluated over 300 science fair projects.
- The **Hughes Teacher in Residence Program** was launched in 2006-2007. This program brought a physics teacher from Oak Hill High School to Bates for the year to mentor student teachers as well as to teach two courses on how to teach pre-college math and science. (Specific details about these course offerings are provided in the Service-Learning Program section, under Education.) Next year, a middle-school science teacher will serve as the teacher-in-residence.

Lewiston Housing Authority Art Exhibit

For the fourth 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 Day

The Center, in conjunction with the MLK Committee, sponsored a “Read-In” at Martel Elementary School in Lewiston. Twenty-three students and staff read to fourth, fifth and sixth graders at Martel School. Each child received a book with a multicultural theme.

Mount David Summit

The Mount David Summit is an annual celebration of student research, service-learning, and creative work at the College. Students from all classes present their work to each other and to faculty, staff, family, and community members in a symposium format at the end of winter semester. Twenty-eight students presented service-learning and/or community-based research projects at the summit this year.

Museum Of Art

The *Thousand Words Project* is the flagship outreach program of the Bates College Museum of Art. It provides the framework for the teaching of language skills through a sustained investigation of art. TWP is now serving Grades 7 and 8 in Lewiston and Auburn, and Grade 9 at Lewiston High School. Now in its eleventh 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.

- 723 7th and 8th graders at Lewiston Middle School and 530 7th and 8th graders at Auburn Middle School took part in TWP programming.
- 100 9th graders at Lewiston High School took part in TWP programming.
- Teacher Collaborator grants were awarded to provide incentives to teachers to participate in the project. Their lessons are posted on the TWP website.
- An anthology, *Wonders*, was produced to showcase the work of students at LMS, AMS, and LHS.

National Day of Service

Four hundred and eighty Bates alumni, parents, students, staff, friends, and prospective students across the nation contributed over 2250 hours of service on Saturday, April 21 in the College's third annual National Day of Service, sponsored by the Office of Alumni and Parent Programs. Participants spent their day in activities that included sorting donated food at food banks, preparing meals for the homeless at soup kitchens, and painting and repairing houses.

Events took place in 18 sites across the U.S.—Boston, Cambridge, Cape Cod, and Worcester (MA); Lewiston-Auburn, Portland, and Phippsburg (ME); Hartford (CT); New York City (NY); Portsmouth (NH); Providence (RI); Chicago (IL); Denver (CO); San Francisco and Los Angeles (CA); Madison (WI); Seattle (WA); and Washington DC. The Lewiston and Phippsburg projects were coordinated through the Harvard Center. In Lewiston, twelve people volunteered to clean, paint, and prep a newly donated exhibit site for Museum L-A, a local museum celebrating the history of mills and millworkers. In Phippsburg, one group cleaned, pruned and painted the well-house and screen doors. They also painted information boxes for The Nature Conservancy, made signs using a router, and painted those signs for use at Morse Mountain and on The Nature Conservancy Preserves. Another group went to the Nature Conservancy's newly-acquired 1900-acre Basin Preserve. There, they cleaned out an old cellar hole, picked up truckloads of junk, and took it to the dump.

Phillips Fellowships

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

- This summer, two students volunteered as English language teachers in the 10,000 Girls Program in Kaolak, Senegal. The mission of the organization is "to offer education and employment opportunities for 10,000 girls in rural Senegal, enabling them to develop as self-reliant and capable women, through a self-sustaining organization run by the girls themselves
- Two other students worked with Globalteer, a nongovernmental organization, teaching children English in Siem Reap, Cambodia. Learning English enables Cambodians to gain employment in the area's tourist industry, which supplies 90 percent of the employment opportunities around Angkor Wat.
- One student traveled to South Africa to volunteer with Global Leadership Adventures at an HIV/AIDS clinic in Cape Town, an epicenter of the AIDS epidemic in the world. He shadowed doctors, helped plan sustainable gardening for malnourished areas, volunteered with children of battered women, and educated people about the risk of HIV/AIDS. This experience provided new insight on global healthcare that informed his premedical education at Bates.
- Another student participated in an internship at Elisabethheim Havetoft, a residential therapeutic program on a working farm in Germany, designed for children with

psychological impairments and children with mental disabilities. She spent her time studying the impact that farm life has on the children and considered how the farm setting contributes to animal-assisted therapy and horticultural therapy.

Taste Of L-A

The Dean of Students Office offered the second annual Taste of L-A, held in the Gray Cage. The event showcased 18 local restaurants and raised \$2117.80 for Trinity Jubilee Center.

Participating restaurants included: Black Watch Restaurant & Pub; DaVinci's Eatery; Dore's Cafe and Market; The Extreme Pita; Fish Bones American Grill; Hurricane's Café & Deli; Longhorn Steakhouse; Mac's Grill; Margarita's; The Munroe Inn; Quiznos; Pepper and Spice; Simones Hot Dog Stand; Starbucks; Thai Dish; That's a Wrap; Wei Li Chinese Restaurant and The Village Inn.

Appendix 1

Community Agency and Institutional Partners

- 10,000 Girls Program (Senegal)
- Abused Women's Advocacy Project
- Acadia National Park
- Advocates for Children
- African Immigrants Association
- Allergy and Asthma Associates of Central Maine
- American Red Cross
- Androscoggin County Soil and Conservation Agency
- Androscoggin Home Care and Hospice
- Appalachian Mountain Club
- Auburn Middle School
- B Street Health Clinic
- Bigelow Laboratory for Ocean Studies
- Blake Street Towers
- Carrie Ricker Elementary School
- Center for the Prevention of Hate Violence
- Central Maine Heart and Vascular Institute
- Central Maine Medical Center
- Child Health Center
- Christie's New York
- Citizens' Trade Policy Commission
- City of Lewiston
- Clover Manor
- Coastal Enterprises, Inc.
- College for ME - Androscoggin
- Department of Family Services
- (Cheyenne, WY)
- Department of Youth, Navajo Indian Reservation (Tuba City, AZ)
- Dirigo Place
- Durham Elementary School
- Edward Little High School
- Elisabethheim Havetoft (Germany)
- Empower Lewiston
- Environment Maine
- Environmental Protection Agency
- Farm Fresh Connection
- Farwell Elementary School
- Franco-American Heritage Center
- Franklin Alternative School
- Genesis Residential Treatment Facility
- Global Leadership Adventures
- Globalteer
- Good Shepherd Food Bank
- Governor's Children's Cabinet
- Governor's Office of Health Policy and Finance
- Governor's Office of Multicultural Affairs
- Greater Androscoggin Humane Society
- Greene Public Library
- Hall-Dale Elementary School
- Hands On Gulf Coast
- Head Start
- Healthy Androscoggin
- Hebron Station Elementary School
- Hillview Family Development

- Hope House
- Keep ME Warm
- League of Young Voters
- Leeds Central School
- Lewiston Adult Education's Adult Learning Center
- Lewiston-Auburn Economic Growth Council
- Lewiston Housing Authority
- Lewiston High School
- Lewiston Middle School
- Lewiston MultiPurpose Center
- Lewiston Public Library
- Lewiston Veterinary Hospital
- Lewiston/Auburn Chamber of Commerce
- Lewiston-Auburn Economic Growth Council
- Lewiston School Department's English Language Learning Program
- Libby Tozier School
- Longley Elementary School
- Lots to Gardens
- Lowell Community Health Center (Lowell, MA)
- LudwigsTafel (Germany)
- Maine Audubon Society
- Maine Campus Compact
- Maine Department of Environmental Protection
- Maine Equal Justice Project
- Maine Fair Trade Campaign
- Maine Family Treatment Drug Court
- Maine Humanities Council
- Maine Organic Farmers and Gardeners Association
- Maine People's Alliance
- Maine State Housing Authority
- Maine State Planning Office
- Maine Women's Policy Center
- Manchester School
- Margaret Murphy Center for Children
- Martel Elementary School
- McMahon Elementary School
- Meadowview Housing Development
- Merrymeeting Audubon
- Senator George J. Mitchell Scholarship Research Institute
- Montello Elementary School
- Montello Heights Retirement Community
- Morse Mountain Farm
- Mount Equine Rescue, Retirement, and Rehabilitation Center
- Mount Vernon Elementary School
- Museum L-A
- Museum of Fine Arts (Boston, MA)
- My Wonderful Dog
- Nature Conservancy, The
- New American Sustainable Agriculture Project
- New Beginnings
- Oak Hill High School
- Outright Lewiston/Auburn
- Penobscot Nation Cultural and Historic Preservation Department
- Pettingill Elementary School
- Pine Tree Legal Assistance

- Planned Parenthood (Boston, MA)
- Planned Parenthood of Northern New England
- Poland Regional High School
- Portland City Council
- Portland School Committee
- Project Think Different
- Readfield School
- Rebuilding Together
- Renaissance House
- Renaissance School
- Riverview Foundation
- Rottweiler Rescue Spring Stroll
- Sabattus Elementary School
- Seniors Plus
- Sierra Club, The
- Small Point Association
- Somali Bantu Community Mutual Assistance Association
- Sotheby's New York
- Spoke Folks
- Squam Lakes Association
- St. Mary's Regional Medical Center
- Stanton Bird Club (Thorncrag Bird Sanctuary)
- Stony Brook Wildlife Sanctuary
- Sugg Middle School
- Tall Tails Beagle Rescue Center
- THRIVE (a program of Tri-County)
- Tri-County Mental Health Services
- Trinity Catholic School
- Trinity Jubilee Center
- Turner Primary School
- United Somali Women of Maine
- United States Forest Service: Sierra National Forests
- United Way
- Upward Bound
- Volunteer Lake Monitoring Association
- Wales Elementary School
- Willow Pond Organic Farm
- Winthrop Grade School
- Wisdom's Center
- Yellowstone Ecological Research Center
- Youthbuild/ACE
- YWCA
- Zero Station Gallery

Note: no Bates College partners are listed here, though they include the college Health Center, Dining Services, Climate Neutral Bates, and the Office of Environmental Health and Safety.

Appendix 2

Department of Education's Partners:

Local Schools and Organizations which Hosted Bates Education Students

- Auburn Land Lab (Auburn)
- Edward Little High School (Auburn)
- Fairview Elementary School (Auburn)
- Farwell Elementary School (Lewiston)
- Franklin Alternative School (Auburn)
- Head Start (Lewiston)
- Lewiston Adult Education's Adult Learning Center (Lewiston)
- Lewiston High School (Lewiston)
- Lewiston Middle School (Lewiston)
- Lewiston Public Library's BookReach Program (Lewiston)
- Lewiston Regional Technical Center (Lewiston)
- Lewiston School Department's English Language Learning Program (Lewiston)
- Longley Elementary School (Lewiston)
- Margaret Murphy Center for Children (Lewiston)
- Martel Elementary School (Lewiston)
- McMahan Elementary School (Lewiston)
- Montello Elementary School (Lewiston)
- Oak Hill High School (Wales)
- Park Avenue Elementary School (Auburn)
- Pettingill Elementary School (Lewiston)
- Sabattus Elementary School (Sabattus)
- Sugg Middle School (Lisbon Falls)
- Upward Bound (Lewiston)
- Wales Elementary School (Wales)
- Walton Elementary School (Auburn)

Appendix 3

Community Work-Study Awards by Student and Partner Agency

Fall 06

- Sarah Davis '10, *Multi-Purpose Center, Lewiston, ME*
- Steven Fukuda '10, *America Reads, Lewiston, ME*
- Breana Mildrum '08, *America Reads, Lewiston, ME*
- Nicole Ritchie '09, *Lewiston Housing Authority, Lewiston, ME*
- Tien Tsan '09, *Auburn Housing Authority, Auburn, ME*

Fall 06 and Spring 07

- Megan Arnold '09, *America Reads, Lewiston, ME; America Counts, Auburn, ME*
- Ryan Brennan '07, *America Counts, Auburn, ME*
- Thomas Burian '08, *New Beginnings, Lewiston, ME*
- Ben Chin '07, *The League of Young Voters, Portland, ME*
- Emily Crowley '08, *America Reads, Lewiston, ME*
- Rachael Garbowski '09, *Lewiston Housing Authority, Lewiston, ME*
- William Gardner '09, *America Reads, Lewiston, ME; America Counts, Auburn, ME*
- Erin Gilligan '09, *America Reads, Lewiston, ME; America Counts, Auburn, ME*
- Olga Grigorenko '10, *America Reads, Lewiston, ME; America Counts, Auburn, ME*
- Molly Ladd '09, *Lots to Gardens, Lewiston, ME*
- Allison Leong '08, *Androscoggin Home Care and Hospice, Lewiston, ME*
- Emily Morrill '09, *Central Maine Medical Center, Lewiston, ME*
- Alison Munroe '09, *America Reads, Lewiston, ME; America Counts, Auburn, ME*
- Mbali Ndlovu '09, *America Reads, Lewiston, ME; America Counts, Auburn, ME*
- Alvin Nguyen '09, *Multi-Purpose Center, Lewiston, ME*
- Marilla Pender-Cudlip '10, *America Reads, Lewiston, ME*
- Mariah Pfeiffer '07, *New American Sustainable Agriculture Project, Lewiston, ME*
- Ngoc Pham '10, *America Reads, Lewiston, ME; America Counts, Auburn, ME*
- Erin Sienkiewicz '09, *Lewiston High School, Lewiston, ME*
- Katie Tucker '10, *America Reads, Lewiston, ME*
- Leonard White '07, *Pine Tree Legal Assistance, Lewiston, ME*
- Sadie White '09, *America Reads, Lewiston, ME; America Counts, Auburn, ME*

Spring 07

- Ben Chin '07, *Maine People's Alliance, Lewiston, ME*

- Sarah Davis '10, *Stanton Bird Club, Lewiston, ME*
- Elizabeth Greenwood '07, *America Reads, Lewiston, ME*
- Matthew Morgan '09, *New Beginnings, Lewiston, ME*
- James Peckham '08, *America Reads, Lewiston, ME*
- Nicole Ritchie '09, *Lots to Gardens, Lewiston, ME*
- Hannah Roebuck '10, *America Reads, Lewiston, ME*
- Marlee Weinberg '10, *America Counts, Lewiston, ME*
- Isabel Yalouris '07, *Trinity Jubilee Center, Lewiston, ME*

Summer 07

- Thomas Burian '08, *Department of Family Services, Cheyenne, WY*
- Emily Crowley '08, *Maine Women's Policy Center, Augusta, ME*
- Hannah Giasson '09, *New American Sustainable Agriculture Project, Lewiston, ME*
- Molly Ladd '09, *Lots to Gardens, Lewiston, ME*
- James Lynch '08, *Project Think Different, Boston, MA*
- Julie Miller-Hendry '09, *Lowell Community Health Center, Lowell, MA*
- Alvin Nguyen '09, *Upward Bound, Brunswick, ME*
- Ellen Sabina '09, *Coastal Enterprises Inc., Wiscasset, ME*
- Loreal Scott '08, *Department of Youth, Navajo Indian Reservation, Tuba City, AZ*
- Julia Sleeper '08, *Upward Bound, Brunswick, ME*

2007 HARVARD CENTER AWARDS

In May, the Harvard Center hosted its First 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:

- **Jim Carignan**, Bates class of 1961, recipient of the 2007 James and Sally Carignan Award for Career Achievement, for academic leadership and civic engagement;
- **Michael Wilson**, Bates class of 2007, recipient of the 2007 Harvard Center Student Award for Outstanding Community-Based Academic Work, for sustained collaboration with Museum L-A, the Museum of Labor and Industry;
- **Sara Gips**, Bates class of 2007, recipient of the Harvard Center Award for Outstanding Community Volunteerism and Student Leadership, for volunteer participation and organization at the Trinity Jubilee Resource Center;
- **Professor Alexandre Dauge-Roth** (French), recipient of the 2007 Harvard Center Faculty Award for Outstanding New Community Partnership Initiative, for partnering with Tutsi survivors of the genocide in Rwanda;
- **Georgia Nigro** (Psychology), recipient of the 2007 Harvard Center Faculty Award for Sustained Commitment to Community Partnership, for tireless advocacy on behalf of her students and the community;
- **Bates College Dining Services**, recipient of the 2007 Harvard Center Staff Award for Outstanding Support of Community Partnership, for nourishing the Bates community and enhancing the College's commitment to the neighboring world and community;
- **Leigh Campbell**, Bates class of 1964, recipient of the 2007 Harvard Center Staff Award for Community Volunteerism and Leadership, for 30 years of tireless outreach to the community through financial aid;
- **College for ME – Androscoggin**, recipient of the 2007 Harvard Center Community Partner Award for Outstanding New Initiative, for its efforts to increase the number of Maine students who have attained a higher education degree;
- **Carla Harris**, recipient of the 2007 Harvard Center Community Partner Award for Sustained Commitment to Partnership, for implementing programs for youth, seniors and disabled residents of Lewiston Housing Authority;
- **Museum L-A**, recipient of the 2007 Harvard Center Award for Outstanding Community Project/Partnership, for strengthening community and connections by documenting and celebrating Lewiston-Auburn's economic, social and technological legacy;
- **Kirsten Walter**, Bates class of 2000, recipient of the 2007 Bates – Morse Mountain Award for Environmental Stewardship, for promoting sustainable agriculture and establishing a sense of community pride that has the power to transform individuals and urban neighborhoods;
- **Judy Marden**, Bates class of 1966, recipient of the 2007 Bates – Morse Mountain Award for Environmental Lifetime Achievement, for the stewardship of the Bates – Morse Mountain Conservation Area and the Coastal Center at Shortridge.