

Fall 2006

2005-2006 HCCP Year-End Summary

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Service-Learning Program



2005-2006
Annual Report

Bates

Harvard Center for
Community Partnerships

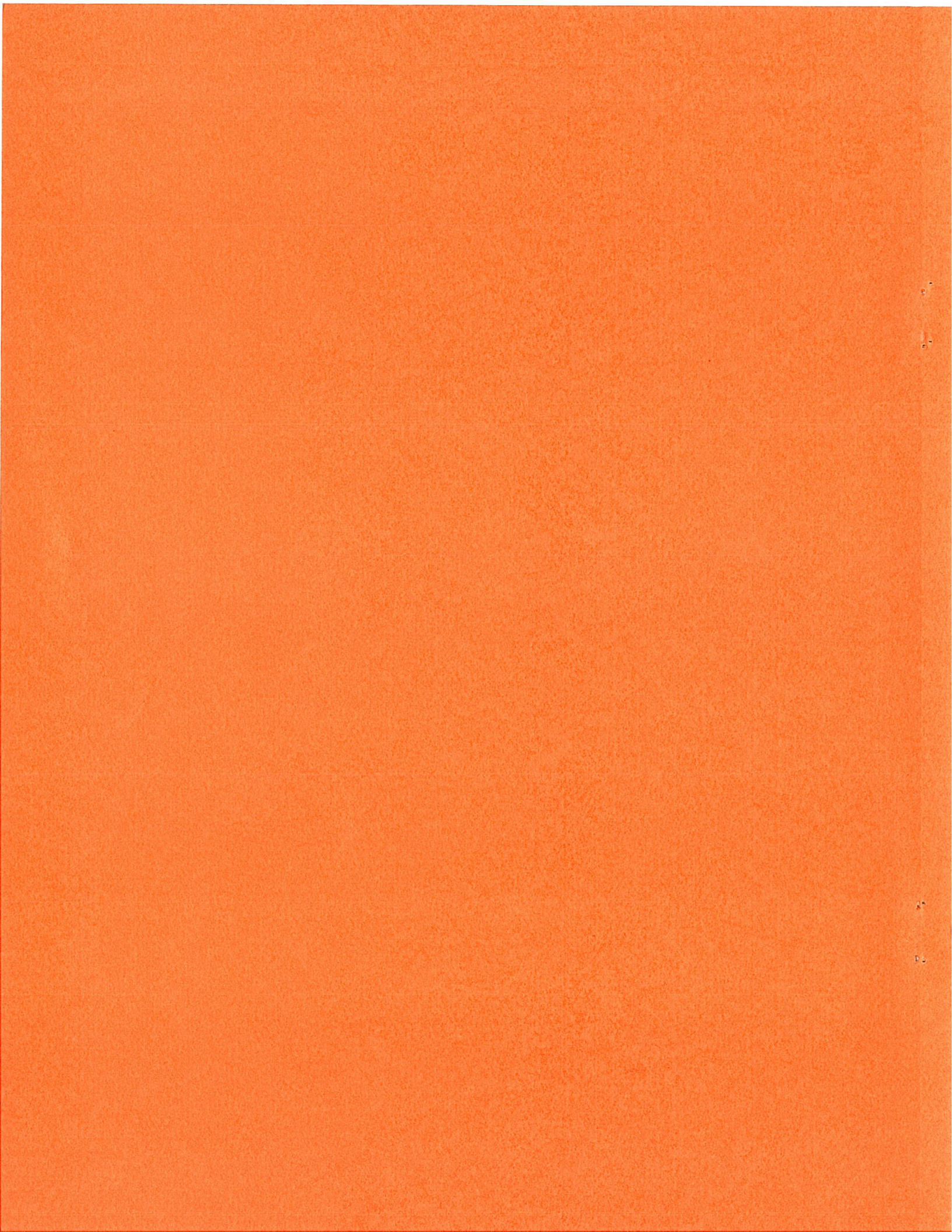


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Introduction

For the past eleven years, the Service-Learning Program has focused on integrating service into the academic and intellectual life of the College and enhancing Bates' connection to the community. With the establishment of the Harvard Center for Community Partnerships, our resources and energy have been focused on the development of service-learning connections that are intellectually rigorous and meet community-defined needs. This past year, service projects that were done as part of an academic course ranged from students who researched and planned a traveling exhibit for Museum L/A as part of a history course to Biology students who helped eradicate invasive plant species from the community bird sanctuary. We continue to encourage students to take part in community-based research. This year, exciting research took place through a variety of departments. As examples, a senior presented to a national conference of District Attorneys research she had done for the local Family Drug Court; Geology students did analyses of lakes along the Maine coast for the Phippsburg Land Trust; and an American Studies major worked with a local multicultural family literacy program studying how different cultures and their literacy traditions fit into the American definition of literacy.

We have worked hard to develop trusting partnerships with the community and have taken pleasure in seeing these deepen and grow over the years. We hope that the quality of the knowledge and work that our students provide these organizations has improved with greater attention paid by the College to learning goals and partners' needs. More consideration has been given to moving from a short-term, "call back" model of community projects to deeper, longer-term, more integrative partnerships, which make possible the co-creation of public resources and the development of innovative educational practices on a new scale.

We invite you to learn more about the service-learning and volunteer work that Bates students undertook this past year by reading this report (you will find the service-learning section listed by department at the front). Ultimately, the success of the Center rests with the willingness and desire of many faculty to integrate community engagement into their teaching, the eagerness of Bates students to engage in the larger world, the support we receive from the College and other generous donors, and the generosity of the members of the Lewiston-Auburn community and beyond, who have been so welcoming to Bates students. The Center is very grateful to all of these people for making our work possible.

Holly Lasagna

Director, Service-Learning Program

Harvard Center for Community Partnerships

Fall 2006

Statistics for the Center for Service-Learning 2005-2006

30,423 documented hours of service were given by Bates students through service-learning projects (this figure does not include hours of volunteer service).

11,840 of these service-learning hours were given in connection with the public schools.

561 students participated in academically-based service-learning from the fall of 2005 through the summer of 2006.

34 courses included a service-learning component; in addition, there were numerous independent study projects, senior theses that involved service-learning and community-based research.

16 different departments and programs in the College were involved in service-learning projects.

30 faculty members were involved in some type of service-learning. Of these faculty:

13 were full professors;

4 were associate professors;

8 were assistant professors or instructors;

5 were lecturers.

10,020 documented hours of volunteer service were given by Bates students during the academic year. Of these, 2,370 were hours of mentoring done in the local schools. Over 250 students participated in a volunteer activity that required a consistent time commitment and over 610 volunteered in a one-time opportunity.

Approximately 80 community agencies and institutions were involved with Bates service-learning projects. A sample of these organizations would include:

- Abused Women's Advocacy Project
- Acadia National Park
- Androscoggin Children's Advocacy Center
- Androscoggin Land Trust
- Androscoggin River Alliance
- "Antipodes" art gallery in Kotonah, NY
- Auburn Housing Authority
- Auburn Public Schools
- B Street Health Clinic
- Blake Street Towers
- Broadreach Inc. and the Caribbean Conservation Corporation
- Carrie Ricker Elementary School
- Center for the Prevention of Hate Violence
- Chilkat Guides Ltd.
- Community Concepts
- Dirigo Place
- Dunn Elementary School
- EcoAfrica Consultants Ltd.
- Eiteljorg Museum of American Indians and Western Art, Indianapolis
- Empower Lewiston
- Even Start Family Literacy Program
- Franco American Heritage Center
- Governor's Office of Health Policy and Finance
- Growsmart
- Guatemalan National Museum of Natural History
- Hall-Dale Elementary School
- Head Start
- Healthy Learners
- Hillview housing complex
- Kivulini Women's Rights Organization
- Leavitt Area High School
- Leeds Central School
- Lewiston Adult Learning Center
- Lewiston District Court
- Lewiston High School Aspiration Program
- Lewiston High School Parenting Center
- Lewiston Housing Authority
- Lewiston Public Library
- Lewiston Public Schools
- Libby Tozier School
- Lots to Gardens

- Maine Campus Compact
- Maine Department of Transportation
- Maine Equal Justice Partners
- Maine Ethics Commission
- Maine Geological Survey
- Maine People's Alliance
- Maine Rivers Alliance
- Maine Senate Majority Office
- Maine Task Force of Citizenship Education
- Maine Women's Policy Center
- Many and One Coalition
- Margaret Murphy Center for Children
- Maria Mitchell Associates
- Minot Elementary School
- Mt. Vernon and Wayne Elementary Schools
- Multi-Purpose Center after-school program
- Museum L/A
- Muskie School of Public Policy
- New Beginnings
- New York Department of Environmental Conservation
- P.S. 1 Contemporary Art Center of the Museum of Modern Art
- Poland High School
- Readfield and Manchester Schools
- Renaissance House
- Sandcastle Preschool
- Spindleworks
- St. Joseph's School
- Stanton Bird Club (Thorncrag Bird Sanctuary)
- Student Conservation Association
- Tanglewood 4-H Camp
- The Child Health Center
- Town of Phippsburg
- Toxics Action Center
- Trinity Church Jubilee Center
- Troika Drafts
- U.S. Environmental Protection Agency
- U.S. Forest Service
- Visible Community
- Volunteer Lake Monitoring Association
- Winthrop Grade School
- Wisdom's Center
- YMCA Daycare Program
- Youthbuild/ACE

Course-Related Service-Learning

American Cultural Studies

Fieldwork in American Cultural Studies, ACS 220, Margaret Creighton

In Margaret Creighton's Fieldwork in American Cultural Studies course, students did individual service projects in the community in addition to interviewing retired mill workers for the Museum L/A Oral History Project. The service-learning aspect of the course placed students in culturally and economically diverse settings that informed their academic work in the classroom. Placements included:

- Youthbuild/ACE
- Dirigo Place
- New Beginnings
- Trinity Church Jubilee Center
- Blake Street Towers
- Wisdom's Center
- Even Start Family Literacy Program

Thesis Research

Megan Manning '06 examined how different cultures and their literacy traditions fit into the American definition of literacy. The student spent significant time in at Lewiston Even Start, a multicultural family literacy program.

Anthropology

Encountering Community: Ethnographic Fieldwork and Service-Learning,

ANTH s10, Heather Lindkvist

This intensive methods course examined the cultural history of the Lewiston area, in particular how the mills have shaped the local community and have influenced the interactions among various ethnic groups. During short term,

students were involved in collecting community stories with the Oral History Project at Museum L/A and Trinity Jubilee Center. Students interviewed retired mill workers as well as community members who visited the Jubilee Center soup kitchen and documented their stories through writings, photographs and presentations. The information from the Jubilee Center will be used to evaluate the needs of those served as the Soup Kitchen expands into a day center. Funds from the Harvard Center supported a reception at Museum L/A for those interviewed as well as a barbeque for participants at the Jubilee Center.

Cultural Production and Social Context in Jamaica. AA/AN s28, Charles Carnegie

Bates students traveled to Jamaica during short term and while studying at the University of the West Indies helped implement beautification projects during a community Labor Day celebration.

Art and Visual Culture

The Art Department had four students who interned off campus as part of an internship course in museum studies offered through the Department.

- Emily Wallar '06 interned at P.S. 1 Contemporary Art Center of the Museum of Modern Art in New York. She did curatorial work including research on exhibits.
- Nichole Scott '06 interned at the Eiteljorg Museum of American Indians and Western Art in Indianapolis. She participated in a variety of museum education projects.
- Carmen Gomez '06 worked for a gallery in Katonah, New York, called Antipodes. Her responsibilities involved curatorial work, exhibition installation and cataloging.
- Jacob Bluestone '07, a studio art major, taught photography to five Poland High School students and then mounted an exhibition of their work. "In Our Hands, Through Our Eyes," March 26-April 9, 2006 in Chase Hall Gallery at Bates. The exhibit was sponsored by the Department of Art and Visual

Culture with support of a Phillips Fellowship and Arthur Crafts Learning Award.

In addition, four students did internships at the Bates College Museum of Art for credit.

Biology

Bacteriology, BIO 315, Lee Abrahamsen

Three students did a project on equine pastern dermatitis at Troika Drafts (a draft horse farm/training facility) in Hebron. Another student worked with a Biotechnology class at Edward Little High School.

Invasive Plant Ecology, BIO 265, Sharon Kinsman

Six students worked with the steward of the local bird sanctuary, Thorncrag, to mark off the sanctuary, identify six major invasive plant species, flag them, map them, and write papers to Stanton Bird Club (owners of the sanctuary) with a review of the work and recommendations for control. Two students continued the management plan this past summer (one sponsored by Harvard Center discretionary grant funding and the other through a federal Natural Resource Conservation Service Award given to the Club for a seven year invasive plant program).

Service-Based Thesis Work in Biology:

Two students assisted Professor William Ambrose with his ongoing research for the State of Maine Marine Resources Department and the baitworm industry. Erika Millstein studied the effects of commercial baitworm digging for *glycera dibranchiata* on intertidal soft-sediment communities in Maine.

Brian Dupee studied the effect of baitworm digging and epibentic predation on the growth and survivorship of the soft-shelled clam and on the abundance and diversity of soft-sediment infauna. Understanding the effects of digging and predation on the survivorship and growth of the soft-shelled clam and on infaunal abundance will clarify the degree of community response to digging,

enabling effective management of intertidal communities and the baitworm fishery.

Dance

Dance as a Collaborative Art, DANC s29, Sarah McCormick.

Six Bates dance students worked with Barcelona choreographer Carles Salas to create a piece called "Charlotte's Dream". It wove a story between make-believe characters. These characters were the basis of workshop sessions with students of different ages in local public schools.

The schools visited this year were:

- Farwell School
- Leeds Central School
- St. Joseph's School
- Minot Elementary
- Readfield and Manchester
- Mt. Vernon and Wayne Elementary
- Hall-Dale Elementary
- Martel School
- Libby Tozier
- Winthrop Grade School
- Carrie Ricker Elementary - Litchfield

Economics

- Jesse Robbins '06 worked with Professor Lynne Lewis on conducting an economic valuation survey to measure the benefits of the removal of the Edwards Dam in Maine in 1999. The project, in addition to providing an ex-post estimate of benefits, produced results that can be used in conjunction with other dam removal discussions such as those of the Penobscot. The project also provides greater insight into anglers' perceptions and opinions of the Kennebec River now that the Edwards Dam is gone.

- Sarah Wilson '06 also worked with Professor Lewis on a hedonic property valuation on the Kennebec River and how the removal of the Edwards Dam affected property values.

Education

All of the courses given through the Education Department require field-based experience and a service-learning component. Nearly 200 students completed 30-hour practicum experiences this past academic year. Student teachers taught in the local schools.

The field-based components of education courses included:

- Perspectives on Education, EDUC 231, Anita Charles and Patti Buck.
As students studied historical and philosophical perspectives, they also worked in local classrooms. This experience supported the academic study of theories of education and issues in education in the United States today. Placements were shaped to address the expressed needs of the local teachers.
- Gender Issues in Education, EDUC 240, Anne Dodd.
Students assisted in various ways in classrooms as they studied how gender, race, class, and sexual orientation affected students' ways of knowing and learning.
- 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.
- Educating for Democracy, EDUC 270, Stacy Smith.
Students worked on various civic education projects at Auburn Middle School, Martel School, and the Center for the Prevention of Hate Violence. They assisted the State of Maine Task Force on Citizenship Education.
- Exploring Education through Narratives, FYS 300, Patti Buck.

Students visited senior citizens and worked in K to 12 classrooms considering how schooling and life experiences impact learning.

- Basic Concepts in Special Education, EDUC 362, Anne Dodd.
Placements focused on needs of diverse learners and involved action research on a question that students developed with their host teachers.
- Education Reform and Politics, ED/SO 380, Stacy Smith.
Students supported the work with Maine Task Force on Citizenship Education and local school projects. Students worked on a Diversity Day and Civil Rights Team research for Edward Little High School in Auburn, service-learning curriculum at Auburn Middle School, and a plan for civic engagement at Bates. They also made recommendations to the Maine Task Force on Citizenship Education on incorporating civic competencies into Maine Learning Results.
- Democratic Dialogue, EDUC s25, Stacy Smith.
Students explored the use of dialogue as a teaching and learning tool. Students learned about the three models of democratic dialogue and compared and considered their usefulness for Bates. They made recommendations to the Campus Climate Initiative, a project seeking to make the Bates campus an inclusive setting for all members.
- Literacy in the Community, EDUC s27, Patti Buck.
Students created learning activities that help ESOL learners to acquire pertinent vocabulary, skills, and knowledge needed in order to navigate with more ease in their surrounding community and tutored students at the Lewiston Adult Learning Center.
- Children's Writing Workshop, EDUC/EN s28, Lillian Nayder.
Students worked with Dunn Elementary School children in creative writing. They produced a literary journal and a poetry reading/writing activity.
- Susan Hawes '08 worked with Professor Patti Buck and Zachary Risler '08 to develop a public health curriculum that can be used in ESOL classrooms at the Adult Learning Center in Lewiston. They made videos for the classrooms that show how to deal with medical emergencies.

- The Education Department presented a panel at the Mount David Summit on “Influencing Education Policies,” which highlighted student research on educational policy in Maine and local school communities. In the fall semester, students used Maine’s Citizenship Education Task Force as a case study to explore policy changes to promote civic learning from kindergarten through higher education including changes to Maine Learning Results, the core curriculum at Bates, and extracurricular approaches that promote youth voice and democratic values. Presenters included: Winston Black ’07, Bates General Education; Margaret Kinney ’08, Auburn Middle School and the Maine Learning Results; Kaitlyn McKechnie ’06, Edward Little High School Youth Voice and Diversity Day; and Jemma Stromwich ’06, Task Force on Citizenship Education.

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.)

- **Windy Black**

Windy did an independent study on Montessori Education and how it is implemented in both private and public charter schools. She considered the implications for educational policy (e.g. school choice and standards and assessment) as well as for teaching in elementary classrooms in traditional public schools.

- **Megan Manning**

Megan did an interdisciplinary thesis on “Literacy Practices of Multicultural Families” with a focus on storybook reading with young children. Her work grew from her many hours with families at the Even Start Family Literacy Program and her interest in differing styles of literacy interactions in multilingual and multicultural homes.

- **Megan Manning and Elizabeth Greenwood**

Megan and Elizabeth responded to a request from the YMCA daycare program to design a grant-funded “preschool literacy resource room.” They researched

the best quality children's literature and combed through the storybooks available at the Y, organizing the space there to better accommodate teacher and student access to storybooks. They built a database of all materials, coded every book by theme, marked the condition of each book, and made recommendations for both new books and for disposal of old books.

- **Christina Jones**

Christina studied the literacy needs of children with severe behavioral and emotional issues. She examined current literacy practices at a local school and also created a research-based list of recommendations for teachers and school personnel.

Student teachers in the Education Department included:

- Carrie Murphey at Lewiston Middle School
- Michael Nelson at Lewiston High School
- Ryan Souliotis at Lewiston High School
- Diana Gauvin at Edward Little High School
- Rachel Philio at Edward Little High School

English

- Children's Writing Workshop, EDUC/EN s28, Lillian Nayder
Students worked with Dunn Elementary School children in creative writing. They produced a literary journal and a poetry reading/writing activity. Rob Farnsworth from the Bates English Department was a poet-in-residence for the children.

Environmental Studies

Fifteen students from the Environmental Studies Program were involved with internships over the past calendar year (including academic, summer and Short Term) that required them to do 200-300 hours of service. Sites included:

- Maria Mitchell Associates

- Tanglewood 4-H Camp
- Student Conservation Association
- Chilkat Guides LTD
- Maine Geological Survey
- New York Department of Environmental Conservation
- J.H. Maxymillian
- Volunteer Lake Monitoring Association
- Toxics Action Center
- U.S. Environmental Protection agency
- Broadreach Inc. and the Caribbean Conservation Corporation
- Androscoggin River Alliance
- San Francisco State University
- Guatemalan National Museum of Natural History

Senior Service-Learning Thesis in Environmental Studies:

- ***Accumulation and Exchangeability of Heavy Metals in Surface Soil Layers of Acadia National Park, ME.***
Colin Hollister '06 worked with Professor Holly Ewing on a senior thesis in conjunction with Acadia National Park, Bar Harbor, ME.
- ***Envisioning Invasive in the Context of Human Change: A Study of Land Use History and Invasive Plant Distribution at the Alexander Harkins Preserve, New Auburn, ME.***
A student did this senior thesis in conjunction with Androscoggin Land Trust, Maine.

First-Year Seminars

More detail on each First Year Seminar is given under the academic department noted:

- Exploring Education Through Narratives, FYS 300, Patti Buck (Education)
- The Psychology of Influence, FYS 255, Amy Bradfield Douglass (Psychology)

- Emerging Adulthood, FYS 319, Krista Scottham (Psychology)

French

French in Maine, s35, Mary Rice-DeFosse

Five Bates students researched and wrote about the experience of French speakers in Maine, focusing on the Lewiston Franco community. Activities included excursions to the Franco American Heritage Center, Lewiston-Auburn College archives on Franco history, the Bates Mill, and a walking tour of Lewiston-Auburn. Students participated in two campus-community events: a workshop of traditional dance for local middle school students featuring local youth as musicians; students also sponsored a concert and dance event for the community. Students also conducted interviews for inclusion in the Franco American Heritage Center archives.

- Brooke Miller '07 worked with Alexandre Dauge-Roth on improving the lives of street children in Senegal. While abroad, Brooke studied the lives of children living on the streets and plans for decreasing the number of Senegalese street children in the future.

Thesis Research

- Terence O'Connell '06 and Emily Rand '06 undertook a Franco-American oral history project in the Lewiston-Auburn area. These students interviewed local Franco-American residents and documented their stories through videotaping and writings. They presented their work at the Mt. David Summit. Their work will form the basis of a collection of oral history research at the Franco-American Heritage Center at St. Mary's and an exhibition outlining their work will be on display at the Center.
- Nicole Nadeau '06 worked with Mary Rice-DeFosse and David Scobey on a thesis that was a compilation of interviews, photographs, and research from the St. John Valley in Maine.

Geology

- Professor Michael Retelle's students worked on lakes in Phippsburg, ME during Short Term in coordination with the Phippsburg Land Trust. Students did a baseline inventory on the condition of their lakes, including an analysis of the water, sediment and watershed. The class also did a similar analysis of six lakes in the White Mountain National Forest with the Forest Service in New Hampshire. Both projects have spawned thesis projects for students. Steve Monsulick '07 from Readfield, Maine is working on the coastal lakes for his thesis and Ben Lepasqueur '07 is working on Lily Pond on the Kancamangus Highway in New Hampshire, which is part of a five year monitoring project sponsored by the U.S. Forest Service.
- Jon Duchette '06 worked with the Maine Geological Survey mapping the Turner, Maine area.
- During Short Term, Professor Johnson organized a field trip of students, faculty, and staff to the biodiesel-making facility at Chewonki. The field trip was tied to a lab exercise that Professor Johnson did with her students in Environmental Geochemistry (GEO 240, taught in winter 2006). Their plan is to spend next year setting up a similar facility at the College to convert waste oil that Bates Dining Services creates into biodiesel.
- Professor Johnson, with her husband Matt Duvall, also a Geologist, ran a workshop on rocks and minerals for 37 third graders from Pettengill Elementary School in Lewiston and 18 third graders from Fairview Elementary School in Auburn.

Thesis Research

- Seth Hubbard '06 worked with Professor Beverly Johnson to measure lead concentration in sediment cores spanning the last 200 years in three Maine lakes. The pond most distant from industrial, urban and residential influences was the most polluted while No Name Pond in Lewiston was the least polluted, indicating

that other processes in the basins play a large role in determining lead levels in sediments.

- Hallie Preston '06 worked with Professor Beverly Johnson to seasonally measure total phosphorus concentrations in the Gulf Island Pond to increase understanding of nutrient and phosphorus cycling in this body of water which is part of Maine's Androscoggin River. Hallie presented her work, which was funded in part by grants from the Harvard Center, at the College's Mount David Summit and at a meeting of the Androscoggin River Alliance.

History

History in the Public Sphere, AC/HI 390, David Scobey.

This course combined a history seminar on social memory in American culture--the history of how Americans have thought about their past--with a collective, community-based research project. Students partnered with Museum L-A to research and plan a traveling exhibit about the mills and mill workers' world in 20th-century Lewiston. Students wrote research memos cataloguing and describing key archival sources in the Lewiston Public Library and Museum L-A, did research projects on key themes of the planned exhibit, and created a topical outline and schematic plan for the exhibit itself.

The Civil Rights Movement, HI390, Hilmar Jensen.

This course connected current community-based work with the history of the American Civil Rights movement. Students created service-learning opportunities themselves in local organizations that focused on connecting civil rights themes to community work. Students worked at the Maine People's Alliance, Visible Community, Many and One, and the Longley After-School Program.

Mathematics

Mathematical Modeling, MATH 341, Meredith Greer.

One group of students worked with Maine's Department of Transportation analyzing how Maine could minimize its snowplow costs in the Portland and Lewiston-Auburn areas.

Political Science

Internships in Public Policy, POLS 423, David Elliot.

Nine students had the opportunity to participate in researching and developing public policy initiatives for the State. Students who represented a broad range of majors (Anthropology, Biology, Environmental Studies, Political Science, Psychology and Sociology) worked with various state offices, projects, and non-profit organizations under the guidance of David Elliott, former director of the Office of Program and Legal Analysis for the Maine State Legislature. The list of students and their policy projects included:

- Jason Buxbaum '08, Governor's Office of Health Policy and Finance
- David Desjardins '06, Maine State Majority Office
- Jessica Edgerly '06, Muskie School of Public Policy (Evan Rickert, former State Planning Director for the State of Maine, was the project supervisor)
- Bridget Harr '07, Maine Women's Policy Center
- Hannah Johnson-Breimeier '06, Maine Equal Justice Partners
- Kristofer Jonsson '08, Growsmart Maine
- Hannah Meyer '07, Maine Rivers Alliance
- Sara Stone '06, New Beginnings, Lewiston shelter for homeless and runaway youth

The course included a day trip to the State House where students met with the Governor, legislative leadership and the directors of the legislative offices in the State House.

- The Congressional Internship, offered by the Political Science Department, had a total of eight students who participated in the course given both semesters. Students worked in the offices of Rep. Michaud and Sens. Susan Collins and Olympia Snowe for eight to ten hours per week and met periodically as a class to share experiences.

Thesis Research

Christine Chmura '06 created a community-based thesis focused on a federally-funded family literacy program (Even Start Family Literacy Program) to look at the issues of how program coordinators in such programs make decisions about delivery of service based on the federal requirements and the needs of the program participants.

Psychology

- The Psychology of Influence, FYS 255, Amy Bradfield Douglass.
Fifteen first-year students analyzed public relations and fundraising materials for a local history museum and made recommendations for improving them. Students used what they had learned in class to produce a more effective brochure. Students incorporated such influence principles as authority, reciprocity, and scarcity to convey positive messages about the museum. Students presented their work to members of the board of directors of the museum.
- Emerging Adulthood, FYS 319, Krista Scottham.
Fifteen first-year students studied the issue of credit use and abuse in the emerging adult population in Maine and made suggestions to local state legislators as to whether there should be changes to state law to address these issues.
- Developmental Psychology, PSYC 240, Georgia Nigro.
This course is a comprehensive introduction to current research in developmental psychology. Students spent time in community organizations that work with a variety of child and young adult populations. Organizations

included Head Start, Renaissance House, Healthy Learners, the Lewiston and Auburn Housing Authorities after school programs, Sandcastles Preschool, Dirigo Place, the Child Health Center, and the Montello Reading Program among others.

- Action Research, ED/PY 262, Georgia Nigro.
Under the general theme of “aspirations,” students researched, collected data and reported findings to the Lewiston High School Aspirations Program. They looked at differences in student perceptions and measured changes resulting from specific interventions.
- Advanced Topics in Development Psychology, PSYC 341, Georgia Nigro.
Students worked at YWCA daycare settings to support teachers and to research policy and teacher-generated questions. They focused on the interface of research, policy and practice in preschool education.

Senior Service-Learning Thesis in Psychology:

Senior Thesis/Service-Learning, PSYC 457 A/B, Georgia Nigro, Amy Bradfield Douglass, Kathy Graff Low

Psychology majors who elect to do a service-learning senior thesis identify, through research and meetings with faculty and community organizations, a community issue around which they do an in depth thesis-level study. Students in the Department’s Senior Thesis/Service-Learning Seminar do 60 to 80 hours of intensive work in the community. Projects included:

- Interviewing young mothers and women without children about motivations for parenthood and related issues.
- Organizing community service for teen residents of Dirigo Place, a transitional living home, in order to examine the ways that community service may lead to favorable outcomes for youth.
- Videotaping interventions that teach a young autistic girl to engage in pretend play.
- Studying the friendship process and how it changes when young men at a residential psychiatric facility leave.

- Studying parenting self-efficacy among teen mothers at a school-based child care program.
- Studying the gender dynamics at work in a high school aspirations lab, particularly in terms of students using the Early College Studies program.
- Studying child abuse as a predictor of violent crime.
- Studying a family literacy program as it relates to cultural differences in participants.
- Studying the efficacy of Wisdom's Center, a faith-based women's drop-in center, in empowering women to make positive choices in their lives.
- Studying pedometer use at a family health center.

Other senior thesis projects included:

- Anna Schechter '06 worked with Georgia Nigro to examine the intersection of art, community, and disability within an artists' workshop in mid-coastal Maine. The ethnographic case study revealed specific paths toward empowerment, contributing to greater understanding, support and respect for individuals with disabilities.
- Amanda Harrow's thesis dealt with interventions for young children who have witnessed domestic violence and culminated in a set of recommendations for the local domestic violence agency where Amanda had worked for the past two years.

Independent Study in Psychology:

- Jenna Benson '06 worked with Amy Bradfield Douglass on a study that addressed the cycle of violence and examined the Androscoggin Children's Advocacy Center in Lewiston as a program which attempts to interrupt that cycle. Recommendations were made for directions for the alleviation of violence in our communities.
- Melissa Simones '06 did a service-learning-based study with Professor Nigro investigating gender differences in college aspirations at Lewiston High School.

Sociology

Race, Class, Gender and Society, SOC 120, Emily Kane.

Twenty students in this course opted to do a service-learning placement in various community organizations, where they helped with programming.

Placements included:

- New Beginnings teen transitional housing organization
- Multi-Purpose Center after school program
- Montello Reading Club at Montello Elementary School
- Maine People's Alliance

Sociology of Gender, SOC 270, Emily Kane.

This course offered innovative community-based work for the first time in the form of more traditional service-learning placements and "Independent Action Projects," where students chose a topic of interest in the community, the state or campus and developed an activity to address the issue and engage the community in awareness about these issues as they relate to gender. Projects included:

- Community work at sites such as New Beginnings, Multi-Purpose Center and Hillview after-school programs, high school-based childcare centers at Lewiston High School, transitional living houses for teens (Dirigo Place and New Beginnings), integrated preschools (Sandcastle), and a drop-in center for women (Wisdom's Center).
- Independent Action Projects included presentations for a sex education fair sponsored by the campus women's center; studying gay homeless youth issues; and planning a fundraiser for a group that services gay homeless youth.
- Criminal Justice Intern Lauren Pluchino worked for Judge John Beliveau and the Family Drug Court in Lewiston and did related academic work for Professor Sylvester. Her academic work tied in with her court experience and involved a semester's research and resulting term paper on how to break

abusive cycles and advocate for reform. Lauren was invited to present her research at a conference for family drug court professionals.

- The Sociology Department received funding to establish the Richey Community Engagement Fellowships. During Short Term, these Fellows assisted the Sociology faculty in developing future community-engaged learning opportunities for Bates sociology students. The Fellows worked with Community Concepts to become more familiar with the needs and resources of the organization and to help the organization and Department of Sociology better understand points of connection between the department's needs and resources and those of the community partner.

Thesis Research

- Rachel Kellar '06 based her thesis research on the gender differences demonstrated in a fifth grade public classroom.
- Kara Dietrich '06 focused her thesis on analyzing the content of "Rock the Vote," of interest to people working on youth voter mobilization in the state.

Independent Study

- A student completed an independent study project that analyzed the recruitment and retention of volunteers for a community-based literacy program.
- Lucy Wall '06 presented at the Mount David Summit on "The Glass Ceiling Effect and Professional Development Use in U.S. Runaway Homeless Youth Organizations."

Other Service-Related Programs and Activities

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 2005-06, highlights included:

- Sixteen Bates students enrolled in the Big Brothers/Big Sisters Androscoggin County school-based mentoring program and worked with individual middle school students.
- Bates Dining Services Office sponsored a celebratory promotion breakfast during the last week of school for all 8th grade students.
- College students from education, anthropology, and math classes used their own course content to prepare and deliver curriculum relevant lessons for middle school students.
- The Harvard 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 its Unity Project.
- Anthony Shostak from the Olin Art Museum worked with language arts teachers on using the museum's collection to support instruction. He designed student workshops through the museum's Thousand Words Program that uses art as a tool to enhance writing skills. Additionally, relevant items from the museum's collection were made available online so students could access them continuously.
- Bates students and employees supported the school's efforts to help students meet Maine Learning Results in Career Preparation by conducting job interviews and reviewing resumes.

- Lewiston Middle School provided a supportive school environment where dozens of Bates students combined practical experience with their academic learning in education, child development, social justice, and other areas.

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 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. They are trained and supervised by staff in their host schools. This year twenty-five 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 2005-06, schools included were Lewiston Middle School and Auburn Middle School.
- **Book Buddies:** Kindergarten classrooms at Montello Schools and Farwell School piloted 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.

Museum of Art

The *Thousand Words Project* remains the Bates College Museum of Art's flagship of educational outreach. It provides the structure for sustained interdisciplinary investigation of art while teaching essential skills outlined in the Maine Learning Results. TWP is now serving Grades 7 and 8 in Lewiston and Auburn, and a pilot project is running with Grade 9 at Lewiston High School. This positions TWP to branch out beyond its confines of teaching English to new disciplines including foreign languages (French, Spanish, Latin, and Japanese), Mathematics, and History. In addition to continuing its efforts to reach out to local educators and refine the Thousand Word Project to respond to current education needs, the Bates College Museum of Art also assisted in a number of smaller, focused efforts undertaken by local educators and students. For example:

- Leavitt Area High School in nearby Turner, Maine, utilized the museum's collection of Thomas Nast political cartoons to teach students about the American Civil War and Reconstruction, propaganda, and the power of art to influence society. This program, a collaboration with L/A Arts and now in its second year, teaches students to employ critical viewing strategies to analyze images. Students then investigate current world events by making original editorial cartoons.
- Bates College student intern Annie Wachnicki '06 researched the museum's rare portfolio of keyblock proofs by Kuniyoshi and other Japanese woodblock print masters, and designed a hands-on outreach project piloted at Lewiston Middle School to teach about this genre of graphic art. Students formed collaborative groups, based on the workshops of the Japanese masters, and produced polychrome images from several blocks. This project is an excellent example of a collaborative effort in visual art and was welcomed by the school's art teachers as a breakthrough, taking student work to a level of

sophistication they were reluctant to attempt on their own. Plans are in place to repeat this program next year.

- A number of students at Auburn Middle School learned about portraiture by viewing original work, slides, and a studio project. A cross-disciplinary element was added by having students use their likenesses to create portraits of characters from Shakespeare's *Romeo and Juliet*, which they had just read. Students had to employ portraiture strategies and conduct research on period costume in order to create successful works, done as a collaborative project in visual literacy between the Bates College Museum of Art and L/A Arts.
- Lewiston Middle School teacher, Kate Cargile, is conducting research on the museum's collection of Charles Hewitt works, and preparing lesson plans that will investigate them. Hewitt is a Lewiston native and important figure in contemporary printmaking. His work will be the subject of a joint retrospective exhibition here at Bates and the Farnsworth Art Museum in October 2006. Ms. Cargile's work will be shared with her colleagues at LMS, and will be posted on the museum's website.

Awards

STUDENT AWARDS

Katie Seamon '06 received the Maine Campus Compact Heart and Soul Award in the spring. The Heart and Soul Award is presented annually to undergraduates who have demonstrated a depth and breadth of involvement in community service, service-learning and activism. Katie was recognized for her work as a Student Volunteer Fellow at Bates, particularly for her leadership of the Trinity Soup Kitchen volunteer program for which she recruited, scheduled and managed over 60 student volunteers.

AMERICORPS EDUCATION AWARDS

Bates students are participating in the AmeriCorps Education Award Program. Each student, by completing 300 or 450 hours of service in a year, is earning 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. Students participating in 2005-2006 include Meaghan Creedon '08 and Ariel Childs '08.

Campus-Wide Initiatives

Annual Entering Student Orientation Program

Five of the 2005 AESOP orientation trips included service components.

- Tabby Abrazinski '06 and Nick Klinovsky '06 led a trip for some of the students who were to be leaders of AESOP trips. Their activities included volunteering for Lots to Gardens. Tabby and Nick then led their own trip, working with Lots to Gardens, the Trinity Jubilee Center, and the JED Center in Greene.
- Gabby Voeller '07 and Jake Berkowitz '06 led a trip to Blue Hill, where they picked apples at an orchard.
- Meg Kinney '08 and Ben Reed '08 led a group that visited with residents at a nursing home in Waterville, helped at a Habitat for Humanity site in Portland, and worked with the Lots to Gardens program in Lewiston.
- Nikki Moraco '06 and Kim Kariuki '06 led a group that camped at Poland Spring Campground and provided service for Lots to Gardens and Trinity Soup Kitchen.

David Scobey, the Director of the Harward Center, spoke to a group of about 80 first-year students about the work of the HCCP and opportunities the Center provided them. A panel of students who had been involved in service-learning and volunteer activities also spoke.

Katrina Relief Initiative

A group of fifty students, under the leadership of Christopher Petrella '06, formed in September to respond to the Gulf Coast devastation that remained in Hurricane Katrina's wake. Fund-raising events included a raffle on Parents and

Families Weekend, a dance, a bottle drive and extensive tabling. Mardi Gras beads were given to all who donated to the fund. Emily Hoffer '06 coordinated fourteen students who planned and facilitated an art show/sale during Parents and Families Weekend. Over \$16,000 was raised. Of the cash contributions, 70% was donated to the American Red Cross and 30% was donated to the Rural Community Action Ministry in Leeds, Maine for fuel assistance for local residents.

Back to Bates Weekend

Two students presented posters on their summer community study fellowships. One student's project involved developing arts programming for adults with developmental disabilities at Spindleworks in Brunswick and the other student talked about her work with the Maine Resources Aquarium at Boothbay Harbor.

Admissions Office Maine Day

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

Harward Center for Community Partnerships Search

The Harward Center staff played an active role in the successful search for an associate director for the Donald W. and Ann M. Harward Center for Community Partnerships. Dr. Anna Sims Bartel has been hired to help lead the Center, which coordinates and oversees programs that connect the College to the community.

Martin Luther King Day

The Center, in conjunction with the College's MLK Committee, sponsored a "Read-In" at Martel Elementary School in Lewiston. Twenty-one 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-one students presented service-learning and/or community-based research projects as the summit.

Accepted Students Receptions

Students and staff affiliated with the Harvard Center spoke at three receptions for accepted students and their families. Students told the stories of their experiences, their development, and their understanding of the relationship between their public work, done through the Harvard Center, and their academic and personal growth.

National Day of Service

Close to 300 Bates alumni, parents, students, staff, friends, and prospective students contributed over 2,000 hours of service on Saturday, April 22 in the College's second annual National Day of Service, sponsored by the Office of Alumni and Parent Programs and the Harvard Center. Participants spent their day in activities such as sorting donated food at food banks, preparing meals for the homeless at soup kitchens, and painting and repairing houses. Events took place in 12 cities across the U.S.—Boston, Hartford, New York City, Washington DC, Chicago, Denver, Lewiston, Portland (ME), Providence, Seattle, Los Angeles and San Francisco. Twenty-two people volunteered in the Lewiston group. They painted and did repair work on two different homes for Rebuilding Together L/A, a local branch of the national organization dedicated to ensuring that low-income homeowners are able to live independently in safety and warmth.

Strategic Planning Process

The HCCP initiated a strategic planning process in early 2006, in order to chart a course for the next one to five years. The process involved identifying four major

stakeholder groups; meeting twice with members of each group (for a total of eight meetings); sharing notes and ideas through various other venues, formal and informal. The strategic plan was laid out in the summer of 2006 and will serve as a guide (although a dynamic, flexible one) in our prioritization and program development.

Working Knowledge : A Harvard Center Forum

In order to engage faculty, staff, and community partners in substantive dialogue about the theoretical underpinnings of what we do, we created the “Working Knowledge” Forum. Events included informal dialogues, over a meal, with key national leaders in the field (this year, we worked with John Saltmarsh of the New England Research Center for Higher Education; Rick Battistoni of the Feinstein Institute for Public Service at Providence College; and Keith Morton, also of the Feinstein Institute). Each meal event was followed by a faculty seminar. We found significant interest in the themes of the events, which ranged from civic learning and ways of knowing to frameworks of social justice and service. It is our hope that this theoretical forum will be ongoing and will be accompanied or balanced by other fora centered on practice.

Student Grant Programs

Center staff provided support to and/or participated in selection committees for the following awards:

- Phillips Fellowships
- Class of 2000 Service-Learning Grants
- Helen A. Papaioanou Service-Learning Grants
- Arthur Crafts Service Awards
- Service-Learning Grants
- Vincent Mulford Summer Service-Learning Fellowships

Lewiston Housing Authority Art Exhibit

For the third year, the Harward 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.

Good Neighbor Night

For the fifth year in a row, Bates students helped to organize, support and host a neighbor get together at the Hillview housing complex. 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.

Faculty Discretionary Grants

The Harward Center awards discretionary grants to faculty to support service-learning projects they have undertaken. Grants awarded for the 2005-2006 academic year include:

American Cultural Studies

Margaret Creighton, ACS 200, Fieldwork in American Cultural Studies

Funds for a celebration lunch for students and senior citizens who participated in the oral history project with Museum L/A.

Anthropology

Heather Lindkvist, ANTH S10, Encountering Community

Equipment costs to support ethnographic work at Museum L/A and Trinity Jubilee Center.

Biology

Sharon Kinsman and Susan Hayward, BIO 265, Invasive Plant Ecology

Funds for student worker to maintain invasive species management plan at Thorncrag during summer 2006.

Dance

Carol Dilley, DANCE S29: Dance as a Collaborative Art

Funds to support school coordinator for her Short Term course, which sends students out to public schools to teach and perform.

Carol Dilley

Funds to support public relations for the Winter Dance Festival held at the Franco-American Heritage Center.

Education

Patti Buck, ED 231, Perspectives on Education

Literacy fellow to conduct research on public health materials for adult students and to serve as student coordinator for education students placed at Lewiston Adult Learning Center.

Stacy Smith, ED/SOC 380, Education Reform and Politics

Materials for research project at Edward Little High School.

Stacy Smith, ED S25, Democratic Dialogue

Costs related to visit from Joni Doherty, Franklin Pierce College.

English

Lillian Nayder and Rob Farnsworth, ED/ENS 25, Children's Creative Writing Workshop

Funds to support an artist-in-residence, travel, and related costs for project at Dunn Elementary School in New Gloucester, Maine.

Environmental Studies

Beverly Johnson, ES 457, Environmental Studies Thesis

Funds to support student research on water quality testing for the Androscoggin River.

Psychology/Sociology

Kathryn Graff Low

Bringing Theory to Practice research project and conference attendance.

Georgia Nigro and Emily Kane, PSY/SOC, Unequal Childhoods

Stipends for curriculum development for new course to be offered in Short Term, 2007.

Harvard Center Grants for Community-Based Projects

Seven Bates faculty and staff were awarded Harvard Center Grants in the inaugural round of a new, annual funding program by the Harvard Center for Community Partnerships. The grants, awarded competitively by a selection committee, are designed to offer faculty and staff significant support for publicly-engaged teaching, research, cultural, and other community projects. Seven projects—five led by faculty and two by Bates staff members—received grants totaling \$33,500. The range of work supported goes from theater to literary studies to environmental economics. Some grants will lead to new courses; others support new artistic and cultural works; still others involve research for the public good.

The seven Harvard Center Grant recipients and their projects include:

- Education Professor Patricia Buck, who will supervise two undergraduates working with the Lewiston Adult Education Center to develop public-health materials and survey community practices involving ELL (English Language Learners) in Lewiston's immigrant community.
- Laura Faure, Director of the Bates Dance Festival, for support of a site-based work at Lake Andrews for the 25th anniversary of the Festival in summer, 2007; Bates students will help to coordinate the project, participate in summer creative workshops, and analyze the project in Fall courses, 2007, following the performance of the work.

- Phyllis Graber Jensen, Office of Communications and Media Relations, who will work with a Bates undergraduate researcher and community historians to create a video oral-history collection about the history of the Lewiston Jewish community.
- Lynne Lewis, Professor of Economics and Environmental Studies, who will use Geographic Information Systems to conduct a socio-economic survey of the Androscoggin River watershed, part of a teaching and research project on using land valuation to encourage sustainable development of river valley ecosystems.
- William Pope.L, Professor of Theater and Rhetoric, who will revise and tour his acclaimed performance art project, The Black Factory, during the summer of 2006.
- French Professor Mary Rice-DeFosse, Department of Romance Languages and Literatures, who will work with Lewiston's Franco-American Heritage Center and two undergraduate researchers to collect videographic oral histories of Francophone elders.
- Professor Lavina Shankar, Department of English, who will develop a new service-learning course focused on the relationship between human beings and dogs, integrating cultural studies with work in animal shelters, veterinary clinics, and elsewhere.

Other Grants Administered by HCCP

The Harward Center was involved in the administration of numerous grants.

- The Professor Leland Bechtel Fund supported the outstanding work of two psychology majors:
 - Christine Beckwith '06 received this grant for her work at New Beginnings, a transitional program for homeless and runaway adolescents. Christine worked with program participants and conducted research for the agency on young mothers and non-mothers about motivations for parenthood and

related issues. She also helped to organize and coordinate a road race as a fund raiser.

- Melissa Simones '06 received this grant for her work with the Lewiston High School Aspirations Program. Melissa worked in the "Aspirations Lab" and conducted research on local gender differences in aspirations and college application patterns. She synthesized national research for the school and connected it to local findings.
- **The Dr. Helen Papaioanou Service-Learning Fund** awarded grants to the following students for expenses to support their community work in the agencies noted.
 - Christine Beckwith—New Beginnings Outreach Center
 - Meaghan Creedon, Nicholas Harty, Laura French, Laura Nichols, and Kaitlyn McKechnie—Edward Little High School Civil Rights Team
 - Amanda Grillo—Margaret Murphy Center for Children
 - Hannah Johnson-Breimeier—Maine Equal Justice Partners
 - Dahlia Mechanic—Lewiston High School Parenting Center
 - Emily Rand—Franco-American Heritage Center
- The first Robert S. Moyer Award for the Prevention of Domestic Violence was given in 2006. The award, given to a Bates College student for exceptional work related to the prevention of domestic violence, went to Lauren Pluchino '08. Lauren has taken a variety of criminology courses, as well as having worked in the Lewiston District Court with Judge John Beliveau. As part of her Criminal Justice Internship with Professor Sylvester, she did a research paper on the development of family treatment drug courts. The paper was accepted for the poster session of the annual meeting of the American Society of Criminology.
- The “**Math and Science Education Outreach**” section of the **Howard Hughes Medical Institute Grant** funded a variety of grades 7 to 16 math and science education activities. Highlights included:
 - The **Central Maine Physics Alliance** was supported for its fifth year. High school physics teachers, Bates faculty, Bates assistants in instruction

- and Bates students met monthly to discuss topics of mutual interest and to access resources.
- 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. They presented their work at the Boston Museum of Science in March of 2006.
 - For the sixth year, HHMI supported **the Lewiston High School Science Fair** by providing two student fellows to help organize and run the event. In addition, 47 members of the Bates community and the community at large were trained and evaluated over 400 science fair projects.
 - Hughes Science Funds were allocated to hire the College’s first “**Teacher in Residence**,” a science teacher who will work with pre-service teachers and with math and science majors who may be interested in considering teaching as a career.
- David Scobey, Director of the Harvard Center, and Professor Gerald Bigelow, an archaeologist working with the Bates Environmental Studies Department, arranged for two graduate students in archaeology who are working with the Bates program in the Shetland Islands to present programs to classes (K-5) at the Phippsburg Elementary School in Phippsburg, Maine. There will be additional programs offered in the school in the fall.

The Bates-Morse Mountain Forum

Judy Marden, Director of the Bates-Morse Mountain Conservation Area and Coastal Center at Shortridge, initiated the forum to formalize the practice of sponsoring presentations to the Phippsburg community about Bates work in the Phippsburg area. Andrew Stowe '06 presented his research on the vocalization of sharp-tailed swallows. Professor Mike Retelle of the Geology Department

reported on the work he and his Limnology class did during Short Term. The class had done baseline studies of several lakes in Phippsburg. (The results of the work have also been reported to the Town of Phippsburg and the Phippsburg Land Trust.)

- Members of the Service-Learning Program staff met with the Sociology faculty and the French faculty at their departmental meetings as well as individual faculty members to talk about service-learning and to share ideas about curriculum.

Planetarium and Greenhouse

Twenty planetarium shows were given to approximately 450 children. These were led by two faculty and one student. In addition, Gene Clough, Lecturer in the Physics Department, hosted 200 Girl Scouts for the Stars over Savannah show he created. Mary Hughes hosted tours of the College greenhouse for the Admissions Office and for students from Oxford Hills and Minot.

Staff Presentations

- Sue Martin, Director of the Service-Learning Program, Patti Buck of the Department of Education, Anne Kemper Coordinator of the Lewiston Adult Learning Center, and Ben Reed '08 presented at the national Imagining America Conference in Brunswick, New Jersey. They discussed mutually beneficial ways in which faculty research and student service-learning work could be integrated with education for local non-English-speaking immigrants.
- David Scobey, Director of the Harward Center for Community Partnerships, Lynne Lewis, Associate Professor of Economics, Susan Hayward, President of the Stanton Bird Club, and Sue Martin, Director of the Service-Learning Program, presented at the New England Campus Compact Conference. They

focused on new ways of collaborating and moving beyond traditional service-learning projects.

- Christine Chmura '06, Meg Manning '06, Meg Kinney '09, and Sue Myers and Jim Carmichael, Auburn Middle School teachers, presented at the 4th International Conference on Civic Education in Orlando, Florida. Their workshop, entitled "Students Empowering Students: A Middle School and College Collaborative," presented best practices implementing service-learning activities in a middle school classroom.
- Holly Lasagna presented at the North Eastern Campus Compact regional meeting. She and the Director of Maine Campus Compact presented a workshop on integrating civic education into course work across the curriculum.
- Holly Lasagna collaborated with Stacy Smith of the Education Department, Liz McCabe Park of Maine Campus Compact and Barbara Kauffman of Kids Consortium to organize a statewide conference entitled "Educating for Democracy: K-16 Learning and Engagement in Maine: A Celebration of Programs and Conversation About Practice." Over 75 people participated as a culmination of work done by the Governor's Citizenship Education Task Force. Sue Gendron, the Commissioner of Education in Maine as well as Ira Harkavy, the founding Director of the Center for Community Partnerships at the University of Pennsylvania, and David Scobey, the Director of the Harvard Center were featured speakers. The Harvard Center and Bates College sponsored the event.

Classroom Visits

- 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 discuss women in leadership.
- Peggy Rotundo visited Professor Stacy Smith's class on Education Reform and Politics to discuss state education policy issues and visited Professor Krista Scottham's First Year Seminar on Emerging Adulthood to talk about

policy issues pertaining to youth and the state legislative process in Maine. Peggy Rotundo also participated in a panel organized by the College for seniors on career opportunities in government and a panel organized by the Women's Resource Center on women in leadership. She also participated in a panel on values and vocation put on for Bates students by the Venture Consortium.

- Sue Martin and Holly Lasagna made numerous visits to classrooms to share information with students about the community and to help prepare them for their service-learning projects.

Volunteer Program

Student Volunteer Fellows Program

For the fourth year, four students worked together to lead the volunteer program at Bates. They each took responsibility in different areas, though their work often overlapped.

- Christopher Petrella '06 worked during first semester to provide monthly volunteer opportunities in which students could participate on a one-time basis. His efforts included spearheading the Katrina Relief Initiative and helping to organize Make-a-Difference Day.
- Erin Reed '08 organized one-time events during second semester and Short Term, including the annual Valentine's Day Rose Sale, and work sessions at the Wood Street garden.
- Sarah Mengel '06 was responsible for the Longley Elementary School Mentoring Program. She also organized events for the elderly at Blake Street Towers and Meadowview.
- Emily Hoffer '06 developed volunteer opportunities for athletic teams and student organizations. Highlights of her work included enlisting teams to help with the Morgan McDuffee Run and recruiting teams to help with two Meet and Greet events for A Family for ME.

- Katie Seamon '06 took the lead on the Trinity Soup Kitchen program, recruiting and scheduling over 60 volunteers for 5 weekly meals. She also coordinated the Montello Reading Club.

The Fellows met weekly to update each other, exchange ideas, and plan for future events. Marty Deschaines, the Volunteer Office Coordinator, met with them once a month. In addition to their day-to-day work, the Fellows worked hard to increase the visibility of the Volunteer Office on campus. They maintained a bulletin board in Chase Hall and they encouraged people to sign up for the communitylinks listserv. The Fellows also awarded \$3980 to other students from the volunteer grant account, which provided up to \$100 each for student volunteer projects (see Service Awards).

Mentoring

Sixty-nine Bates students volunteered this year to be mentors in the Lewiston/Auburn public schools, contributing over 2250 hours of service. Mentors visited their mentees once a week for at least 1 hour at the child's school for the full academic year.

- At the Longley School, 23 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 three field trips during the year. These visits to Bates included an informal dance session with Wildfire Theatre Company, attendance at a basketball game, a game party, and a visit to Schaeffer Theatre for a performance of The Jungle Book. These visits also included dinner in Commons.
- Forty-six 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

The Volunteer Office, which is part of the Harvard Center, 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. Some examples of work students did through the Bates Volunteer Office include:

- Fifteen 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. Each semester concluded with an ice cream party at Bates. The Storytelling Club entertained students.
- Twelve students participated in the Hillview 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.
- Sixty students volunteered to help serve food at Trinity Soup Kitchen's five weekly meals.
- The Women's Resource Center met bi-weekly with a group of twelve female students from Poland Regional High School. Their visits to campus included service projects, aspirations programming, and dinner in Commons.
- One student volunteered to help with food and face painting at the American Heart Association Heart Walk in September.
- One student volunteered to help with a Gulf Coast Disaster Relief Concert sponsored by L/A Arts.
- Fourteen students helped at the Farwell School Pumpkin Festival, setting up, helping with booths, and cleaning up.
- The annual Volunteer Fair was held on September 21. Seventeen agencies and seven student groups recruited at the event.
- Two students performed a dance at the YWCA Race Unity Dinner in October.
- Four students (two from the International Club) worked weekly with Lewiston High School seniors to study for the Test Of English as a Foreign Language. They spent six weeks completing practice tests.
- Fourteen students volunteered at St. Mary's Regional Medical Center.

- Forty-one students participated in the Bates Make-a-Difference Day in October. Students worked on projects with L/A Trails, Trinity Jubilee Center, Seniors Plus and Rural Community Action Ministry.
- The Women's and Men's Tennis Teams ran a clothing drive for victims of Hurricane Katrina.
- Sixteen students worked together to plan, set up and run a haunted house at the Lewiston Multi-Purpose Center Halloween Party.
- Five students planned and served a pre-Thanksgiving supper at Blake Street Towers. The Deansmen performed while residents enjoyed their desserts.
- Fifteen members of the baseball team played games and socialized with 12 foster children at a Meet and Greet event in the fall. Ten students helped with this event in the spring. Both events were hosted by A Family for ME.
- Two students volunteered weekly at the Calvary Church Soup Kitchen.
- Five volunteers from the Bates Storytelling Club gathered with Blake Street Tower residents for an interactive storytelling event around the theme of music. The Italian Club provided desserts.
- The Hunger and Homelessness Committee and the Women's Resource Center collected holiday gifts for several families connected with the Rural Community Action Ministry and the Abused Women's Advocacy Project.
- The Harward Center sponsored a holiday gift drive and collected items for wish lists from Renaissance House, Genesis House, Dirigo Place, and Spring Harbor. Residents of Blake Street Towers contributed hand knit hats and mittens.
- Six students volunteered at the Advocates for Children Holiday Festival.
- Six students volunteered at the Lewiston Multi-Purpose Center Welcome to Winter event, which was designed to introduce Lewiston newcomers to ways that cold weather in Maine can be enjoyed.
- A student volunteered with Maine Planned Parenthood and the Maine Senate Democratic Caucus.

- Two students who returned from studying in China interned with the director of the China Desk for the Maine International Trade Center. The Desk is located in Lewiston.
- A student volunteered for Judge John Beliveau in the Family Drug Court in Lewiston.
- Three students participated in the BookReach Volunteer Reading Program, reading aloud to preschool children in a licensed childcare home.
- Students in the Bates Christian Fellowship cared for children at Hope House while the mothers attended classes to develop parenting skills.
- Two students organized a clothing drive to benefit residents of New Beginnings, a shelter for homeless and runaway youth.
- Eight students and 5 Bates a cappella groups volunteered at a public fundraising dinner to benefit the Maine low-income heating assistance program. Volunteers helped sell tickets, serve food, and clear tables. The musical groups provided entertainment.
- Fifteen students participated in a dessert and board game evening at Blake Street Towers. The Women's Resource Center bought desserts for the event.
- Forty Bates students, including members of the baseball team, men's track team, and women's track team, spent two days helping Farwell School staff move to their temporary location at Holy Family School. Students helped unpack boxes and rearrange furniture.
- The Nordic Ski Team helped serve dinners at Trinity Soup Kitchen over February break.
- Two Bates students participated in the Maine Campus Compact Gulf Coast Relief Alternative Break trip. They worked transporting soil in severely damaged areas and had the opportunity to visit with many displaced people.
- Eleven students volunteered to facilitate the annual Valentine's Day Rose Sale. When students buy roses, they receive one and a second gets delivered to an elderly resident of Montello Heights. Proceeds from the event were donated to Good Shepherd Food Pantry.

- Six students provided monthly dinners for residents of St. Martin de Porres shelter. The students prepared the dinner, ate with the residents and then cleaned up after the event.
- Three members of the men's lacrosse team worked with Catholic Charity's SEARCH program to help a client by moving a donated bed from one location to another.
- Five members of the Bates Cooking Club prepared desserts for an evening event at Blake Street Tower. Two Bates fiddlers provided entertainment.
- Twenty volunteers provided a meal for elderly residents at Meadowview Housing. The Merrimanders performed and dinner was donated by Commons.
- Four students organized a year-long book drive to benefit Head Start, New Beginnings, Empower Lewiston, Blake Street Towers and Beacon Hospice.
- Six members of the Bates Rowing Team organized a fundraiser at the Colby/Bates/Bowdoin race in April. They designed and sold t-shirts and ornaments. All proceeds went to the Androscoggin River Alliance to assist in river clean-up efforts.
- Twelve members of the Bates Rowing Team provided a barbeque at Trinity Jubilee Center in April. Commons donated the food and provided a grill. Students grilled food and played Frisbee with guests.
- Forty students helped with the Morgan McDuffee Run in April. They provided assistance with advertising, registration and the race itself. Volunteers included members of the Men's Lacrosse, Women's Lacrosse, Alpine Ski, and Softball teams.
- Three students volunteered at Tall Tails Beagle Rescue in Falmouth, bathing the dogs, playing with them and walking them.
- Sixteen students worked with Lots to Gardens to prepare the Wood Street garden for the season. They contributed by cleaning, weeding and planting.
- Three students led wellness-related activities at the Longley School Wellness Day.

- Three students volunteered at the Multiple Sclerosis Walk in April. Bates Dining donated bananas for participants.
- Sixty students participated in the Community Partnerships Day in May that was organized by the Student Volunteer Fellows. In addition to many individual volunteers, seven student groups (Women's Rugby, Women's Volleyball, Feminist Action Coalition, Women's Resource Center, OUTFront, Clason House and the Bates Democrats) participated. Despite torrential rains, five projects were completed.
 - Students cleaned and sorted clothing at the Abused Women's Advocacy Project.
 - Students sorted clothing for Rural Community Action Ministry in Leeds.
 - A group worked to prepare the Hillview garden through Lots to Gardens.
 - Students did trail work with the Androscoggin Land Trust.
 - In the "Seniors Painting for Seniors" project, many members of the senior class worked to paint apartments for elderly residents of Meadowview Housing, a Lewiston Housing Authority complex.
- The Deansmen performed at the Blake Street Anniversary Dinner.
- Four fiddlers performed at the Meadowview Anniversary Dinner.
- Fifteen volunteers ran a Sock Hop at Blake Street Towers. They provided snacks and led the group in Name That Tune. The Bates Ballroom Society demonstrated various dance steps.
- A volunteer organized and ran a food drive during the last two weeks of Short Term and graduation. All food collected was donated to the Good Shepherd Food Pantry.
- A volunteer organized a drive to collect soap and shampoo for clients of the Trinity Jubilee Center.
- Harward Center staff participated in the local United Way's Day of Caring by volunteering at the Good Shepherd Food Bank.

Service Awards

ARTHUR CRAFTS SERVICE AWARDS

Arthur Crafts Service Awards provide funds for students who design an academically-related 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 all students in all disciplines and classes.

Crafts recipients for 2005-2006 included:

FALL 05

- Members of Patti Buck's First Year Seminar, *Lewiston Adult Learning Center, Lewiston, ME*
- Shawna-Kaye Lester '08, Trang Nguyen '07, Melisa March '06, *BreakAway Conference, Kingston and Montego Bay, Jamaica*
- Carrie Murphey '06, *National Middle School Association Conference, Philadelphia, PA*
- Hallie Preston '06, *Phosphorous Cycling at Gulf Island Pond, Lewiston, ME*

DECEMBER 05

- Jacob Bluestone '07, *Photography Project with Poland Regional High School, Poland, ME*
- Christine Chmura '06, Megan Manning '06, Margaret Kinney '08, *International Conference on Civic Education, Orlando Florida*
- Joanna Good '06, *Pedometer-Based Motivation Interviewing within a Primary Care Setting, Auburn, ME*

FEBRUARY 06

- Nakeisha Gumbs '07, *Art at Upward Bound, New York City, NY*
- Anna Schechter '06, *Photography Project with Spindleworks, Brunswick, ME*

SPRING 06

- Meaghan Creedon '08, *Internship at the Cloud Forest School, Monteverde, Costa Rica*
- Emily Crowley '08, *Internship with the Maine Ethics Commission, Augusta, ME*
- Amanda Harrow '06, *Globalization in Maine and Nicaragua student initiative, Nicaragua*
- Mariah Pfeiffer '07, *Oral History of the Androscoggin River, Berlin, NH, Rumford and 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 carry out an academically-related service-learning project in the community during the academic year. Students may submit a proposal at any point during the semester to the Harvard Center. Papaioanou recipients in 2005-2006 included:

- Christine Beckwith '06, *New Beginnings, Lewiston, ME*
- Meaghan Creedon '08, *Edward Little High School, Auburn, ME*
- Amanda Grillo '06, *Margaret Murphy Center, Auburn, ME*
- Hannah Johnson-Breimeier '06, *Maine Equal Justice Partners, Augusta, ME*
- Dalia Mechanic '06, *Lewiston High School, Lewiston, ME*
- Emily Rand '06, *Franco-American Heritage Center, Lewiston, ME*

VOLUNTEER SERVICE GRANTS

Student Volunteer Fellows awarded volunteer service grants to other students from the volunteer grant account, which provided up to \$100 each for student volunteer projects.

- Allegra Poggio '06, Jessica Adelman '09, *Hillview Family Development, Lewiston, ME*
- Mai Asaoka '09, *Blake Street Towers, Lewiston, ME*

- Amanda Harrow '06, *Globalization in Maine and Nicaragua student initiative.*
- Tuyet-Mai Hoang '09, *VietAbroader Project, Bates College, Lewiston, ME*
- Emily Hoffer '06, *Crew Team project with Androscoggin River Alliance, Lewiston, ME*
- Emily Hoffer '06, *TOEFL project with Lewiston High School, Lewiston, ME*
- Nicholas Klinovsky '06, *Spoke Folks, Lewiston, ME*
- Ann Lovely '07, *Bates Buddies, Bates College, Lewiston, ME*
- Kaitlyn McKechnie '06, *Women's Resource Center/Poland Regional High School Project, Poland, ME*
- Sarah Mengel '06, *Longley Mentoring Program, Lewiston, ME*
- Sarah Mengel '06, *Lewiston Housing Authority, Lewiston, ME*
- Julie Miller-Hendry '09, *Lewiston Housing Authority, Lewiston, ME*
- Brooke Miller '07 and Michael Wilson '07, *Gulf Coast Relief Alternative Break through Maine Campus Compact, Lewiston, ME*
- Katie Seamon '06, *Longley Elementary School, Lewiston, ME*
- Julia Simons '06, *Abused Women's Advocacy Project, Auburn, ME*
- Vanni Thach '06, *Cambodian Orphanage project, Lewiston, ME*
- Kyra Williams '09, *Globalization Short Term, Lewiston, ME*
- Lauren Woo '07, *Cats and Cubs, Lewiston, ME*

Summer Grants

VINCENT MULFORD SUMMER SERVICE-LEARNING FELLOWSHIPS

The Vincent Mulford Summer Service-Learning Fellowships provide funding for academically-related service-learning projects that address a wide range of social issues. Working with a supervisor at a service agency site, the student designs an eight- to ten-week project, outlines job responsibilities, and identifies some of the

social issues that the work will address. Recipients of Mulford grants for the summer of 2006 included:

- Ariel Childs '08, *Tapestry Health, Greenfield, MA*
- Bridget Harr '07, *Maine Women's Policy Center, Hallowell, ME*
- Carolyn McNamara '09, *Trinity Jubilee Center, Lewiston, ME*
- Megan Petry '07, *Eighth District Court, Lewiston, ME*

SERVICE-LEARNING GRANTS

The Harvard Center was able to provide additional support for students to work in summer service-learning projects.

- Jessica Adelman '09, *The Second Step, Newtonville, MA*
- Emmanuel Drabo '08, *Somali Bantu Project in Lewiston, ME*
- Elizabeth Hartfield '08, *Planned Parenthood of Northern New England, Scarborough, ME*
- Carolyn McNamara '09, *Trinity Jubilee Center, Lewiston, ME*
- Allegra Timperi '08, *Lovelane Special Needs Horseback Riding Program, Lincoln, MA*
- Kimberly Whipkey '06, *Maine Women's Policy Center, Hallowell, ME*

CLASS OF 2000 SERVICE-LEARNING GRANTS

The Class of 2000 endowed a fund to provide annual financial support to two students (one male and one female) for either a local or global community service project that the student has created. Recipients in 2006 included:

- Emmanuel Drabo '08, *Somali Bantu Project in Lewiston, ME*
- Elizabeth Hartfield '08, *Planned Parenthood of Northern New England, Scarborough, ME*

Community Work-Study Projects

Community work-study funding is awarded through the Harvard Center for exceptional service-learning projects, which are designed for the academic year and for the summer.

The following community work-study projects were funded for the 2005-2006 academic year or for the 2006 summer:

FALL 05

- Kira Abribat '06, *Androscoggin Home Care and Hospice, Lewiston, ME*
- Devon Carroll '06, *Advocates for Children, Auburn, ME*
- Gregory Henkes '08, *New Beginnings, Lewiston, ME*
- Christine Woll '07, *Androscoggin Land Trust, Lewiston, ME*

FALL 05 AND SPRING 06

- Thomas Burian '08, *New Beginnings, Lewiston, ME*
- Kathryn Clark '06, *Multi-Purpose Center, Lewiston, ME*
- Amanda Harrow '06, *Abused Women's Advocacy Project, Auburn, ME*
- Cassie Herbert '07, *Advocates for Children, Auburn, ME*
- Tuyet-Mai Hoang '09, *Androscoggin Home Care and Hospice, Lewiston, ME*
- Molly Ladd '09, *Lots to Gardens, Lewiston, ME*
- Julie Miller-Hendry '09, *Lewiston Housing Authority, Lewiston, ME*
- Alvin Nguyen '09, *Multi-Purpose Center, Lewiston, ME*
- Erin Sienkiewicz '09, *Lewiston High School, Lewiston, ME*

SPRING 06

- Emily Bright '07, *Lots to Gardens, Lewiston, ME*
- Sydney Perkins '09, *Androscoggin Children's Advocacy Center, Lewiston, ME*
- Leonard White '07, *Franco-American Heritage Center, Lewiston, ME*
- Nachele Wiegman '06, *Stanton Bird Club, Lewiston, ME*

AMERICA READS/AMERICA COUNTS

(Community Work-Study)

Auburn School Department

- JiYeon Glass '09

Lewiston School Department

- Lindsay Blazej '06
- Ryan Brennan '07
- Oscar Cancio '08
- Christopher Carlson '09
- Michaela Carter '07
- Kathryn Conkling '09
- Emily Crowley '08
- Rachael Garreffi '08
- Erin Gilligan '09
- Alexandra Goldstein '09
- Ryan Griffin '07
- Marissa Johnson '08
- Emily Levine '09
- Caitlin Murphy '07
- Mbali Ndlovu '09
- Helen Paille '09
- Megan Patey '08
- Julia Sleeper '08
- Jacqueline Smith '07
- Rachel Sorlien '06
- Emily Trono '06
- Sheena Washington '09
- Kim Whipkey '06
- Lauren Woo '07

SUMMER 06

- Emily Bright '07, *Health Care for All, Boston, MA*
- Thomas Burian '08, *Museum L/A, Lewiston, ME*
- Meaghan Creedon '08, *Overlook Farm, Rutland, MA*
- Emily Crowley '08, *State of Maine Commission on Governmental Ethics and Elections, Augusta, ME*
- Nakeisha Gumbs '07, *Pace University Upward Bound, New York, NY*
- Marsha Larned '07, *Hillview Family Development Summer Recreation Program, Lewiston, ME*
- Mariah Pfeiffer '07, *Androscoggin River Alliance, Lewiston, ME*
- Lauren Woo '07, *SEEM Collaborative, Stoneham, MA*

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 two of the College's four Phillips Student Fellowships involved volunteer work or service-learning:

- **Lauren Pluchino '08**

Horseheads, NY

Exploring the Realm of Goodall: Social Change through Grassroots Engagement

Lauren traveled to Tanzania to pursue her interests in anthropology and grassroots organizing. She worked for the Kivulini Women's Rights Organization where she was able to see how women in grassroots organizations facilitate debate and adjust to social and cultural obstacles. With a help of a Tanzanian guide, she then followed the same route that Jane Goodall, a female pioneer in anthropology, took when she first began her research.

- **Lois St. Brice '07**

Curepe, Trinidad

The Evolution of Environmental Management in South Africa

Lois traveled to South Africa and participated in a service-learning project with a private organization, Eco Africa Consultants Ltd, by continuing work on an information-sharing platform pioneered by this organization in collaboration with the World Bank Group and International Waters Learning Exchange and Resource Network. This platform's development aims to be a low cost alternative to traditional technologies allowing for greater ease of deployment, greater network flexibility, and more support for remote information access and processing in order for people to manage their own resources and conserve their environment.

