

Civic Engagement at Bates

2018-2019

MESSAGE from the Director, Darby K. Ray

The Harward Center enjoyed a busy and productive year during 2018-19. Our top priority, as ever, was student learning in the formal academic program. Such learning requires willing and well-equipped faculty members, a system of faculty development and review that incentivizes and rewards publicly-engaged teaching and research for faculty, and a broad network of community partners willing to collaborate with faculty and staff and to provide opportunities for student growth and contribution. In addition to academically-framed community engagement work, we were delighted to support a range of co-curricular and extracurricular programs that developed students' civic awareness and leadership abilities.

Among the year's highlights were 1,337 student Community-Engaged Learning experiences through academic classes. Among the many courses offered were these:

- *Caravans, Khans, and Commissars: A History of Central Eurasia*, in which students developed profiles of characters for a role-playing game on the Silk Road used in Social Studies classes at Lewiston High School. The profiles included primary sources that helped LHS students illuminate the lives of individuals living on the Silk Road.
- *Introduction to Astronomy*, in which Bates students worked in lab groups to create interactive displays and activities for the 3rd annual Astronomy Extravaganza Night, attended by over 350 elementary school children and their families.
- *Community Organizing for a Digital World*, in which students developed, maintained, and moderated an online community for the Environmental Data Science Inclusion Network EDSIN conference in Boulder, Colorado. More info available here: edsin.qubeshub.org.
- *Marine Ecology*, in which students created a "Celebration of Sea Creatures" experience, replete with live specimens and hands-on learning activities, for Lewiston Middle School students.
- *Restoration Ecology*, in which students researched and presented options for restoring habitat in the Centennial Field parcel of the Thorncrag Nature Sanctuary, a property of the Stanton Bird Club.
- *Urban and Regional Food Systems*, in which students undertook an audit of food policy in the City of Auburn, in collaboration with the local Good Food Council.
- *U.S. Women and Politics*, in which students worked with the Maine Women's Policy Center to host discussions with women about issues that mattered most to them during the 2018 election.
- *Colorblind or Racialized: Law and Policy in the Making of Race*, in which students worked with Maine Initiatives to review and offer feedback on grant applications for the Grants for Change program, which awards funds to Maine NGOs working to advance racial justice.
- *Intermediate Japanese*, in which students taught weekly Japanese language and culture classes in after-school programs at both Geiger Elementary School and Lewiston Middle School.
- *The Economics of Crime, Punishment, and Rehabilitation*, in which students volunteered weekly with organizations focused on in-school discipline, re-entry, and substance use disorder.

- *Psychology of Sport and Exercise*, in which students developed competitive proposals for improving or expanding physical activity programs at local schools and non-profit organizations.

The year also featured an emphasis on faculty development, including another banner year for our course-development learning community for early career faculty. This program, known as PEP—the Publicly-Engaged Pedagogy Faculty Learning Community—featured faculty participants from Physics, Geology, Japanese, Asian Studies, BioChemistry, Sociology, Economics, Writing at Bates, and Digital and Computational Studies. Among the new community-engaged learning courses developed during the Fall semester PEP and taught in the subsequent semester were “TechnoGenderCulture” and the “Economics of Crime.”

Inspired by the success of PEP, we hosted two other faculty learning communities. In the Winter term, we instituted the Community-Engaged Research Learning Community. Like PEP, it is designed to be a friendly, capacity-building experience that includes ongoing support for faculty members’ community-engaged work. The focus is on the development or deepening of a research trajectory, which could be a community-engaged research project or stream of the faculty member’s, or one they develop for students to work on under their guidance. Four pre-tenure faculty members participated in the first cohort. During the Spring term we hosted a lively, well-subscribed faculty learning community to consider together the new text, *The Student Companion to Community-Engaged Learning* by Donahue and Plaxton-Moore (2018). Several faculty have adopted the text for the coming year.

When it came to our community collaborators, we were gratified to establish a new partnership with a low income serving credit union in downtown Lewiston. Three different Bates courses (“Race, Class, Gender, and Family” in Fall semester; “Production and Reproduction” in Winter semester; and “Global Maine” in Short Term) partnered with the credit union for work including assessment, data analytics, and video production. We also led capacity-building work with teachers and staff at Lewiston Middle School as they transitioned to an Expeditionary Learning model, and we helped facilitate a multi-stakeholder alliance working to grow parent engagement in local schools.

In student-facing work, we were pleased to collaborate with colleagues in several other Bates departments on a successful grant to create a framework for a unified, college-wide approach to leadership. We also revised our summer fellowships program to focus exclusively on summer opportunities in the local Lewiston/Auburn community. With the college’s Purposeful Work program now supporting summer internships across the globe, it makes sense for us to focus our program on the local community, where needs, willing collaborators, and terrific opportunities for students are plentiful. In other news, 2018-19 was the best year yet for high-quality research and research-based action projects completed by students in our Short Term Action/Research Team. We also saw new levels of productivity and excellence among Community Liaisons for student clubs and teams. Finally, we made significant gains in voter empowerment, as evidenced by impressive increases in voter registration and numbers of ballots cast by Bates students in the midterm elections.

We are so grateful to all our collaborators and supporters, both on and off campus, for helping us make the work narrated in this report possible. These programs offer Bates students extraordinary opportunities to connect their learning to real-world projects and partners, address the challenges and needs of today's world, and develop habits of civic engagement and social responsibility that will shape their lives and communities for years to come.

In Community,



ACADEMIC Initiatives

Bates has long been committed to the engaged liberal arts, which includes intimate learning environments, tough intellectual challenges and the support to surmount them, and ample opportunities to put theory into practice. The college's Harvard Center offers a wide array of resources for faculty and students to connect classroom, laboratory, and studio learning to real-world contexts and partners and to bring the pressing issues of our day into on-campus learning environments.

Community-Engaged Learning Courses

The cultivation of civic awareness and informed civic action is at the heart of a Bates education. Many faculty embrace community-engaged learning as an innovative pedagogy that enhances student engagement with course content while developing important academic and life skills such as critical thinking, problem-solving, collaboration across differences, and ethical reasoning, while contributing to the flourishing of communities near and far. The sixty-two community-engaged courses listed below were offered during the 2018-19 school year and produced over 31,000 hours of community-engaged work. Many of these courses met a threshold of community-engaged practice that allowed them to be tagged in the course catalog as Community-Engaged Learning (CEL) courses. All contributed to the cultivation of civic awareness and informed civic action. A brief summary of each course's community-engaged work is available in the Appendix.

Anthropology

- Citizenship, Borders, and Belonging, ANLS 205, Professor Lyon
- Production and Reproduction, ANTH 339, Professor Eames
- Encountering Community: Ethnographic Fieldwork and Service-Learning, ANTH S10, Professor Danforth
- Global Maine: Videography, ANTH S29, Professor Eames

Art and Visual Culture

- Advanced Video Production, AVC 309, Professor Valencia Gonzalez

Asian Studies

- Caravans, Khans, and Commissars: A History of Central Eurasia, ASHI 259, Professor Chaney

Astronomy

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

Biology

- Restoration Ecology, BIES 303, Professor Essenberg
- Marine Science, BIGE 113, Professor Dobkowski
- Ecology and Natural History of the Maine Coast, BIO S30, Professor Dobkowski
- Science Communication, BIO 126, Professor Mountcastle
- Marine Ecology, BIO 313, Professor Dobkowski

Chemistry

- Biological Chemistry II, CHEM 322, Professor O'Loughlin

Dance

- Teaching Through the Arts, DNED, Professor Sale
- Tour, Teach, Perform, DNED S29, Professor Dilley

Digital Computational Studies

- Data Cultures, DCS 104, Professor Shrout
- TechnoGenderCulture, DCS 106, Professor Shrout
- Community Organizing for a Digital World, DCS 304, Professor Diaz Eaton

Economics

- The Economics of Crime, Punishment, and Rehabilitation, ECON 373, Professor Kurzfeld

Education

- Teaching Through the Arts, DNED, Professor Sale
- Tour, Teach, Perform, DNED S29, Professor Dilley
- Education in a Globalized World, EDGS 384, Professor Buck
- Community-Based Research Methods, EDPY 262, Professor Nigro
- Perspectives on Education, EDUC 231A, Professors Smith and Sale
- Perspectives on Education, EDUC 231B, Professors Smith and Wallace
- Teaching in the Sciences, EDUC 235, Professor Wallace
- Adolescent Literacy, EDUC 255, Professor Charles
- Teaching and Learning English in the Community, EDUC 310, Professor Buck
- Learning and Teaching, EDUC 343, Bronwyn Sale
- Basic Concept in Special Education, EDUC 362, Professor Charles
- Theory and Practice of Writing and Tutoring, EDUC S19, Professor Wade
- Creating Educational Experiences at Morse Mountain, EDUC S20, Professor Wallace
- Student Teaching I, EDUC 460, Professor Tieken and Charles
- Student Teaching I & II, EDUC 460, Professor Sale and Charles

Environmental Studies

- Restoration Ecology, BIES 303, Professor Essenberg
- Lives in Place, ENVR 205, Professor Costlow
- Urban and Regional Food Systems, ENVR 308, Professor Eanes
- Community-Engaged Research in Environmental Studies, ENVR 417, Professors Eanes

First-Year Seminars

- Reading Japan in Multicultural Picture Books, FYS 491, Professor Konoeda

- Cultivating Social Justice in Community Gardens, FYS 493, Professor Wade

Gender and Sexuality Studies

- Education in a Globalized World, EDGS 384, Professor Buck
- Gender: U.S. Women and Politics, GSPT 254, Professor Hill
- Women, Culture, and Health, GSPY 343, Professor Langdon

Geology

- Marine Science, BIGE 113, Professor Dobkowski

History

- Caravans, Khans, and Commissars: A History of Central Eurasia, ASHI 259, Professor Chaney

Japanese

- Intermediate Japanese IV, JPN 302, Professor Konoeda

Latin American Studies

- Citizenship, Borders, and Belonging, ANLS 205, Professor Lyon

Math

- Calculus II, MATH 106, Professor Ott and Boateng
- Multivariable Calculus, MATH 206, Professor Greer
- Differential Equations, MATH 219, Montgomery

Neuroscience

- Introduction to Neuroscience, NSPY 160, Professor Greene

Politics

- Colorblind or Racialized: Law and Policy in the Making of Race, PLTC 203, Professor Hill
- Experiences in Policy Process, PLTC 377, Professor Longaker

Psychology

- Community-Based Research Methods, EDPY 262, Professor Nigro
- Introduction to Neuroscience, NSPY 160, Professor Greene
- Developmental Psychology, PSYC 240, Professor Fraser-Thill
- Psychology of Sport and Exercise, PSYC 275, Professor Langdon
- Health Psychology, PSYC 303, Professor Langdon
- Infancy, PSYC 340, Professor Fraser-Thill
- Helping Relationships, PSYC S27, Professor Goodman
- Composing a Life, PSYC S39, Professor Fraser-Thill

Rhetoric

- What is Rhetoric?, RHET 100, Professor Kelley-Romano

Sociology

- Contemporary Social Problems: Sociological Perspectives, SOC 104, Professor Kane
- Crime, Justice, and Society, SOC 211, Professor Rocque
- Privilege, Power, and Inequality, SOC 250, Professor Kane
- Life Course & Aging, SOC S26, Professor Taylor

Publicly-Engaged Research, Independent Studies, & Internships

During the 2018-2019 school year, thirty-five students completed community-engaged senior theses under the direction of Bates faculty members. These projects occurred in disciplines from across the college. Dozens more students completed independent study projects or academic internships that had significant community engaged aims and content. Summaries of thesis projects are available in the Appendix.

Community-Engaged Research Fellows Program

The Community-Engaged Research (CER) Fellows program supports students' undertaking of significant research projects with the off-campus community. During a semester-long seminar, students learned about the history, methods, and ethics of community-engaged research across different disciplines while moving their own projects forward in an interdisciplinary learning community. This year, three outstanding students were selected as Fellows: Daisy Diamond (Art and Visual Culture), Dylan Metsch-Ampel (Environmental Studies), and Abby Westberry (Sociology and Politics). Toward the end of the Winter term they shared their research at the annual student research symposium, Mount David Summit, in a session entitled, "Ethical Dilemmas and Collaborative Change: Insights from Community-Engaged Research."

Respondent Shanna Cox, founder and principal of Project Tipping Point in Lewiston, offered lively feedback on the students' projects. These were the three fellowship-supported projects:

Daisy Diamond, "Art Therapy as a Nonprofit: Grants, Community Needs, and Social Justice"

Dylan Metsch-Ampel, "Sense of Place Through Kennedy Park: The Role of Urban Green Space in the Tree Streets Neighborhood"

Abby Westberry, "'Before its Smell Became Me:' Motel Residency and the Politics of Belonging"

STA/RT (Short Term Action/Research Team) Fellowships

The Harvard Center's Short Term Action/Research Team (STA/RT) provides students and community partners the opportunity to combine students' research skills with community-developed research needs during a focused five-week program. Beginning with a "request for proposals" inviting local nonprofit and governmental organizations to submit project proposals, student participants are selected in a competitive application process designed to match their interests and skills with the selected community projects. The ten students then work approximately twenty hours per week on their assigned project, consulting with each other and Harvard Center staff during weekly team and one-on-one meetings as well as with an on-site supervisor. This year's STA/RT Fellows, projects, and community partners:

- Rachel Minkovitz took the lead in creating a video that will introduce her fellow college students to the off-campus community and prepare them to engage in that community in informed and respectful ways. Over half of all Bates students get involved each year in the local off-campus community through academic courses, research projects, volunteer work, or summer fellowships. The new video helps them consider some of the complexities and nuances of community-engaged work and offers guidance and tips for how to maximize their positive impact.
- Zoe Chamberlain worked on behalf of Rebuilding Together LA, a low income home repair organization, to cull years of data, create a database, and develop a marketing plan

to promote the organization's work to prospective clients, volunteers, and donors. Thanks to her efforts, the organization is poised for new levels of success and sustainability.

- Jenny Martin, a History major, worked on behalf of Museum L-A to research best practices for oral history collections. With the Museum poised to expand its oral history collection in the years ahead, Jenny's research will guide the work of staff and volunteers alike as they conduct interviews and collect the stories of days gone by.
- Clio Barr worked as a marketing and public relations fellow for the Center for Wisdom's Women, a local organization promoting women's healing and empowerment through a drop-in center, long-term residential community, and budding social enterprise called Herban Works. Working in partnership with the staff and clients of the Center, Clio created print and digital materials and led workshops for Center stakeholders, all aimed at sharing the Center's dynamic mission with diverse audiences.
- Genesis Paulino worked for the St. Mary's Nutrition Center in Lewiston to create educational materials for local teachers and their students. Specifically, she developed curricula and materials for portable garden bins, each of which contains diverse learning activities and lessons designed to help teachers connect a school garden to their classrooms and learning goals.
- For her project, Maya Seshan worked for the Maine Gun Safety Coalition to conduct research on gun safety education among pediatricians. She conducted interviews with a range of pediatric physicians, collecting data on issues such as whether and how often pediatricians speak with parents and children about firearm safety in the home, and what approaches to parent education on this important topic would be most useful to caregivers. Based on her findings, Maya developed a set of recommendations for the Maine Gun Safety Coalition, as well as an informational brochure for use by physicians.
- Ryan Lizanecz explored his interest in the law by spending five weeks working with Pine Tree Legal Assistance, a non-profit law firm serving low income residents throughout the state of Maine. Ryan's work focused on the problem of student debt. By researching student debt relief programs, especially those targeting low-income clients who were victims of predatory lending from for-profit educational institutions, his work is informing the agency's work on this important contemporary issue.
- Katie Ennis supported the work of the Androscoggin Land Trust by contributing to a comprehensive trail improvement plan, starting with the creation of new signage templates. After collecting input from a range of stakeholders, Katie worked to revise and enhance trail names, signage, and sign placement—all designed to improve access to and understanding and enjoyment of public lands.
- Working on behalf of the Lewiston Public School District and in response to the need for improved resources for English Language Learners, Zachary Anderson researched best practices for English Language Learning websites. He then applied that research by creating a prototype website for the District. As an Education minor at Bates, Zack spent hundreds of hours doing fieldwork and student teaching in local schools. He also completed a community-engaged thesis project on immigrant parent engagement.
- Teagan Ladner supported the YWCA of Central Maine by creating a video that highlighted their racial justice mission and work. Starting with the filming of the organization's annual Stand Against Racism event, Teagan interviewed a range of stakeholders and eventually created a video that tells a compelling story of the YWCA's long-standing commitment to equity and social justice.

Faculty Development

To grow faculty members' understanding of and appetite for publicly-engaged work, a range of services and programs is offered throughout the year. During the 2018-19 school year, these faculty development programs were offered:

- New Faculty Orientation – a session introducing new faculty to the Bates civic mission and to the range of opportunities, resources, and support provided to faculty for publicly-engaged teaching and research; followed by a guided walk through our city's downtown
- Publicly-Engaged Pedagogy (PEP) Faculty Learning Community - a Fall semester program designed to encourage pedagogical innovation through the development of new community-engaged learning courses, and to provide a community of shared practice and reflection around innovative pedagogy. The Learning Community involves 5-6 cohort gatherings during the Fall term, including capacity-building workshops and reflective exercises; 5-6 one-on-one consultations with designated Harvard Center staff; and one or more meetings with community partner(s). To date, 25 faculty representing 18 departments/programs have completed the PEP program. The 2018-19 PEP cohort featured faculty participants from Physics, Geology, Japanese, Asian Studies, BioChemistry, Sociology, Economics, Writing at Bates, and Digital and Computational Studies. Among the new community-engaged learning courses developed and taught were “TechnoGenderCulture” and the “Economics of Crime.”
- Community-Engaged Research Faculty Learning Community - a new faculty development program to build on the success of PEP. The focus was on the creation or deepening of a research trajectory, which could be a community-engaged research project or stream of the faculty member's, or one they develop for students to work on under their guidance. Four pre-tenure faculty members participated in the first cohort.
- Text-Focused Faculty Learning Community - a lively, well-subscribed faculty learning community to consider together the new text, *The Student Companion to Community-Engaged Learning* by Donahue and Plaxton-Moore (2018).
- Public Works in Progress – a series of monthly lunchtime programs featuring presentations by faculty, staff, and students about their publicly-engaged work. A highlight this year was “CEL in STEM: Snapshots of Recent STEM Courses Using Community-Engaged Learning,” featuring short presentations by faculty members Katie Dobkowski (Biology), Michelle Greene (Neuroscience), and Andrew Mountcastle (Biology).
- CEL Happy Hour & Ideas Exchange - A festive program to kick off a new semester and share tips for integrating reflection into one's community-engaged teaching.
- CEL Spotlight - an end-of-year program to celebrate faculty who offered Community-Engaged Learning courses during the year and to learn about the expanded facilities and collaborative possibilities with local community partner, Baxter Brewing.

Faculty Grants

Community Engagement Grants are offered to faculty in amounts up to \$500 to support community-engaged learning activities in existing courses. Grants may enhance community-engaged learning, community-engaged research, and community engagement activities in the

curriculum through the support of new materials, transportation, honoraria, and the like. Community Engagement Grants awarded for the 2018-19 academic year totaled nearly \$5,000 and included these projects:

- Kristen Barnett, Anthropology; for cosponsorship of the *Tuyuryaq: a model for decolonizing learning on college campuses* conference
- Anita Charles, Education; EDUC 255A: Adolescent Literacy, for supplies for “literature circles” book group
- Carol Dilley, Theater and Dance; DN/Ed s29: Tour, Teach, Perform, for supplies, transportation costs, and a class community meal
- Katie Dobkowski, Biology; BI/GE 113: Marine Science, for supplies for marine science related activities with 7th graders
- Katie Dobkowski, Biology; BI/GE 113: Marine Science, for supplies for a “Celebration of Sea Creatures” with 7th graders
- Katie Dobkowski, Biology; BIO s30: Ecology and Natural History of the Maine Coast, for bus transportation for a field trip
- Elizabeth Eames, Anthropology; ANTH s29A: Global Maine: Film Production in Community, for stipends for actors in community-engaged learning video
- Francis Eanes, Environmental Studies; ENVR 417: Community-Engaged Research in Environmental Studies, for free insulating window inserts for Lewiston residents
- Rebecca Fraser-Thill, Psychology; PSYC s39: Composing a Life: Narrative Identity Development Across the Lifespan, for supplies for activities and a closing ceremony
- Leslie Hill, Politics; GS/PT 254 :Gender Matters: U.S. Women and Politics, for refreshments for community conversations and supplies for focus groups
- Jacqueline Lyon, Anthropology; AN/LS 205: Citizenship, Borders, and Belonging, for refreshments at final presentation
- Karen Palin, Biology; ENVR 417: Community-Engaged Research in Environmental Studies, for consultant work on healthy homes survey
- Stephanie Wade, Environmental Studies; FYS 493: Cultivating Social Justice in Community Gardens, for field trip admission and supplies for a community meal
- William Wallace, Education; EDUC s20: Creating Educational Experiences at Morse Mountain, for supplies for middle school aspirations programming

CO-CURRICULAR Initiatives

The cultivation of informed and engaged citizens for a thriving democracy has long been a fundamental aim of higher education in the United States. At Bates, numerous co-curricular programs are designed to foster students’ civic awareness, inquiry, deliberation, and action. These programs run alongside curricular initiatives; they are outside of the formal academic program and yet have student learning and development as their primary goal. The co-curricular programs below each include significant learning and leadership development dimensions. They are led by talented Harvard Center staff and include generous community partners, all of whom serve as mentors and guides for student participants. Peer reflection, collaboration, and leadership are also signature pieces of each program.

Bonner Leader Program

The Bonner Leader Program at Bates is part of the Princeton, NJ-based Bonner Foundation's national network of sixty-five campuses dedicated to student leadership, community service, and academic engagement. Program elements include: 4-6 hours per week of community service, which can take many forms, including academic community-engaged learning, volunteerism, and community-engaged research and/or thesis; weekly opportunities for training and reflection; and cornerstone activities such as program planning and service exchanges with other campuses. This year, 28 Bonner Leaders, from first-year students through seniors, contributed 3,202 hours of work to community organizations working on a range of issue areas. During the 2018-19 school year, 4 Bonner Leaders completed Study Abroad programs and submitted regular posts about their experiences to a Bates Bonner Abroad blog.

Progress on Bonner Program Goals and Bonner Highlights

Last year, one of my goals was to improve our training calendar (based on survey feedback). My plans were to: return to an orientation model that incorporates some service; include one all-Bonner meeting each semester that focuses on hard skills; and provide at least one opportunity to get Bonners out of the Lewiston context (perhaps by providing a service exchange with another Bonner program, or with a more nearby college). The fall retreat that included time gleaned vegetables at a nearby farm for donation to a food bank. (At the winter retreat, rather than do service, our senior interns wanted to get students outdoors, so we spent the afternoon snow tubing, a first for many of our students. In the morning, we got to experience an amazing simulation of the refugee experience, led by the Vermont Resettlement Program and Sandglass Theater.) We had a couple of all-Bonner meetings focused on hard skills (GOTV and grant-writing). We did not manage to have a service exchange with another Bonner program or nearby school, and so that will have to get bumped into a goal for the coming year.

The second goal was to strengthen our campus's connection to Bonner Congress. We were able to send students to Bonner Congress in the fall, and two students also attended the Summer Leadership Institute. SLI.

The Bonner Leaders participated in a wide range of activities during 2018-2019:

- **Nour al Twal '21** provided tutoring and homework assistance at Tree Street Youth.
- **Eliana al Konsul '22** volunteered at the Androscoggin Humane Society and participated in the weekly brunches at Blake Street Towers.
- **Losseni Barry '22** worked as a tutor at Tree Street Youth and the Lewiston Public Library.
- **Nubia Beasley-Bartee '20** partnered with the aspirations program at Lewiston High School to provide tutoring and mentoring to first-generation high school students.
- **Jayde Biggert '20** served as a refugee integration assistant at the Trinity Jubilee Center, where she assisted clients in conducting job searches, developing resumes, and filling out applications.
- **Emma Block '22** helped to serve brunches at Blake Street Towers, a low-income residence for people who are elderly or younger-disabled, and volunteered with College

Guild, an organization that provides correspondence education materials for people who are incarcerated.

- **Amanda Brea '20** served as a Spanish translator and legal intern for the Immigration and Legal Advocacy Project, an organization that provides free and low-cost immigration information and legal assistance to low-income Maine residents.
- **Jesus Carrera '20** worked as an assistant in a 7th grade math classroom.
- **Larry Cruz '22** partnered with the aspirations program at Lewiston High School to provide tutoring and mentoring to first-generation high school students.
- **Kamilla Domjan '19** worked as a classroom assistant at Daisy Garden Preschool and at a local elementary school.
- **Sam Findlen-Golden '20** helped to lead the Lewiston Public Library's after-school homework help program for middle and high school youth from immigrant and refugee families.
- **Anissa Garza '19** served as an after-school program assistant at the Boys and Girls Club of Southern Maine - Auburn/Lewiston.
- **Ronan Goulden '22** taught biking and snowshoeing classes for children at Montello Elementary School.
- **Maria Gray '20** volunteered with College Guild, an organization that provides correspondence education materials for people who are incarcerated, and helped to take care of animals at the Greater Androscoggin Humane Society.
- **Paola Herrera '19** served as an after-school program assistant at the Boys and Girls Club of Southern Maine - Auburn/Lewiston.
- **Samatar Iman '21** served as a tutor and mentor for middle and high school youth from immigrant and refugee families at the Lewiston Public Library's after-school homework help program.
- **Hannah McKenzie '21** led language and conversation classes for immigrant and refugee women at the Immigrant Resource Center and the Center for Wisdom's Women.
- **Dylan Metsch-Ampel '19** conducted a year-long senior thesis aimed at providing a set of recommendations about the Tree Streets neighborhood and Kennedy Park for use in helping to secure a Choice Neighborhoods grant. Dylan also served as a Bonner senior intern.
- **Genesis Paulino '21** worked as a literacy tutor at Longley Elementary School.
- **Jaelene Perez '19** conducted research on the issue of underrepresentation in jury pools.
- **Ella Ross '19** played a significant role in an ELL math and science classroom at Lewiston Middle School, and served as a Bonner senior intern.
- **Matt Suslovic '21** served as a classroom assistant at Lewiston Middle School.
- **Jade Tate '22** read books to children at Montello Elementary School.
- **Cherrysse Ulsa '20** assisted in an ELL classroom at Longley Elementary School.
- **Muskan Verma '21** helped to take care of animals at the Greater Androscoggin Humane Society.
- **Abigail Westberry '19** wrote a year-long thesis in which she documented the experiences of long-time motel residents. Abby also oversaw interns and conducted research for Judge Beliveau at the Lewiston District Courthouse.
- **Gwen Whidden '19** worked as a program assistant for Maine Community Integration, where she helped to design a website, brochure, and logo, helped to develop youth programming, and assisted in writing grants.
- **Anah Witt '21** helped to take care of animals at the Greater Androscoggin Humane Society.

Some data from the year include:

- 21% (6) of these Bonners struggled to meet their commitments. Of these, four struggled with significant mental health challenges.
- 57% worked with youth, and the rest of the students worked on a variety of issue areas, including: the elderly, criminal justice, the environment, adult education, refugee integration, animal welfare, and access to legal services for low-income residents.
- 80% of Bonners were eligible for federal and/or Bates workstudy. 43% were from groups that are underrepresented in higher education (first-generation-to college; American-born students of color). 21% were international students.

Dylan Metsch-Ampel, a Bonner senior intern, shared these remarks at the year-end Senior Celebration:

I first heard of the Harvard Center when I received Ellen's email inviting me to apply to the Bonner Leadership program in July or August of 2015. I applied because I was interested in the program and community engagement, but also because I wasn't coming to Bates as a member of a sports team or any other group and I knew only one other student in my incoming class. I figured the Bonner Program would be a great way to ease the transition and find a purpose at Bates. I was right - the only problem was that I actually didn't get accepted into the Bonner program.

Looking back I'm not sure why - but I remained committed to working with the Harvard Center - and even though I wasn't in the program, Ellen and Marty remained committed to me. They helped me find my first placements with the Maine Volunteer Lawyers Project at the Lewiston District Court and with the basketball team at the boys and girls club. Due to our mutual commitment, when a spot in the Bonner Program opened up in the winter of 2016 I was able to join.

The Bonner Program and the Harvard Center in general have given me the opportunity to work with so many different community organizations, meet so many friends, and learn from so many mentors - whether they are faculty, staff, student, or community member. As a result, community engagement has given me the ability to work and focus on issues of injustice - in particular environmental justice - in tangible and serious ways, while still being able to recognize myself and confront my own privilege and identity in the appropriate spaces. This would not have been possible without the Harvard Center and so many people in this room.

This summer I will begin working as a litigation legal assistant at a corporate law firm. Although the right intermediate decision, accepting the position was difficult. The for-profit, corporate world is not one I am familiar with, and in general seems at least antithetical to the community engaged learning I have dedicated myself to at Bates. I know, however, that the lessons absorbed through community engaged learning and taught by the Harvard Center will help guide me through this next chapter, and for the rest of my life. To reference some community engaged scholarship by Kerry Strand, regardless of where we all end up - we should all continue to look for opportunities to collaborate with and learn

from the communities around us, identify and validate non traditional sources of knowledge, and ultimately work for social justice.

As I begin to look at life beyond Bates and spend more and more time reflecting on Bates as part of my personal history - I feel so lucky because there are so many moments and people who will always stick out to me. However, the one theme that I can say has always been constant, that has always defined my identity as a Bates student - is community engagement through the Harvard Center.

Bates Civic Action Team (BCAT)

During the 2018-19 academic year, eleven BCATs spent 1,010 documented hours working at Farwell and Longley Elementary Schools as math and literacy tutors. Students worked an average of five hours per week at their community sites, and they met on a monthly basis for skill building and reflection.

Community Outreach Fellows Program

The Community Outreach Fellows Program engages Bates students in significant leadership development as they work to recruit, train, and oversee their fellow students in targeted community partnership work. During the 2018-19 school year, eleven Fellows worked together to lead key volunteer programs at Bates. The Fellows each took responsibility in different areas, working as a team to expand volunteer programming at Bates and to explore leadership issues. Fellows ran site-based programs, working with volunteers, community work-study students, and community-engaged learning students to meet community needs by facilitating student work at the agency. The Fellows met regularly to update each other on their work and exchange ideas. In addition, the Fellows worked to increase the visibility on campus of volunteer opportunities through a volunteer fair and an email listserv. The 2018-19 Community Outreach Fellows, and their community partners were:

- **Julia Horwitz '19** coordinated volunteers for the After-School Program at Lewiston Housing Authority's Hillview Family Development. Volunteers helped Hillview youth with their academic work and also provided enrichment activities.
- **Brooke Jandreau '20** planned Sunday brunches and occasional activities at Lewiston Housing Authority's Blake Street Towers, a residence for elderly and younger disabled people. Forty-two students helped prepare and serve brunch and socialize with the residents on Sundays over the course of the year.
- **Casey Kelley '21** served at ArtVan, a mobile arts therapy program with regular activities at several local non-profits. Casey recruited volunteers to help with art projects at the weekly Lewiston Public Library program. In addition, Casey led art programming once a week at Hillview Family Development and recruited volunteers to assist with that.
- **Kerry Manuel '21** worked with staff at Montello Elementary School to coordinate a school-based mentoring program. She recruited and oversaw volunteers who each spent a half hour weekly with a Montello student. Some mentors had two different mentees.
- **Joshua Redd '21** recruited and oriented students to mentor at the 21st Century Program at Lewiston High School. Ten volunteers attended the program regularly.

- **Eleanor Shields '20** helped to coordinate the America Reads/America Counts and Bates Civic Action Team programs. She met with students, worked with teachers to schedule placements, and helped to run the BCAT training and reflection meetings.
- **Madison Shmalo '19** led the Social Learning Center Friendship Program, which matches Bates students with adults with intellectual and developmental disabilities. Six students each semester visited their buddies on a weekly or biweekly basis and attended occasional reflection sessions led by Maddy.
- **Ilze Smidt '21** coordinated the Lewiston Public Library homework help program, which provides assistance to middle- and high-school youth four days a week. She recruited volunteers, scheduled them and helped to train them.
- **Hermione Zhou '21** focused on getting volunteers to work with organizations that support food security. She helped direct students to the Nutrition Center to help with community gardens and nutrition classes. She also organized volunteers to help with gleaning and to work at Good Shepherd Food Bank.
- **George Steckel '19** coordinated programming and recruited volunteers for the Book Buddies program, which expanded this year to include McMahan Elementary School as well as Montello Elementary School. An average of 17 students volunteered each semester for 2 -4 hours, working one-on-one with a young child, reading and retelling a story in order to develop literacy skills. In addition, George helped to administer an assessment tool.
- **Emma Westwater '19** coordinated volunteers for the 21st Century afterschool program at McMahan Elementary School. She also helped with aspirations programming for youth from local schools who were visiting campus, including helping to recruit and schedule volunteers.

Short Term Community Service Program

Twelve seniors participated in the Harvard Center Short Term Community Service Program. Students engaged with various community organizations including Whiting Farm, Healthy Androscoggin, Boys and Girls Club, Tree Street Youth, and Lewiston Housing Authority's Blake Street Towers. Other seniors directed their efforts toward the Robinson Players' Stages for All Ages production, *Camp Rock*, attended by many local school children. In addition to their community work, these seniors wrote brief weekly reflections on their experience.

Harvard Center Summer Fellowships

The Harvard Center Summer Civic Fellowships, which are funded by the Vincent Mulford Fund, The Class of 2000 Fund, and Harvard Center funds, provide financial support for academic community-engaged learning projects that address a wide range of social issues. This year, these fellowships were focused on the Lewiston-Auburn area. To apply for one of these grants, a student works with a non-profit organization to design an eight-week project, outline job responsibilities, and identify the social issues the work will address. Recipients of these grants for the summer of 2019, along with their community partners, were:

- Mayele Alognon '20, L/A Arts
- Emma Block '22, Eighth District Court
- Jesus Carrera '20, New Beginnings

- Maria Gray '22, Outright L-A
- Nora Finley '20, St. Mary's Nutrition Center
- Kirstin Koepnick '21, Auburn Conservation Commission
- Sophie Landes '21, Healthy Homeworks
- Signe Lynch '20, Center for Wisdom's Women
- Elias Mihan '21, City of Lewiston, Public Works Department
- Nina Moskowitz '20, Trinity Jubilee Center
- Hermione Zhou '21, Auburn Conservation Commission

This year the Harward Center partnered with the Dean of Faculty's Office to provide additional programming for our summer students. The Harward Center interns in the community as well as the Purposeful Work interns were invited to the pizza/program series that the Dean of Faculty sponsored for the students on campus doing research. We helped facilitate some of these programs, such as the panel by Lewiston Middle School science and math teachers talking about the joys and challenges of teaching and the need, particularly for STEM undergraduates, to consider the teaching profession. We also set up an email list for all the Bates students working in the LA area to enable them to share announcements, rides, etc. over the summer. The Harward Center sponsored reflection dinners for the Harward Center and Purposeful Work interns over the course of the summer.

EXTRA-CURRICULAR Initiatives

In addition to the community-engaged work Bates students undertake within the formal academic program or as part of a co-curricular program that includes intentional learning goals and activities, most also participate in community work through various extracurricular pathways. In these instances, civic learning still occurs, and often to great effect, but it is typically not the result of formal or systematic learning activities. When it comes to extra-curricular civic engagement, individual students sometimes connect on their own to a community agency or project; in other cases, they connect informally as a friend or interest group. Oftentimes, students participate in extra-curricular civic engagement activities organized by the college. College-sponsored extra-curricular activities for the 2018-2019 academic year that were reported to or supported by the Harward Center are presented below.

AESOP

AESOP (Annual Entering Student Outdoor Program) is a student-run outdoor orientation program that takes place during the first week of a student's Bates experience. It is a four-day, three-night excursion featuring learning, skills development, and community building. In 2018-19, there were several community-engaged AESOP trips, including Habitat for Humanity trips that focused on building homes; farm trips in which students lived and worked on local farms; and two Lewiston/Auburn trips, which featured community-engaged work in diverse settings, including Good Shepherd Food Bank, Montello Heights, Whiting Farm, Thorncrag Bird Sanctuary, Lots to Gardens, and Blake Street Towers.

America Reads and America Counts

America Reads and America Counts are federal programs that allow college students who qualify for federal work-study funds to earn money while tutoring children in local elementary and middle schools. America Reads focuses on literacy. America Counts provides support in mathematics and science. This year, eleven students supported math, literacy, and English Language Learners through this program. They worked with individuals and small groups under the supervision of classroom teachers at Farwell and Longley Elementary Schools.

Astronomy Extravaganza

The 3rd annual Astronomy Extravaganza Night was held on Wednesday April 3rd. This event is a culmination of the final projects of around 70 students in an introductory astronomy class at Bates. The VISTA's role in the preparation for this event included making and distributing flyers to all the elementary schools in Lewiston and Auburn, ordering catering and figuring out other logistics for the event. In addition, the VISTA recruited 15 student volunteers to help with greeting, directing and answering questions, running the food and drink station at the event, and collecting surveys at the end of the event.

There were about 350 community members in attendance, and it was a great event for kids and their families. I was able to recruit individual volunteers as well as a Junior Advisor and his first year center to help.

Bates Bridge

The Harvard Center is partnering with the Center for Purposeful Work to find ways to encourage students to think about staying in Maine after graduation and to provide support and assistance to those graduating seniors who wish to work in Maine. In the spring the two offices held a focus group dinner for recent Maine-based alumni to learn more about why they chose to stay or return to Maine and to gather their ideas for encouraging more graduating seniors to stay in the State. We also held a dinner for students considering staying in Maine after graduation. Several Maine-based alumni attended to talk informally about their life here.

Book Buddies

This program is designed to increase the literacy skills of younger elementary children. Volunteers are trained to read to children one-on-one, and then to engage the students in discussions and retelling activities that are meant to boost an understanding of basic story language and architecture critical to literacy. Community Outreach Fellow George Steckel '19 recruited and managed an average of 17 Bates students each semester to offer 2-4 hours per week of reading to kindergarten, first-, and second-grade children at both Montello and McMahan Elementary Schools.

College Access Programming

This work was a major focus of the college's AmeriCorps VISTA member (the Post Baccalaureate Civic Leadership Fellow). Through volunteer recruitment and management, mentorship,

training, assessment, supply of resources for best practices, and cross-program collaboration, the VISTA helped support the following programs:

- Tree Street Youth After School College Aspirations programming (27 volunteers, 40 hours)
- 21st Century After school programming: Lewiston Middle School and Longley Elementary School (31 volunteers, 71 hours)
- Montello Elementary School STEM Fair (19 volunteers, 42 hours)
- Lewiston High School College Preparation Programming/Workshops (9 volunteers, 31 hours)

In addition to college access program support, the VISTA collaborated with local schools to facilitate “Aspirations Days” throughout the year. The purpose of an “Aspirations Day” is to provide an opportunity for youth to engage with college campuses at an early point in their adolescence so they can envision their older selves in college and begin to plan their life’s trajectory.

- On September 27th and 28th, October 11th, and October 26th Bates hosted 500 Lewiston Middle School 7th and 8th grade students. Their schedule included a number of team building activities in their homeroom groups, facilitated by 76 Bates student volunteers.
- On October 10th, Gould Academy brought 40 9th grade students and 10 teachers to Bates for a morning of programming, which included campus tours and student panels concerning different aspects of college (Community Engagement, Music and Arts, and Sports).
- On November 5th, 6th, and 8th, Bates hosted approximately 300 8th graders from Auburn Middle School. Their schedule included a visit to the Olin Arts Museum, an art activity inspired by the exhibit facilitated by museum staff in the Benjamin Mays Center, a campus tour with Admission staff, and an Aspirations conversation and question and answer session facilitated by the VISTA and 42 Bates student volunteers.
- On February 14th, 100 10th grade students from Oak Hill High School visited campus for a full day of programming. Their schedule included a visit to the Olin Arts Museum, an art activity inspired by the exhibit facilitated by museum staff in the Benjamin Mays Center, a campus tour with Admission staff, and an Aspirations conversation and question and answer session facilitated by the VISTA and ten Bates student volunteers.
- On March 15th, Bates hosted approximately 125 3rd-6th graders from the Community Learning Center after school program at Walton, Park Ave, Sherwood, and Washburn Elementary Schools in Auburn. Their schedule included a program lead by 3 members of the Helicase Biology Club, a student run club, dinner in the dining hall with 18 Bates students, and a printing activity with staff from the Olin Arts Museum.
- On April 29th, 40 Longley Elementary School 6th grade students and their teachers came to Bates for a day of programming, including a campus scavenger hunt ran by 4 Bates student volunteers, a student panel with 7 Bates student volunteers, a basketball program ran by 10 Bates students and members of the men’s and women’s varsity basketball teams, and a soccer program ran by 9 Bates students and members of the men’s soccer team.

- The VISTA coordinated with Lewiston Middle School and Bates groups, and planned and implemented a series of aspirations days for roughly 390 graduating 8th graders on May 2nd, 10th, and 17th. The Lewiston middle-schoolers had different elements of programming each day, some days including campus scavenger hunts, programming about carbon neutrality and about local foods and gardening, and having the chance to experience what a college class is like for one class with a Bates professor. On the 17th, the short term class Creating Educational Experiences at Morse Mountain (EDS20), an education class that was focused on outdoor education, led the morning sessions of the Aspirations Day. For each afternoon session, the middle school students participated in different athletic and group activities organized by the Student Athletic Advisory Committee. A total of 27 students and faculty/staff volunteers (including the 14 from the short term class) helped to lead the differing morning sessions throughout the Aspirations Days, while 42 student athletes helped to lead the afternoon sessions.

Community Liaison Program

The Community Liaison initiative is a partnership between the Campus Life Office and the Harvard Center. As instituted by the Student Government in 2014, each Bates student club and athletic team includes an officer position of Community Liaison, tasked with exploring opportunities for engagement with the local community. In 2018-19, there were over 40 community liaison collaborations involving 685 Bates volunteers, 3,800 off-campus community members, and 1,400 volunteer hours.

Among others, 2018-2019 Club Community Liaison programs included:

- The Sunshine Society ran a 6-week coloring program at Blake Street Towers.
- The Debate Team planned and hosted a six-week public speaking, rhetoric, and debate after school program for 7th and 8th grade students at LMS' 21st Century program
- The Bates Debate Team hosted a six-week after school program for 7th and 8th grade students at LMS' 21st Century program.
- The Crosstones acapella group hosted students from the Auburn PAL Center on campus for an a cappella workshop and dinner in the Commons
- The Outing Club ran two 5-week bi-weekly after school programs at Montello Elementary School, Mountain Biking and Snowshoeing
- Bates Christian Fellowship and the Gospelaires hosted Root Cellar elementary and middle school students on campus for a tour and a meal in Commons on multiple occasions, and then followed up with a group field trip to FunZ Trampoline Park
- The Crosstones and Merimanders a capella groups both performed at the Farwell Elementary School Pumpkin Festival, and the TakeNote a capella group held a performance at Meadowview.
- The Run Club ran with and cheered for elementary school girls from Girls on the Run on during their practice 5k.

Among others, 2018-2019 Athletic Team Community Liaison programs included:

- The women's rowing team partnered with the Center for Wisdom's Women on multiple occasions helping clean and mulch their gardens
- Men's Lacrosse and Football Teams participated in the MLK Day Read-in at Martel Elementary School
- Women's Volleyball volunteered with the Montello Elementary School volleyball team for 6 weeks and helped coach practices.
- The Men's Track had 25 members volunteer at the Good Shepard Food Bank.
- The men's soccer team ran a 6-week biweekly soccer program during Longley Elementary School's 6th grade recess, and followed up with helping lead a program with all the Longley 6th grade students when they came to Bates for an Aspirations Day.
- Women's field hockey, men's and women's rowing, and women's basketball supported Fall Aspirations Day programming for Lewiston Middle School students
- Women's Field Hockey hosted several social programs at Meadowview, part of Lewiston Housing Authority, which included a hot chocolate drinking and singing program, an ice cream social, and a pizza party
- Women's softball hosted a vacation week clinic for elementary students from the Martel and Longley elementary 21st Century programs
- The Student Athletic Advisory Committee planned a mini-field day competition for LMS 8th grade students as part of their spring Aspirations Days on campus, involving athletes from every athletic team

EcoService Day and Clean Sweep

The college hosted two EcoService Days this year, one in Fall and one in Spring. At each event, students, faculty, and off-campus community members undertook a range of projects, including a cleanup of Mount David; closing, winterizing, and re-opening the Plot; and a waste audit for various buildings on campus.

On Saturday, June 9, 2019, Bates held its 19th annual Clean Sweep effort, organized to enable students to recycle unwanted items at year's end, provide local community members with a great bargain-hunting experience, and offer local non-profits an opportunity to raise funds. Held in the college's Underhill Arena, everything from furniture and fridges to clothes and kitchenware was sold to more than 1,000 eager shoppers. Two local organizations, John F. Murphy Homes and SHARECenter, organized and ran the same, then split the proceeds. For everyone involved, the Clean Sweep paid off: Bates saved thousands of dollars on waste-transport fees, the sale raised nearly \$33,000—a record total—and leftover items went to numerous local organizations.

Lewiston Middle School Expeditionary Learning

The VISTA supported Lewiston Middle School teams in their switch to Expeditionary Learning through helping create and plan programs or “expeditions” for their teams. Some of these programs included:

- LMS Outbreak- All three 8th grade teams came to Bates and talked to Bates science students about how disease spreads, and did some other interactive activities to help show them how bacteria and viruses spread.
- Rules to Live By- The VISTA helped plan programming surrounding creative expression and spoken word for their Rules to Live By expedition.
- Walk a Mile in My Shoes- The Bollywood Dance Team performed for a group of 150 middle school students and teachers, and also lead a presentation about the history and culture surrounding Bollywood.
- The VISTA also helped reserve spaces and provided administrative and coordinating support for many other programs for Expeditionary Learning.

Martin Luther King, Jr. Day

In addition to a full day of on-campus learning, debate, and performance at the intersection of race and our education system, the Harward Center sponsored a “Read-In” at Martel Elementary School in Lewiston. There were 30 Bates students and staff who read to fourth, fifth, and sixth graders at the school and used funding from the Bates MLK Committee to donate 19 civil-rights-themed books to Martel classrooms. The event culminated in a presentation to 6th graders by Dean James Reese and his father (via cell phone) about MLK’s “I Have a Dream Speech,” which was attended by Dean Reese’s father.

Mentoring

Thirty-five Bates students volunteered this year to be mentors with the Big Brothers Big Sisters program, contributing 915 hours of service. Throughout the school year, Bates mentors visited their mentees weekly at Longley Elementary School for at least an hour. In May, they visited campus, toured the library and enjoyed lunch in Commons. Community Outreach Fellow Kerry Manual ’21 worked with Montello Elementary School to continue a mentoring program there. Sixteen Bates students met one-on-one with Montello students each week for half an hour.

New Student Orientation

As part of their orientation to Bates, every incoming student participates in a Downtown Walkabout—a walk through the heart of downtown Lewiston, guided and narrated by a current Bates student who has been heavily engaged in the off-campus community. The goal of the Walkabout is to welcome new students to their new “home away from home,” familiarize them with some of the history of Lewiston/Auburn and the downtown core, get them comfortable in the off-campus community, and expose them to stories of how current Bates students get involved off campus in ways that contribute to their learning and well-being and to local initiatives. Walkabout Leaders are trained by the Harward Center. On Walkabout day 2019, twenty Walkabout Leaders led 40 walks for a total of 520 new Batesies. Among the comments shared most often by participants on anonymous feedback forms was surprise at how diverse Lewiston is, interest in learning more about local cultures, and questions about how to get involved off campus.

Residence Life Programming

Junior Advisor First Year Center Programming

Residence Life (Res Life) student staff members serve as an extension of the Student Affairs office and help build communities in their respective residences through mentorship, programming, and exemplified leadership. While all ResLife student staff members are encouraged to include community engagement in their semester programming, each Junior Advisor (JA) is required to offer one community-engaged program over the course of the academic year. The inclusion of community-engaged programs as a part of JA programming responsibilities provides JAs with the possibility to set a standard and provide access to community engaged opportunities for first-year students.

At the conclusion of this academic year, 43 JAs planned and completed 43 community engaged programs. Partners included Lewiston Middle School, Auburn Middle School, Auburn Elementary Community Learning Center, Lewiston Elementary 21st Century, Tree Street Youth, The PAL Center, The Boys and Girls Club L/A Clubhouse, Farwell Elementary School, Blake Street Towers, Meadowview, Hillview, The Greater Androscoggin Humane Society, and Special Olympics.

Through JA programming, 410 Bates students completed a total of 515 hours of community work.

Residence Life Staff Community Engaged Program

This year, the VISTA worked with a group of four JAs to plan and coordinate community engaged programs for the JARC staff. This year's staff program built on one pre-existing program at Lewiston Middle School, and built a new program at the PAL (Police Activities League) Center in Auburn.

In the 2018-19 academic year, a previous JA, Matt Golden, had created an informal Friday lunchtime mentorship program at Lewiston Middle School where volunteers attend LMS lunch and eat with the students and build relationships. The JARC Staff supported this LMS mentoring program for the final five weeks of the winter semester. At the PAL Center, Residence Life staff members went over to play board games with the students during after school hours once a week, and did this program for the final five weeks of the winter semester as well.

These two programs demonstrated how the JARC staff can use its large capacity to meet significant needs in the community and support existing programming. The PAL Center program had 15 volunteers contribute 24 hours. The LMS mentor program had 20 volunteers contribute 30 hours.

Other Volunteer Activities

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

The annual Volunteer Fair was held on September 20, 2018. Twelve local agencies and six students leading volunteer programs recruited at the event.

Seven students volunteered regularly for the Court House Assistance Project and the Lewiston Limited Representation Project, two programs run through the Volunteer Lawyers Project. The students received over twenty hours of training to help interview walk-in clients at the District Court. They learned to provide initial interviews, coordinate with the attorneys on duty, and assist clients with filling out family law pro se materials. Each then volunteered four hours per week.

The Harvard Center sponsored a holiday gift drive and collected items from wish lists for youth at St. Mary's Medical Center and the Lewiston High School Store Next Door homeless liaison program. In addition, the Campus Compact AmeriCorps/VISTA coordinated a sock drive and distributed items collected to St. Mary's Nutrition Center and to Trinity Jubilee Center.

The Robinson Players presented *Camp Rock*, in May. This annual Stages for All Ages performance brings children from local elementary schools on campus to watch the show and ask questions of the cast at the end of the production. Thirty students and one staff member were involved in the production. Nine hundred children and school staff attended the performances.

A group of twelve students met bi-weekly on Bates' campus with a group of girls in grades 9 and 10 from Poland Regional High School. Their visits to campus included aspirations programming and dinners in Commons.

Two students volunteered at St. Mary's Regional Medical Center.

Twelve students volunteered to teach cross-country skiing through the Bill Koch/YMCA program at Lost Valley. Six of them went weekly. In addition, two students assisted with the Auburn Middle School Ski Team.

Thirty-three students, staff, parents and alumni volunteered for the day to help renovate several local homes for the annual Rebuilding Together Day in May. Volunteers helped with painting, light carpentry, and yard work.

Fundraising efforts included the Ladd Library's Food for Fines Program, with 233 pounds of food delivered to the food bank; a collection during Staff Enrichment Week that raised over \$225 for the Good Shepherd Food Bank; and a dance marathon coordinated by Emily Bass and

Natalie Brewer, which raised over \$19,000 for the Barbara Bush Children's Hospital at Maine Medical Center.

Thirteen students volunteered with the Alzheimer's Association through the Legacy Storytellers program. These students worked with clients with Alzheimer's disease and their partners to write down some stories from their personal histories. This program took place at Schooner Estates.

Dozens of Bates students, faculty, and staff participated in *the 2015 Dempsey Challenge* to raise funds and share enthusiasm for the work of the Dempsey Center for Cancer Hope & Healing, located in Lewiston. Bates community members participated as bikers, runners, fundraisers, and event volunteers.

Thirty-one Bates students volunteered in different capacities at Tree Street Youth through both curricular and co-curricular efforts.

Matt Golden '20 continued coordinating weekly lunches at Lewiston Middle School. He recruited his peers to attend the lunches at the school and to serve as mentors to the youth. Twenty-five students participated over the course of the year.

Let's Get Ready, a regional SAT prep program, held a seven-week program at Tree Street Youth, which was coordinated by Maya Chrobot '20 and Drew Parsons '19. They recruited and led five volunteer tutors.

Volunteer Recruitment Training

The VISTA developed a volunteer recruitment training and gave presentations to different groups of student volunteer leaders who work in the Harvard Center, such as Community Outreach Fellows. The VISTA was also invited by Campus Life to give this presentation at one of their Friday Leadership Lounges, time that is carved out for student leaders on campus to come and learn about different topics and helpful information for their respective clubs and involvements.

CIVIC Capacity-Building Initiatives

Election Engagement

The Harvard Center cultivates student participation in elections through several means, including active support for initiatives led by others on campus. The Harvard Center oversaw the NESAC Voter Challenge that Bates participated in. We gathered representatives from a variety of administrative offices, co-curricular groups, and the faculty to help plan the non-partisan efforts to encourage students to register and to vote in the 2018 election. The following is a sample of the work which was undertaken during 2018 to support this goal:

- Provided incoming First Years with the opportunity to register online before they arrived at Bates.

- Sent a letter to incoming First Years who lived in states where in-person registration is required so they could register before coming to campus.
- Trained Junior Advisors, community liaisons of athletic teams, and co-curricular groups to register students to vote. They conducted various voter registration activities across campus.
- Students trained to register others to vote went into about 20 classes at the invitation of the professor to register students. More requests came from faculty than could be accommodated.
- Numerous non-partisan events, including debate watching pizza parties, panels, and handouts, were used to provide information for students about candidates and issues. Lists of websites with non-partisan information were available. The Politics Department sponsored a series of election-related talks by nationally-known speakers before and after Election Day.
- Tabling in Commons with information about registering and voting. Efforts were made to get out to new spaces, like football games, to register students.
- Students created a video featuring the presidents of the Bates Democrats and the Bates Republicans explaining what they could expect when they went to vote. The video was filmed at the polling place.
- On Election Day, students were organized to lead groups of students to the polls every hour on the half hour. President Spencer led a group as well. There was a big tally sheet in the Dining Commons.
- Connected with several non-partisan organizations, like the All In Challenge, to improve work with students around civic engagement. We worked closely with the other NESCAC schools as well.

Theory into Practice Series

The Center continued the series this past academic year entitled “Theory into Practice: Policy issues that affect your life!”

The series of programs is designed to explore major policy debates taking place in the U.S. Congress, the Maine State House, and the Lewiston community on issues that are important to the Bates community. The series is also geared to help students have a voice in these debates and to make connections between the theory they are studying in class and the ways the theory plays out in public policy. As students become informed, we hope they will take action.

The Fall semester series included:

- **Criminal Justice Reform:** Randall Liberty, Maine State Prison Warden and Mark Dion, Maine State Senator and Former Cumberland County Sheriff (a dinner was held beforehand with students and speakers)
- **Housing Matters: Challenges to Housing Security for Low-Income Families:** Patricia Ender, Attorney, Pine Tree Legal Assistance; Amy Smith, Founder and Owner of Healthy Homeworks; Bettyann Sheats, Maine House of Representatives and landlord

The Winter semester series included:

- What are the Politics Behind Charter Schools?: John Kosinski, Director of Government Relations, Maine Education Association
- Women in Politics: Welcome to the New Normal: Emily Cain, Executive Director of Emily's List (Ms. Cain visited a Politics class beforehand and was interviewed by several reporters and a student for a senior thesis)
- The Mueller Investigation and the Rule of Law: Joyce Vance '82, Distinguished Professor of the Practice of Law, The Culverhouse School of Law at the University of Alabama, Former U.S. Attorney for the Northern District of Alabama, frequent Legal Commentator for MSNBC (the speaker visited with an Economics class beforehand and had dinner with students, faculty, administrators and community members before talk)
- A Conversation with Mexican Human Rights Activist, Maria Luisa Aguilar Rodriguez, International Advocacy Officer, Miguel Agustin Pro Juarez Human Rights Center (the speaker had dinner beforehand with students). Sponsored in partnership with Maine Law's Justice for Women Lecture Series
- In addition, the Harvard Center sponsored the UN Association - Maine's talk on Reducing Anti-Immigration and Anti-Muslim Bias in Maine by Steve Wessler, human rights educator
- The Harvard Center organized a pre-election panel on the environment with State Senator Tom Saviello, Chair, Legislative Committee on the Environment; Haley Crimm '19; Stephanie Miles, Advocacy Coordinator, Maine League of Conservation Voters (the speakers had dinner beforehand with faculty and students)
- We invited State Rep. Matthea Daughtry to meet with the Politics classes of Profs. Hill and Baughman and invited State Rep. Ralph Tucker of the Legislative Committee on the Environment to evaluate the climate change presentations by Prof. Johnson's Global Change Lab class. We invited Ryan Low, V.P. of Finance for the University of Maine System and former Commissioner of the Department of Administration and Financial Affairs, to critique presentations by Prof. Juliette's Intermediate Macroeconomic Theory class on the Maine economic outlook for 2018-2024.

Public Works in Progress Series

The Harvard Center completed the twelfth year of our lunchtime presentations series, "Public Works in Progress," which offers faculty, staff, students, and off-campus community members an opportunity to present and discuss community partnerships, community-engaged learning, community-engaged research, and other public projects. Open to the public and the Bates campus community, PWIPs continue to draw a wonderfully mixed audience of community partners, faculty, staff, and students, averaging 50 participants per session. This year's Public Works in Progress series featured:

- Human Rights, Wildflowers, Social Entrepreneurism, & More - short presentations by four students who spent the summer working on projects with diverse nonprofit agencies, from Lewiston to Chile:
 - Ella Ross – social entrepreneurship for women's well-being
 - Kirsten Pelletier – environmental education
 - Miranda Padilla – indigenous and women's rights work
 - Mara Stolzenbach – program-building for/with LGBTQ+ youth

- “Food, Housing, & Energy: Community-Engaged Research Into Life's Basics” - Featuring short presentations by Bates Environmental Studies Majors:
 - Energy Justice: Interventions, Incentives, Barriers, & Strategies (Grace Ellrodt, Newell Woodworth, and Griff Golden)
 - Local Food Policy: A Lewiston Audit (Katie Kelly, Hadley Moreau, and Yemi Rivas)
 - Healthy Housing: A Property Health Report (Ella Bourland, Dre Russo, and Gordon Platt)
- “CEL in STEM: Snapshots of Community Engagement in Recent STEM Courses” - Featuring short presentations by professors Andrew Mountcastle (Biology), Michelle Greene (Neuroscience), and Katie Dobkowski (Biology).
- “Good Work: Insights from the Field” - Short presentations by four students who spent the summer working on projects with diverse nonprofit agencies:
 - Walter Washington, Pine Tree Legal Assistance – housing, eviction, and related legal aid work
 - Alexandria Onuoha, Transition House – domestic violence prevention work
 - Jenny Martin, Lewiston Recreation Department – summer track program
 - Yara Abdelahy, Davis Projects for Peace – supporting queer refugees in Lebanon
- “No Trick, Just a Treat: Halloween Lunch Presentations” - Short presentations by four students who spent the summer working on projects with diverse nonprofit agencies:
 - Nick Lambert – Pink Circles and Blue Squares, early childhood education/literacy
 - Nina Moskowitz – Trinity Jubilee Center, refugee employment needs
 - Eliot Chalfin-Smith – Maine Cycling Club, working with youth in downtown Lewiston
 - Christine Cho – L/A Arts, monthly art walks and a youth filmmaking project
- “Gen Z: Animating, Cultivating, Teaching, & Mentoring” - short presentations by four students who spent the summer working on projects with diverse nonprofit agencies:
 - Jessie Moriarty – Generation Teach
 - Jo Cunningham – The Animation Project
 - Jesse Saffair – St Mary’s Nutrition Center
 - Matt Golden – Achievements by 4

Women in Leadership

Once again the Harvard Center was pleased to be able to support the work of the Maine National Education for Women in Leadership program run by the Margaret Chase Smith Public Policy Center at the University of Maine Orono. One of our students, Katherine Cabral, was selected to participate in the NEW Leadership program in Orono in June.

Co-Sponsorships

The Harvard Center is pleased to join with colleagues from on and off campus in providing opportunities for the infusion of fresh voices and ideas into the civic reflection and action practices at Bates and in the wider community. During the 2018-19 school year, the Harvard Center was pleased to support the following campus and/or community programs:

- Pride L-A
- Art Walk LA
- Lewiston Public Schools Youth and Community Open Mic Night
- World Refugee Day
- Sandglass Theater residency
- Tournées Film Festival
- Restrepo film screening and panel discussion
- Visit by poet Tracy K. Smith to the Lewiston Public Library as part of her “American Conversations” series

OTHER Programs, Initiatives, & Activities

Admission Events

To help articulate the college’s strong commitment to civic learning and action, Harward Center staff and students participated in and presented at numerous programs hosted during 2018-19 by the Office of Admission, including:

- Accepted Students Day open houses and receptions
- Maine Day open house

Back to Bates Weekend

As part of Back to Bates Weekend in early October, the Harward Center led a Lewiston-Auburn Downtown Walk on Saturday afternoon for families, friends, and alumni. The moderately-paced walk through the downtown corridor allowed participants to learn about Lewiston-Auburn history, architecture, arts and culture, and food scene, as well as some of the many current community-engaged projects and partnerships today’s Bates students are undertaking.

Davis Projects for Peace Grants

The Harward Center was delighted to award a \$10,000 grant to a Bates student to carry out a project that helps ameliorate root causes of conflict. Bates’ affiliation with Davis Projects for Peace provided this opportunity. The Harward Center coordinated a competitive proposal and selection process on campus and then submitted the top two Bates proposals to the Davis program for further consideration. One student received a \$10,000 award for work that took place during the summer of 2019.

For her project, Gwendolyn Whidden ’19 will develop and implement “Speaking Out for Sustainable Peace,” an educational program designed to equip Rwandan youth at Agahozo-Shalom Youth Village (ASYV), a high school for orphaned and vulnerable youth in rural Rwanda, with critical thinking, debate, and leadership skills, and to inspire them to use debate as a tool to promote and sustain peace in Rwandan society. The project will create an adaptable debate curriculum for the debate team at ASYV, culminating in a week-long camp that will bring in external speakers and debate coaches and involve topic-based seminars, skills workshops, and debate competitions based on current issues facing Rwanda. By promoting the activity of debate in Rwanda, and empowering Rwandan youth with the skills to think critically about

peace and development issues facing the country today and the ability to advocate for their vision of society, the project seeks to cultivate Rwanda's next generation of peace- and change-makers.

Planetarium

Under the direction of Nicole Hastings, the Bates Planetarium presented shows to 624 visitors this past year. Bates students and Ms. Hastings gave planetarium shows to the following groups (note that multiple shows were presented to some of the groups in order to accommodate everyone in the group): Lewiston Adult Education; Turner 5th graders; the Girl Scouts; 5th grade Expeditionary Outreach; K-2 Kingfield Elementary; Lewiston High School; Adult Day Care Center and Rehabilitation; and the Bates Astronomy Extravaganza for students and families in the community.

Project Pericles

Bates students participated in two opportunities made possible by the college's membership in Project Pericles, a New York-based non-profit organization that promotes the importance of teaching the principles and tools of participatory democracy in higher education. While Project Pericles engages various stakeholders in higher education—faculty, administrators, students—its student-focused program is called Debating for Democracy (D4D), the hallmarks of which are a one-day training called D4D On the Road that gives student activists the tools to access political power to create social change, and a two-day national conference that brings students from the 31 Periclean member campuses together to meet and engage in a series of workshops led by experts in a variety of fields such as politics, education, and the environment.

In February, Bates hosted another successful D4D On the Road workshop, facilitated this year by Beth Huang from Midwest Academy, a national training institute committed to advancing the struggle for social, economic, and racial justice. Workshops introduced a systematic framework to help participants identify solutions to problems they are concerned with and then helped them build winning strategies to make change. Through small group exercises and role playing, with trainer feedback, the daylong session took students from researching a problem to analyzing solutions, developing strategy, building people power and meeting effectively with decision-makers. Participants left with concrete tools, which they could put to use in a wide variety of public policy settings and efforts.

In March, students got to put some of these skills into practice in New York City as part of Project Pericles' annual D4D National Conference at The New School. Sophomore Hermione Zhou and Junior Maddie Clark were selected as Bates delegates and presented information during a poster session and reception on their community engaged work with the ReHarvest Project and the Immigrant Resource Center of Maine respectively. In addition, they had the opportunity to participate in several breakout sessions and workshops by a range of prominent civic leaders and to watch several of their peers present during the mock legislative hearing. The conference culminates every year with visits to local non-profit organizations and meetings with senior leadership.

Purposeful Work

While the Bates Purposeful Work initiative supports students' exploration of a wide diversity of interests and career goals, a subset of Purposeful Work programming in the past year has supported students' civic engagement and exploration.

Practitioner-Taught Courses

Offered during Short Term, Practitioner-Taught Courses (PTCs) expose students to practical and applied areas of study that are not typically available within the liberal arts curriculum. Practitioners-in-Residence teach applied knowledge and skills in their field of expertise. Topics of study vary from year to year and often involve elements of community engagement. Susan Inches, environmental consultant and activist, taught the 2019 practicum Advocating for the Environment for which students met with state legislators and lobbyists, observed legislative activity around Maine's Green New Deal, wrote testimony for the Legislature in their final group projects, did a related power analysis, and wrote letters to the editor on behalf of their project and cause.

Purposeful Work Internships

The Purposeful Work Internship Program supports students as they explore interests, deepen skills, and build networks. Students gain unique access to a network of Bates-specific internships with core employers, the opportunity to apply for Bates financial support, and goal-setting and reflection resources to help them maximize their learning. Fifty-three of these internships are with non-profits. A sample of the non-profit internships include: Maine Immigrants' Rights Coalition, New York Community Garden Coalition, Steppenwolf Theatre Company, Enheed, Bunun Cultural and Educational Foundation, New England Environmental Finance Center, and Boston Health Care Center for the Homeless.

Robinson Players

The student-led Robinson Players took the lead in several community-engaged efforts, including the annual Short Term show, *Camp Rock*, which was performed for about 900 local children.

Trek Across Maine

For the first time, Bates welcomed 1,400 cyclists participating in the Trek Across Maine, a fundraiser for the American Lung Association. Many of the riders spent the night in our dorms after riding from Brunswick and before setting off for Waterville.

Community Partners

Bates students, faculty, and staff are fortunate to work with approximately 150 community agencies and institutions that provide generous opportunities for shared learning, research, volunteering, fellowships, and creative work. A list of the organizations with whom the college partnered during 2018-19 is below:

21st Century Community Learning Centers

Achievements by 4
Adult Day Care Center and Rehabilitation
Alzheimer's Association
All in Challenge
America Reads/America Counts
Androscoggin Land Trust
Androscoggin Humane Society
ArtVan
Auburn Conservation Commission
Auburn Elementary Community Learning Center
Auburn-Lewiston YMCA Childcare
Auburn Middle School
Auburn Police Activities League Center
Auburn Police Department's Work with ME
B Street Health Center, St. Mary's Health System
Barbara Bush Children's Hospital
Big Brothers/Big Sisters
Blake Street Towers
Boys and Girls Club
Center for Wisdom's Women
CHANGE
City of Lewiston, Public Works Department
College Guild
Community Concepts, Inc.
Dempsey Center for Cancer Hope and Healing
Expeditionary Outreach
Farwell Elementary School
Geiger Elementary School
Good Shepherd Food Bank
Gould Academy
Healthy Androscoggin
Healthy Homeworks

Hillview Family Development
Immigrant Legal Advocacy Project
Immigrant Resource Center of Maine
John F. Murphy Homes
Kingfield Elementary School
L/A Arts
Let's Get Ready
Lewiston Adult Education
Lewiston District Court
Lewiston High School
Lewiston Housing Authority
Lewiston Middle School
Lewiston Public Library
Lewiston Public School District
Lewiston Recreation Department
Longley Elementary School
Lots to Gardens
Maine Community Integration
Maine Gun Safety Coalition
Martel Elementary School
McMahon Elementary School
Meadowview Housing Development
Midwest Academy
Montello Elementary School
Montello Heights Independent Living Center
Museum L-A
New Beginnings
Nutrition Center of Maine, St. Mary's Health System
Oak Hill High School
Outright Lewiston/Auburn
Park Avenue Elementary School
Pine Tree Legal Assistance

Poland Regional High School
Rebuilding Together
ReHarvest Project
Safe Voices
Sandglass Theater
Seniors Plus
SHARECenter
Sherwood Heights Elementary School
Social Learning Center
Special Olympics of Maine
Stanton Bird Club
St. Mary's Health System
The Girl Scouts
Thorncrag Bird Sanctuary
Tree Street Youth
Trek Across Maine
Trinity Jubilee Center
Turner Elementary School
Volunteer Lawyers Project
Walton Elementary School
Washburn Elementary School
Whiting Farm
WindowDressers
YMCA Daisy Garden Child Care
YWCA of Central Maine

The Carignan Fund for Community Programs

The James W. Carignan '61 and Sally Larson Carignan '62 Fund for Community Programs provides grants of up to \$2000 to community organizations to support programming that fosters new or strengthens existing connections between Bates College and our community. The aim of the fund is to support sustainable initiatives that address community needs through partnership with the college. Bates students, working with Harvard Center staff, constitute the selection committee. This year's student selection committee included Abigail Ryan '21, Emily Pardi '20, Ben Wilson '22, Travis Palmer '21, Nina Flores '20, Samatar Iman '21, and Kerry

Manuel '21. Students participated in an orientation provided by the Harward Center staff and received training from Holly Lasagna of Healthy Androscoggin on non-profits, the roles they play in the Lewiston-Auburn area, and the ways to evaluate proposals for funding. The following grants, totaling \$8,787, were awarded:

- ArtVan to fund an art therapy program for students at Martel Elementary School in Lewiston
- L/A Arts to fund an internship for a Bates student to help expand the Art Walk and for the purchase of portable exhibition materials
- Museum L-A to provide stipends for two students to finish an educational project for museum visitors
- The Center for Wisdom's Women to cover expenses relating to production of a new product, gardening, marketing, capacity building, and volunteer recognition for Herban Works
- Lewiston High School Aspirations Program to fund SAT prep books, SAT prep workshop lunches, and a SAT prep coordinator position for the Bates-LHS Aspirations Program

Fellowships & Grants

The Harward Center is delighted to support students' academic, leadership, and vocational development by facilitating a number of grants and fellowship programs. In 2018-2019, the Harward Center was pleased to award the following grants and fellowships, totaling:

Community-Engaged Learning Grants

Community-Engaged Learning Grants, supported by the Arthur Crafts and Helen A. Papaioanou funds, provide financial support for students who design an academic community-engaged learning project. CEL Grants are intended to cover such expenses as supplies, fees, or research expenses. Awards are competitive and are available to students in all disciplines and classes. Community-Engaged Learning Grant recipients for 2018-19, along with their community partners, were:

- Andrea Aguilera '21 and Brooke Jandreau '20, Blake Street Towers, Lewiston, ME
- Eliana Al-Konsul '22 and Brooke Jandreau '20, Blake Street Towers, Lewiston, ME
- Clio Barr '19 and Nicole Lane '21, The Center for Wisdom's Women, Lewiston, ME
- Emily Bass '21 and Natalie Brewer '21, Children's Miracle Network Hospitals, Salt Lake City, UT
- Maya Benziger '22, The Center for Wisdom's Women, Lewiston, ME
- Melanie Binkhorst '20, Emma Bouchey '21, Hannah Golub '21, Cherrysse Ulsa '20, and Joanna Vollrath '21, Pine Tree Legal Assistance, Lewiston, ME
- Kyra Bleicher '19, Sarah Gillis '22, Zachary Klemm '21, and Jason Seeger '21, Montello Heights, Lewiston, ME
- Emma Block '22 and Neeshi Hullavarad '22, Poland Regional High School, Poland, ME
- William Cole '21, Grace Gardner '20, and Samuel Holmes '19, Big Brothers Big Sisters of Mid-Maine, Augusta, ME
- Lauren Drumgold '19, Tree Street Youth, Lewiston, ME

- Grace Ellrodt '20, Griffin Golden '19, and Newell Woodworth '20, WindowDressers, Rockland, ME
- Diana Flores '20 and Elijah McLean '20, Hillview Housing Development, Lewiston, ME
- Maxwell Gold '19, Blake Street Towers, Lewiston, ME
- Anthony Harrison '20, Elijah McLean '20, and Justice Prewitt '20, Hillview Housing Development, Lewiston, ME
- Julia Horwitz '19 and Helene Sudac '19, Hillview Housing Development, Lewiston, ME
- Brooke Jandreau '20 and Laura Nguyen '19, Blake Street Towers, Lewiston, ME
- Sarah Lamie '19, Lewiston High School, Lewiston, ME
- Sophie Landes '21, Longley Elementary School, Lewiston, ME
- Sophia Marion '19, Farwell Elementary School, Lewiston, ME
- Kylie Martin '19, Poland Regional High School, Poland, ME
- Elijah McLean '20 and Justice Prewitt '20, Hillview Housing Development, Lewiston, ME
- Felicia Page '19, Hillview Housing Development, Lewiston, ME
- Gabriel Siegel '19, Maine Immigrant and Refugee Services, Lewiston, ME

Community-Engaged Research Grants

Community-Engaged Research Grants support material costs related to promising research projects undertaken by Bates students in collaboration with local or statewide community partners. Awards are competitive, are granted without regard to financial need, and are available to students in all disciplines and classes, with preference given to projects likely to produce the most community benefit. Community-Engaged Research Grant recipients for 2018-19, along with their community partners, were:

- Dylan Metsch-Ampel '19, Healthy Neighborhoods, Lewiston, ME

Community Work-Study Awards

Community Work-Study Awards provide work-study funds for academic-year and summer community-based work with non-profit and governmental agencies. Students may apply for existing positions or work with an agency to develop their own positions. Host organizations agree to reimburse Bates College for a percentage of the student's total earnings. Community Work-Study Award recipients in 2018-2019, along with the community organizations for whom they worked, include:

Fall 2018

- Dulce Alcantara '20, Pine Tree Legal Assistance, Lewiston, ME
- Samantha Alexander '20, Auburn Police Department's Work with ME program, Auburn, ME
- Viridiana Chavez '20, Tree Street Youth, Lewiston, ME
- Isabella David '22, America Reads/Counts tutor at Lewiston Public Schools, Lewiston, ME
- Priscila Guillen '20, PAL Center, Auburn, ME
- Lexie Jamieson '20, America Reads/Counts tutor at Lewiston Public Schools, Lewiston, ME

- Felicia Page '19, Lewiston Housing Authority, Lewiston, ME
- Cole Phaire '22, America Reads tutor at Lewiston Public Schools, Lewiston, ME
- Martel Thomas '22, Trinity Jubilee Center, Lewiston, ME

Fall 2018 and Winter 2019

- Adama Diaby '22, America Reads/Counts tutor at Lewiston Public Schools, Lewiston, ME
- Cameron Davis '20, Auburn Police Department Work with ME program, Auburn, ME
- Lauren Drumgold '19, Tree Street Youth and Healthy Androscoggin, Lewiston, ME
- Xavier Fallone '22, Auburn Police Department Work with ME program, Auburn, ME
- Martha Foushee '22, America Reads/Counts tutor at Lewiston Public Schools, Lewiston, ME
- Dianna Georges '22, America Reads/Counts tutor at Lewiston Public Schools, Lewiston, ME
- Emily Gibson '19, Trinity Jubilee Center, Lewiston, ME
- Phillip Gulick '22, Trinity Jubilee Center, Lewiston, ME
- J. Daniel Kim '22, America Reads/Counts tutor at Lewiston Public Schools, Lewiston, ME
- Michelle Kim '22, Auburn Police Department Work with ME program, Auburn, ME
- Juliana Martino '21, America Counts tutor at Lewiston Public Schools, Lewiston, ME
- Ellijah McLean '20, Lewiston Housing Authority, Lewiston, ME
- Abdul Mohamed '22, Tree Street Youth, Lewiston, ME
- Amina Mohamed '22, America Reads/Counts tutor at Lewiston Public Schools, Lewiston, ME
- Jessie Moriarty '19, Trinity Jubilee Center, Lewiston, ME
- Joshua Redd '21, America Reads tutor at Lewiston Public Schools, Lewiston, ME
- Katherine Salazar '21, America Reads/Counts tutor at Lewiston Public Schools, Lewiston, ME
- Jillian Serrano '21, Lewiston High School and Healthy Androscoggin, Lewiston, ME
- Jackie Tam '22, America Counts tutor at Lewiston Public Schools, Lewiston, ME

Winter 2019

- Andrea Aguilera '21, Trinity Jubilee Center and Lewiston Housing Authority, Lewiston, ME
- Maya Benziger '22, Center for Wisdom's Women, Lewiston, ME
- Ella Bourland '19, Healthy Homeworks, Lewiston, ME
- Mayelin Burgos '19, Lewiston High School, Lewiston, ME
- Josephine Carter '21, Community Clinical Services/B Street Health Clinic, Lewiston, ME
- Brendan Donahue '20, America Reads tutor at Lewiston Public Schools, Lewiston, ME
- Matt Golden '20, PAL Center, Auburn, ME
- Mayra Gomes Spencer '22, America Counts tutor at Lewiston Public Schools, Lewiston, ME
- Signe Lynch '20, CHANGE, Lewiston, ME
- Cassidy McCarns '19, St. Mary's Nutrition Center, Lewiston, ME
- Travis Palmer '21, Lewiston High School, Lewiston, ME

- Genesis Paulino '21, America Reads/Counts tutor at Lewiston Public Schools, Lewiston, ME
- John Rex '21, America Counts tutor at Lewiston Public Schools, Lewiston, ME
- Fernando Rojas '22, CHANGE, Lewiston, ME

Summer 2019

- Valerie Bravo '21, Lewiston Housing Authority, Lewiston, ME
- Jennifer Martin '21, Lewiston Recreation Department, Lewiston, ME
- Travis Palmer '21, Community Concepts, Lewiston, ME

Staff Volunteer Grants

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

- Jenny Graves, Dining, Conferences and Campus Events; for her work with Junior Achievement at McMahon Elementary School
- Mary Hughes, Biology; in support of an enrichment program at Bates for Lewiston High School biology students
- Brenda Pelletier, Dining, Conferences and Campus Events; in support of the college's Community Giving Campaign

Grants Administered by the Harvard Center

The Leland and Claudina Bechtel Award recognizes the outstanding community work of Psychology majors. This year the award was given to Kamilla Domjan, Anissa Garza, and Felicia Page, all seniors.

- As a Bonner Leader, Kamilla Domjan contributed many hours to community work. She supported children and youth in the local schools, at Tree Street Youth, and at Daisy Garden Child Care. In addition, she regularly helped to prepare and serve Sunday brunch to the elderly and younger disabled residents of Blake Street Towers.
- Anissa Garza spent her four years supporting youth programming at the Boys and Girls Club of Southern Maine.
- Felicia Page coordinated academic-year and summer programming at Lewiston Housing Authority's Hillview Family Development.

The Robert S. Moyer Award for the Prevention of Domestic Violence recognizes a Bates student for exceptional work related to the prevention of domestic violence. This year, the award was given to Anne Gundek '21, who volunteered with Safe Voices. She served as a diligent and dedicated administrative volunteer supporting events and public outreach efforts.

Transportation Assistance Grants

The Harvard Center provides funds to assist students with travel connected to community-engaged learning and volunteer work. The following students received these grants in 2018-19:

- Grace Ellrodt '20, Griffin Golden '19, and Newell Woodworth '20, WindowDressers, Rockland, ME

RECOGNITIONS & Celebrations

Campus Compact Awards

- Travis Palmer '21 received the national Campus Compact Newman Civic Fellows Award, presented annually to undergraduates who have demonstrated an invested interest in service, research, and advocacy throughout their college experiences and beyond.
- George Steckel '19 was recognized with a statewide Heart and Soul Award for his leadership and expansion of the Bates Book Buddies program.

Harward Center Awards Celebration

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

- Laura Sewall, recipient of the 2019 Responsible Steward of the Wider World Award
- James Siragusa, recipient of the 2019 James and Sally Carignan Award for Career Achievement
- Dylan Metsch-Ampel '19, Abby Westberry '19, and Matt Glasgow '19, recipients of the 2019 Harward Center Student Award for Outstanding Community-Engaged Academic Work
- Emily Bass '21 and Natalie Brewer '21, Helene Sudac '19, Ellijah McLean '20, Gillian Coyne '19, Madison Shmalo '19, Anissa Garza '19, Lauren Drumgold '19, and Maya Seshan '20, recipients of the 2019 Harward Center Award for Outstanding Community Volunteerism and Student Leadership
- Brooke Jandreau '20, recipient of the 2019 Harward Center Student Award for Residence Life Programming
- The Bates Video Game Club and the Bates Men's Soccer Team, recipients of the 2019 Harward Center Student Award for Community Liaison Programming
- Professor Francis Eanes and Professor Leslie Hill, recipients of the 2019 Harward Center Faculty Award for Outstanding Community-Engaged Work
- Nelson Pray and Brenda Pelletier, recipients of the 2019 Staff Award for Community Volunteerism, Leadership, or Engagement
- Catherine Ryder, Tri-County Mental Health Services, recipient of the 2019 Harward Center Community Partner Award for Outstanding New Initiative
- Fowsia Musse, Maine Community Integration and Healthy Androscoggin, recipient of the 2019 Harward Center Award for Outstanding Community Project/Partnership

Senior Civic Leaders Celebration

At the end of May, the Harward Center celebrated the graduating seniors who had participated in the Bonner Leader and Student Volunteer Fellows programs. Each student invited a community partner he or she had worked closely with as well as a faculty member. The evening began with a reception and dinner. A presentation followed in which students reflected briefly on their experiences with community engagement.

Harward Center Staff Civic Leadership & Recognitions

Harward Center staff members model civically-engaged lives by committing themselves to diverse forms of civic participation and leadership in the local and statewide communities. In the past year Harward Center staff members served the community in these diverse roles:

Service on Boards of Directors and Advisory Boards: Community Advisory Board for the University of Southern Maine's Lewiston-Auburn College; Lewiston-Auburn Railroad Board of Directors; Androscoggin Literacy Volunteers; Stanton Bird Club; Maine Community Integration; Valo Youth Empowerment; Maine Humanities Council Veterans' Book Group Program; Tree Street Youth; Margaret Chase Smith Public Policy Center; Muskie School of Public Policy; Frances Perkins Center; Maine Coalition to End Domestic Violence; Friends of Pettingill School Park; Community of Kindness; Promise: Early Education Center; Family Drug Court Advisory Committee; L/A Arts Executive Committee; Lewiston Public Library Board Chair; New Beginnings Advisory Board.

Service on Task Forces, Committees, and Teams: Montello Elementary School Leadership Team; Nellie Mae Leadership Team; Public Health Community Stakeholders Group; Green and Healthy Homes Initiative Learning Network; Lewiston Area Public Health Committee; Androscoggin County Budget Committee; Androscoggin Valley Council of Government's General Assembly; Auburn Conservation Commission's Strategic Planning Committee; Maine Humanities Council Facilitated Veterans' Book Group; Center for Wisdom's Women Sophia's House Honorary Capital Fundraising Committee; University of Southern Maine's Lewiston-Auburn College Facilities Committee; Healthy Neighborhoods Planning Council; Governor-Elect Janet Mills' Biennial Budget Development Committee; Great Falls Forum

Elected Office: Mayor, City of Lewiston; President, Lewiston City Council; State Representative, House District 60

Presentations & Publications:

- Peggy Rotundo spoke to numerous groups on women in politics and election engagement.
- Kristen Cloutier gave the keynote address at the annual Haweenka Celebration of the Immigrant Resource Center of Maine.
- Kristen Cloutier offered opening remarks at the 2018 Pride L/A walk and festival.
- Kristen Cloutier spoke about the legislative process to Jacob Longaker's course, PLTC 377: Experiences in Policy Process.
- Darby Ray presented "Civic Engagement, the Equity Imperative, and the Need for an Advocacy Toolkit" at the AAC&U National Meeting, Washington, D.C., January 2018.

Awards:

- Peggy Rotundo received the Community Courage Award from the Immigrant Resource Center of Maine.

AFFILIATIONS

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

- The Bonner Network, a group of 67 colleges and universities convened and supported by the Bonner Foundation, to make a culture of service a central aspect of campus life and undergraduate education;
- Bringing Theory to Practice, a project sponsored by the Association of American Colleges and Universities and led by Bates President Emeritus Don Harward, which works with dozens of academic institutions to research and reinforce the linkages among engaged learning, civic development, and student well-being;
- Imagining America, a national consortium of more than ninety higher education institutions in all sectors committed to civic engagement in the arts, humanities, and design;
- Maine Campus Compact, a state-wide consortium of colleges and universities (an affiliate of the national Campus Compact) engaged in public work, service, and scholarship; in addition to our membership, Bates is proud to host the Maine Campus Compact office and staff on its campus;
- Project Pericles, a national consortium of thirty colleges and universities committed to the role of liberal arts education in citizenship;

The numbers September 2018-August 2019

Academic Community-Engaged Work

31,371 documented hours of academically-based community work were provided by Bates students through courses, theses, and independent studies.

15,465 of these hours were provided in connection with public schools and other youth-serving organizations.

1,097 students participated in academic community-engaged learning from the fall of 2018 through the summer of 2019.

62 courses included a community-engaged learning component. Of these, eight occurred during Short Term.

35 community-engaged senior theses were completed.

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

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

5 were Full Professors;

8 were Associate Professors;

15 were Assistant Professors; and

7 were Lecturers.

Volunteer Work during the Academic Year

14,645 documented hours of volunteer service were provided by Bates students during the academic year. Almost 300 students participated in a volunteer activity that required a consistent time commitment, and over 600 volunteered for at least a one-time opportunity.

Summer Work

Over 19,100 hours of documented community-engaged work was provided by Bates students over the summer. This work was supported through Federal community work-study funds, the Vincent Mulford Fund, the Class of 2000 Fund, the Purposeful Work Initiative, the Forest Foundation, and Harward Center funds.

Student Leadership Development Programs

Twenty-eight Bonner Leaders completed 3,165 hours of community work during the academic year. Eleven Community Outreach Fellows spent 1,240 hours coordinating and participating in volunteer programs. Eleven members of the Bates Civic Action Team tutored for 1,000 hours in local schools.

Community Work Study

Forty-two students worked 2,835 hours with local non-profits and government organizations through the community work-study program during the academic year. Of these hours, 1,152 were dedicated to tutoring in the local schools.

Student Positions

- 11 students served as Community Outreach Fellows.
- 42 students served as Academic Year Community Work-Study Fellows.
- 28 students served as Bonner Leaders.
- 11 students served as members of the Bates Civic Action Team.
- 3 students served as Summer Community Work-Study Fellows.
- 11 students served as Harward Summer Student Fellows.
- 4 students served as Harward Center Student Assistants.
- 1 student served as the Harward Center Social Media Intern.
- 3 students participated in the Community-Engaged Research Fellows program.
- 10 students participated in the Short Term Action/Research Team Fellows program.

Grants & Fellowships

In 2018-2019, the Harward Center for Community Partnerships awarded the following grants and fellowships:

- \$4,575 in Faculty Discretionary Grants
- \$8,787 in Carignan Fund for Community Programs Grants to community partners
- \$4,296 in Community-Engaged Learning Grants to students
- \$500 in Community-Engaged Research Grants to students
- \$1,438 in Community Liaison Grants to student clubs and organizations
- \$41 in Transportation Assistance Grants to students

\$1,200 in Community-Engaged Research Fellowships to students
\$4,000 in Short Term Action/Research Team (STA/RT) Fellowships to students
\$22,550 in Community Outreach Fellowships
\$43,388 in Bonner Leader Fellowships to students
\$33,888 in Academic Year Community Work-Study Fellowships to students
\$51,903 in Summer Fellowships to students

Appendix

Detailed descriptions of the engagement projects students took part in through various courses can be found in [this spreadsheet](#).