

Community Engagement at Bates

*2007-2008
Year-End Summary*

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Dear Friends,

Civic Engagement at Bates: Year-End Summary 2007-08 attempts to illustrate the forms and variety of Bates' involvement in our communities: no small task, given the range of people, partners, and practices involved. We recognize that while we have the privilege of working at the nexus of many campus-community partnerships, there are other important collaborative efforts which we do not oversee. Our reporting here seeks to include both Center and campus-wide programs for community engagement. We aim to celebrate all the good work being done and would love to hear about those partnerships we've neglected to mention.

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

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

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

- 1. To promote mutual understanding, respect, and partnership between Bates and our communities** by engaging the college's academic resources and mission in the enrichment of civic and community life.

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

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

A note on terminology: while we respect the important differences between the terms, we use “civic,” “public,” and “community” in different contexts here, as we do “engagement” and “involvement”; we also use “community-based” learning and research as umbrella terms for a range of specific pedagogies. Our intent in this document is to harness the energies and values of these multiple terms and concepts rather than to fix, once and for all, specific meanings for specific situations. In general, we align ourselves with the perspective of the Carnegie Foundation for the Advancement of Teaching in its new elective classification for Community

Engagement (which Bates recently received; we are one of 68 colleges and universities in the nation to bear the classification for both categories of Curricular Engagement and Outreach and Partnerships):

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

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

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

Sincerely,

Anna Sims Bartel
Associate Director

David M. Scobey
Director

Statistics for the Harvard Center for Community Partnerships **September 2007-September 2008**

Note: Approximately 142 community agencies and institutions partnered with Bates in community-based learning and volunteer projects between September 2007 and September 2008. A list of these organizations can be found in Appendix 1.

Service-Learning Program

27,116 documented hours of academically-based community work were given by Bates students through courses, theses and independent studies.

8,785 of these hours were given in connection with the public schools.

666 students participated in academic community-based learning from the fall of 2007 through the summer of 2008.

43 courses included a community-based learning component.

13 of those courses were Short Term Units.

31 theses were community-based.

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

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

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

16 were Full Professors;

8 were Associate Professors;

3 were Assistant Professors;

8 were Lecturers; and

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

Community Volunteerism and Student Leadership Development Program

9256 documented hours of volunteer service were given by Bates students during the academic year. Of these, 1650 were hours of mentoring done in the local schools. Over 330 students participated in a volunteer activity that required a consistent time commitment and over 379 volunteered in a one-time opportunity.

Community Work-Study

32 students worked 2306 hours in the community through the federal community work-study program during the academic year. Of these hours, 787 were dedicated to the America Reads/America Counts program.

Summer Programming

23 students worked over 6,500 hours over the summer in communities both nationally and internationally, supported through federal community work-study funds, the Vincent Mulford Fund, the Class of 2000 Fund, Community-Based Research Fellowships and Harvard Center funding.

Bates-Morse Mountain Conservation Area and Shortridge Coastal

Center

- 5 faculty in 5 courses (across 4 departments/programs) used Bates-Morse Mountain; 4 of those courses were Short Term Units.
- Approximately 99 Bates students visited and studied at the Bates-Morse Mountain Conservation Area for coursework, field research, or environmental internships.
- Over 13,000 visitors came to Bates-Morse Mountain Conservation Area in the 2007 summer season.
- 15 different grade schools visited the conservation area, representing 491 students.
- 6 colleges and universities used the site, including Bates, Bowdoin, Colby, Brown University, Maine College of Art, and Dennison University, representing 111 students.

Events Management

Overall, during the 07-08 academic year and the summer of 2007, this office hosted 108 different events which welcomed over 9,600 members of our local, state, and even international communities to Bates' campus. Examples of events or series hosted include:

- Center for the Prevention of Hate Violence Unity Projects: eight separate meetings hosted almost 300 local school students.
- Five Summer Lakeside Concerts brought live entertainment to roughly 750 community members.
- Three collaboratively-designed workshops on teaching English Language Learners shared important information and strategies with 180 students, staff, faculty, and community partners.

- College for ME - Androscoggin, a collaborative of organizations working to increase college and career achievement in our county, held its annual awards conference at Bates College for the second year in a row.
- Maine Arts Commission and Maine Humanities Council both held events on campus.
- Seven gatherings of the Young Writers group brought 280 authors to campus.
- A sampling of other, one-time or annual gatherings include the Androscoggin River Alliance annual meeting; a public health education series hosted in partnership with the Central Maine Medical Center; a Maine Humanities Council gathering; Special Olympics Swim Meet and Track Meet; workshops of the Central Maine Physics Alliance.

Projects, Partnerships and Collaboratories

As we inaugurated in the last year's Year End Summary, we again include a separate section on the Harvard Center's most significant community partnerships and projects, as distinct from our summary of academic courses, theses, and volunteer work (catalogued in later sections of this report). We have added this "projects" section to provide a more complete map of both the extent of community-based education at Bates *and* the extent of our public partnerships. We are committed to making our community work deeper, more integrative, more intellectually rigorous, more socially beneficial, and more sustained. In many instances, our partnerships move beyond the scope of a single course or semester, encompassing multiple strands of activity planned with partners over several years. This section documents some of our more ambitious and intentional project partnerships: "collaboratories," as we call them.

Indeed the 2007-08 academic year proved in many ways the "year of the collaboratory" for the Center; some of our most ambitious partnerships began to take root and bear fruit.

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

- **Downtown Education Collaborative (DEC):** DEC is one of several collaboratories that made important progress in 2007-08. A joint effort of seven educational and community partners (the University of Southern Maine, Lewiston-Auburn, Central Maine Community College, Andover College, Lewiston Adult Education, Lewiston Public Library, and Empower

Lewiston, along with Bates), DEC is committed to community-based educational work in and with Lewiston's underserved downtown neighborhood. After two years of discussion and planning, DEC took off this year. In September, 2007, the Jessie Cox Charitable Trust awarded the Harward Center a \$132,000, three-year grant to launch the Collaborative. We leased a storefront at 219 Lisbon Street and opened a downtown education center; and after a national search, we hired Sherry Russell to be Director of DEC. In addition to developing the downtown center itself, Sherry and DEC have undertaken two initial collaborations, the Community Food Assessment and Digital Divide projects (both described below). We envision the downtown center serving as both an educational gateway and a public square for the downtown community. In partnership with the community, DEC will undertake projects in such areas as youth culture, downtown development, immigration, and college aspirations.

- **Community Food Assessment:** This project, undertaken by the DEC coalition, continued to be a focus of collaborative work among USM Lewiston/Auburn College and Bates students and faculty. Working with Lots to Gardens, the Maine Nutrition Center, Sisters of Charity Health System, and other stakeholders, students and faculty continue to investigate nutrition needs and assets in downtown Lewiston-Auburn. USM LAC students interpreted data collected during a GIS mapping course. This information was used by sociology students at Bates to develop, implement and present a survey of local area food sources. Over the next several years, this community-based research collaboration will lead to policy, service and advocacy actions as well as help leverage funding to support ongoing projects.
- **Y.A.D.A. (Youth + Adults + Dialogue = Action):** In the Fall of 2007, the work begun by the YADA planning group in '06 and '07 came to fruition over four weeks in October. Nearly 100 citizens of Lewiston/Auburn participated in intergenerational study circles dialogues with the goal making L/A a more youth friendly and youth empowered community. Coordinators of the YADA dialogue project included the Lewiston Public Library, the city of Lewiston, the United Way, Bates College, local public schools, many social-service providers, and diverse members of the youth community. Students from Bates as well as USM/LAC participated as dialogue group members, facilitators, observers, and note-takers. Students from a Masters in Leadership studies program at USM LAC did an intensive research project on the efficacy of the program while Bates College sociology and psychology students implemented individual and group research projects. Currently, YADA continues in the form of four Action Groups that are, with the continued support of Bates

faculty, staff and students, working on improving communication about youth issues, creating a community center, developing more arts activities that are youth focused, and developing youth as civically engaged citizens.

- **Addressing the Digital Divide:** With the hiring of a Director for the Downtown Educational Collaborative (DEC), one of the initial projects envisioned by DEC was implemented as a pilot project in Lewiston. During Short Term this Spring, Bates College students in a Politics of Community Engagement course worked with the DEC director and staffs of the Lewiston Public Library, Lewiston Adult Education, Empower Lewiston to develop, advertise and implement open computing hours at community computer centers that had been closed due to lack of funds and staffing. In the future, collaborations with the other DEC partner colleges and community groups will focus on creating a curriculum for computer-based teaching and learning for community members as well as help to coordinate community-based computing projects like blogs, newsletters and personal web pages.
- **Hillview Family Development Aspirations/Literacy Programming:** The long time ongoing collaboration with Lewiston Housing Authority and Hillview Family Development continues to deepen. During the past academic year, Harward Center staff worked closely with Hillview staff and a newly hired AmeriCorps/VISTA to implement an aspirations program for Somali middle schoolers. The program was based on an Action Research project that Professor Georgia Nigro piloted during the last academic year. In addition, HCCP staff worked with McMahan Elementary and Lewiston Middle School to align aspirations work with what is happening at both schools and to develop a pathway for aspirations work for Hillview students.
- **Schools, Literacy, and Education Partnerships:** Collaboration with schools and other educators represents a core, ongoing commitment at the Harward Center. Of particular note this year was work around the issue of literacy, from pre-k to adult, which is being tackled with renewed effort in the public schools and by local organizations. This sense of urgency, while not new, has been redoubled in Lewiston-Auburn due to a combination of an increased emphasis on post-secondary attendance rates, the pressures of No Child Left Behind on the local public schools, and a rapidly-growing population of English Language Learners. Bates students were deeply involved in literacy work through their education placements; participation in programs such as America Reads, the Montello Reading Club, the Hillview and Trinity after-school homework clubs; and volunteerism at Lewiston Adult Education's Adult Learning Center. At the elementary- school level, one of our most active partnerships continues to be with the Longley Elementary School, where Bates students were paired with

elementary students through the Longley Mentoring and Bates Buddies programs to help build reading and social literacy skills, as well as placed in classrooms to help students develop reading and writing literacy skills. The literacy specialist at Longley, Jacque Grenier, provided a literacy workshop for students on the Bates campus. At the middle-school level, Bates faculty and students collaborated throughout the year with a group of ELL teachers at Lewiston Middle School to help students develop, revise, and present personal narratives. And at the high-school level, much of the English faculty at Lewiston High School hosted and worked with Bates students who were taking a course on adolescent literacy. Additionally, a group of LHS students came to Bates during the short-term semester and worked with Bates students to develop and present creative writing pieces.

- **Museum L-A Community History Partnership:** 2007-08 saw the culmination of three years of collaboration between the Harward Center, Bates faculty and students, and Museum L-A, a community-based museum of work and industrial community in the Twin Cities. In August, 2007, the Museum launched “Portraits and Voices,” a collection of photographic portraits and oral histories of retired millworkers, co-curated by a Bates Museum of Art curator and featuring mill photographs from the Honors Thesis of Nels Nelson (Bates, '07). In June, 2008, the Museum opened “Weaving a World: Lewiston’s Millworkers, 1920-2008,” a social-history exhibit based on oral histories and archival research by Bates students and written by Bates faculty member David Scobey. Faculty and courses from four programs and departments—History, American Cultural Studies, Anthropology, and Visual Arts--contributed to this collaboration. “Weaving a World” will be on display at the Bates Mill throughout the 2008-09 academic year, and in summer, 2008, a new team of Bates students is researching an exhibition catalogue to accompany it.
- **Franco-American Heritage Center:** The French section of the Bates Department of Romance Languages and Literatures continues to develop their partnership with the Franco-American Heritage Center. Currently, faculty and students are developing an early language acquisition curriculum in collaboration with the staff of the Center. The program will be implemented in the fall of 2008 and will provide a rich learning environment for both community children and Bates French students.
- **Policy Partnerships Internships:** Led by Peggy Rotundo, Director of Strategic and Policy Initiatives, the Harward Center has sponsored an innovative policy partnerships initiative. For the past three years, the Center brought David Elliott, former Director of the Maine State Legislature’s Office of Policy and Legal Analysis, to teach a seminar and internship on the policy process, located in the Department of Politics. Students are placed

in governmental agencies or NGOs and pursue policy projects, based on their own interests and the needs of their partner organization, on such issues as sprawl, civil rights, municipal planning, and health care. Graduates of this internship-seminar are active in political and civic careers, working for advocacy groups, state government, and electoral campaigns.

Academic Initiatives and Course-Based Service-Learning

This section reports on courses and theses that used service-learning and community-based research in the previous academic year, and it also provides an overview of general academic initiatives that connect the Center's work of community engagement to the Bates curriculum. Two initiatives are of particular note in this regard:

Community Engagement in the New Bates Curriculum

In 2006-07, the Bates faculty completed a three-year process of revising the undergraduate curriculum; the new curriculum is now being implemented. One key change concerns general education: most distribution requirements are replaced with a new model of "general education concentrations" or GECs. These are faculty-designed groups of courses and non-credit experiences, organized around specific themes and interdisciplinary problems; undergraduates will choose two GECs from a menu of more than seventy. Community-based learning is strongly represented in the new model. In several GECs, including "Public Health," "Environment, Place, and History," and "Why Academics Matter," participating faculty include a requirement of service-learning or fieldwork. The curriculum also offers an option of counting significant, intellectually relevant non-credit experiences toward completion of some GECs. Significant volunteer service or leadership, work-study, summer internships, and other non-course-based community work are envisioned as options, where faculty understand the work as enhancing the educational goals of the GEC.

Community-Based Research

Community-Based Research is a field of deep and growing interest at Bates, with a strong legacy particularly in the social sciences. This year saw continued growth and sustainability of CBR partnerships, particularly through the Community-Based Research Fellows Program, designed and led by HCCP Associate Director Anna Sims Bartel. The program is supported through a grant from the National Community-Based Research Network (a collaboration of Princeton University and the Bonner Foundation, with funding from Learn and Serve America) for

Innovative Community-Based Research programs. The grant (awarded in early summer 2007) spurred us to create a cohort of Community-Based Research Fellows, who work in partnership with program and disciplinary faculty, community partners, and other student CBR Fellows and Peers to deepen their understandings and practice of research in, for, and with community. Summer 2007 saw the pioneer group of four CBR Fellows engage in substantive work with community-based agencies; Fall 2007 engaged three of those Fellows as Peers in the Cohort, and brought in three new Fellows; Winter 2008 engaged a total of five former Fellows as Peers and brought in another three new Fellows. Overall, then, the CBR Fellows program engaged ten students over a twelve-month period (three of them working with us for the entire twelve-month duration, and another two for the whole nine months of the academic year). Their community partners ranged from the New American Sustainable Agriculture Project and Lewiston Farmer's Market to Hillview Family Development to the New Beginnings shelter and programming for transitional youth. Significant impacts include an expansion of the Lewiston Farmers' Market to an additional site, closer to the WIC offices for easier access by low-income women; shifts in the offerings and practices of the free lunch program at Hillview Family Development; and new, detailed activity plans for special programming to raise the college and career aspirations of transitional youth. 2007-08 CBR Fellows and Projects grew exclusively out of social-science-based initiatives; future plans involve recruitment from other disciplines as well to expand CBR work into the humanities and social sciences.

African American Studies

Food, Culture and Performance, AAS/ACS s19, Myron Beasley

Professor Beasley developed an innovative course that incorporated the history, culture and politics of Androscoggin County that culminated in a "performance meal" at Lewiston's Bates Mill No. 5. Students in the course worked with homeless shelters, local farmers, restaurants and social service agencies to gather people's stories, histories and recipes. The food and the performance art presented during the performance meal incorporated elements of students' research.

Twenty students spent approximately 20 hours each on community research and performance presentation (400 total student hours).

American Cultural Studies

Fieldwork in American Cultural Studies, ACS 220, Margaret Creighton

In Professor Creighton's Fieldwork in American Cultural Studies course, students did individual service-learning projects in the community. Students engaged in service in culturally and economically diverse settings that informed their academic work in the classroom. Partner agencies included Youthbuild/ACE, New Beginnings, Trinity Jubilee Center, Hillview After-school Program, and the Wisdom's Center.

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

Anthropology

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

During short term, students worked at the Adult Learning Center teaching adults who are English Language Learners (ELL). Many of the learners were immigrants, primarily Somali and Somali Bantu. Students' experience enriched their understanding of the theory and practice of anthropological research and writing. In addition to the worked based at the Adult Learning Center, students did independent projects, some of which involved community research. These projects included research and presentation of findings about: the attitudes towards immigrants in the Community Dialogues facilitated by the Center for the Prevention of Hate Violence; assimilation of African elementary students; the spirituality of hospice care; and Catholic funeral rites in Lewiston.

Eighteen students spent approximately three hours per week for four weeks (total of 216 student hours).

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

The aim of this course was to give students an understanding of problems confronting African peoples and nations in the world today and the indigenous responses to these problems. Eighteen students worked with various community-based organizations either run by or serving New Mainers in Lewiston. Students worked in after-school programs at the Trinity Jubilee Center and assisted with ELL courses at the Adult Learning Center.

Sixteen students spent approximately two hours per week for 12 weeks (total of 384 hours).

Thesis Research

Professor Charles Carnegie supervised a student thesis that focused on the meaning of Maine to residents and tourists. The thesis researched how the myth of Maine perpetuated to stimulate the tourist industry differed from the reality. The project focused on the Moosehead Lake region and applied anthropological scholarship to provide a framework for studying tourism and Maine as an anthropological subject (*approximately 100 hours of community-based research*).

Independent Study

Professor Heather Lindkvist supervised a community-based thesis and an independent project. One student focused her thesis research on general childbirth education in America (*approximately 60 hours*).

The independent project concentrated on a community food security assessment in collaboration with the Nutrition Center of Maine (*approximately 30 hours*).

Art and Visual Culture

Museum Internship, AVC 361, AVC s31, Rebecca Corrie

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

- Sotheby's New York
- Christie's New York
- Bates College Museum of Art
- Museum of Fine Arts, Boston
- Zero Station Gallery
- New Britain Museum of American Art
- L'Attitude Gallery and Sculpture Garden

Eight students worked roughly 100 hours per internship (total of 800 hours).

Internships

Nine students did unpaid internships at various galleries including the Whitney Museum of Art, the Museum of Fine Arts in Boston, and the Wadsworth Athenaeum in Hartford to supplement their community-based learning experience.

Nine students worked roughly 200 hours each (total of 1800 hours).

Biology

Virology, BIO 314, Lee Abrahamsen

Three students chose to do a service-learning project developing and presenting a curriculum to a fifth grade class about the flu virus and how to minimize exposure.

Three students did approximately 5 hours each of community-based work (total of 15 student hours).

Community-based Research in Biology, BIO s39, Karen Palin

Seven students participated in this new course that partnered with the B Street Health Clinic's International Clinic in Lewiston to examine the risk of activation of latent tuberculosis among patients who are also vitamin D deficient. The focus of the project became assisting immigrant patients with their understanding of compliance when vitamin D treatment is recommended. Students completed, with a translator, 26 home visits with target patients, did training about drug compliance and reported their findings to the B Street medical staff.

Seven students did approximately 70 hours of community-based work (total of 490 hours).

Thesis Research

Professor Karen Palin supervised a student thesis that used a combination photography/oral history method to investigate ideas about eating and activities among Somali middle school girls. The student facilitated discussion among the girls about the image content and related their ideas and experiences to an examination of the literature about the health of immigrant populations in the United States (*approximately 40 hours of community-based work*).

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

Biological Chemistry

Thesis Research

Professors Lee Abrahamsen and Pamela Baker supervised two thesis projects that engaged biochem students in community-based work. Two students did research as a part of a national multi-center study to look at a novel surgical technique for improving wound healing and preventing blood loss during total knee arthroplasty (*approximately 100 hours per thesis project for a total of 200 student hours*).

Professor Abrahamsen also supervised two other student theses. One student studied how Mithicillin-resistant staph infections in humans may be related to that found in dogs. Another student researched how blood transfusion protocols at Central Maine Medical Center compared to published protocols (*approximately 100 hours*).

Dance

Teach Tour Perform, DN/ED s29, Carol Dilley and Sarah McCormick

Bates students spent two weeks learning how to create—and then creating—a performance piece, then going on tour to work with a range of elementary schools in and around Lewiston to teach movement classes and perform the work. Partner schools included: Leeds, Hall-Dale, Libby Tozier, Minot, Pettingill, Durham, Winthrop, Farwell, Martel, Wayne, Mt. Vernon, and Trinity Catholic.

Twenty-five students each spent a total of 30 hours (total of 750 hours).

Economics

Environmental Economics, ECON 222, Lynne Lewis

For the seventh year, students in Environmental Economics have successfully bid on permits to emit Sulfur Dioxide (SO₂) at the annual EPA Auction. This year students bid on both current year permits as well as on a seven year advance permit, usable in 2015. Two tons of SO₂, a leading cause of acid rain and contributor to high adult asthma rates in Maine, will now never be emitted into the air (*approximately 10 hours of student time*).

Education

All of the courses given through the Education Department require field-based experience and a service-learning component. Nearly 200 students completed 30-hour practicum experiences this past academic year. Student teachers taught in the local schools (for full details, see Appendix 2).

The field-based components of education courses included:

Perspectives on Education, EDUC 231, Anita Charles, Anne Wescott Dodd, and Helen Regan
Students studied historical, sociological, political, and philosophical perspectives related to the American educational experience, as well as reflected on educational practices as they experienced them in local classrooms, and explored the possibility of teaching as a career. Placements were shaped to address the expressed needs of the local teachers.

Fifty students each spent about 30 hours (total of 1500 hours).

The Public Work of Academics, AC/ED 238, Anna Sims Bartel

How does academic work matter in the world? What is the vocation of the intellectual? What place does civic engagement have in the life of the academy? These were some of the questions students explored in this course through readings, reflections, class discussions, and community-based learning placements. Each of the placements for this course focused on different aspects of increasing higher-education aspirations in the community. Community partners with whom students worked were: Lewiston Adult Education's College Transition program; the Aspirations Labs at Lewiston Middle and High Schools; and the Health Sciences program at Lewiston Regional Technical Center.

Four students averaged about 30 hours each (total of 120 hours).

Race, Cultural Pluralism, and Equality in American Education, ED/SO 242, Patti Buck

As students studied the history of segregation, desegregation, and resegregation in the United States, they did their field placements with civil rights teams at Auburn Middle School, Lewiston Middle School, and Edward Little High School. Bates students worked with those teams to produce videos about the history of civil rights issues in Lewiston/Auburn schools. A group of students also worked with the Portland chapter of the NAACP to produce a video about the Freedom Trail, a series of 13 sites associated with the Underground Railroad.

Nineteen students averaged 30 hours each (total of 570 hours).

Gender Issues in Education, EDUC 240, Helen Regan

Examining education through the lens of gender, students explored questions such as “What effect do factors such as gender, race, ethnicity, social class and sexual orientation have on the experience of students in school, if any?” and “Does gender equity exist in schools now and, if not, what must change to achieve it?” During their field placements, students learned how to make connections between gender issues in education and effective classroom practices.

Fifteen students averaged 30 hours each (total of 450 hours).

Globalization and Education, ED/WS 280, Patti Buck

Students explored the impact of globalization on educational institutions and practices through course readings, class activities, and field placements in ELL and Language Arts classrooms at Lewiston Middle School, where they worked with ELL students and native English speakers to write personal narratives. The field experience culminated in a celebration at which students read from their narratives. They also produced a printed collection of students’ stories.

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

Exploring Education through Narratives, FYS 300, Helen Regan

Students explored a variety of issues related to education both through reading a variety of narratives as well as by working in K to 12 classrooms. Topics included: gender identity; student/teacher roles; race; class; and sexuality. Students were placed in a range of elementary classrooms in Lewiston and Auburn.

Eleven students worked 30 hours each in the community (330 hours total).

Learning and Teaching: Theory and Practice/Student Teaching, EDUC 343/460, Anita Charles, Anne Dodd, Weslene Marble

This was a combined course that included student teachers as well as students with an education minor. Students developed skills related to lesson planning and curriculum development, as well as honed their reflective practices in order to identify effective teaching and learning strategies. Student teachers were placed with their mentor teachers (see section on student teaching), and the others were placed with host teachers at Longley Elementary School.

Two students worked 30 hours each (total of 60 hours).

Teaching Math and Science: Curriculum and Methods, EDUC 235, Weslene Marble

Students worked with a teacher-in-residence (on leave from Farmington Middle School for a year) to explore best practices in teaching math and science, which they put into practice by developing units and teaching them in their classroom placements, the majority of which were at Lewiston Middle and High Schools.

Twelve students averaged 30 hours each (total of 360 hours).

Critical Perspective on Pedagogy and Curriculum, EDUC 250, Helen Regan

Focused on education through the lens of social justice, students conducted their field placements at Longley Elementary School. The students and the faculty member from this course became so engrossed in their work together that they continued to meet as a class and then with faculty and administration from the school. This larger group hopes to develop forums next year to engage teachers and parents in dialogue around issues of importance to education, such as parental involvement and the No Child Left Behind Act.

Four students worked 30 hours each in the community (total of 120 hours).

Community Education/Community Action, EDUC 320, Patti Buck

Students worked with the Telling Room, a community writing organization based in Portland, to develop an anthology of memoirs written both by course participants and community members to reflect some of the diversity of Lewiston/Auburn. Community partners for this project included: students at Lewiston Middle School; ELL students at Edward Little High School; adult Somali newcomers who met at the B Street Community Center; and international Bates students, led by Chaplain Bill Blaine-Wallace. Proceeds from the sale of the anthology will be used to fund college scholarships for young women living at the Dadaab refugee camp in Kenya.

Nineteen students worked 30 hours each in the community (total of 570 hours).

Adolescent Literacy, EDUC 355, Anita Charles

Field placements for this course were structured so that students, divided into upper-elementary, middle-school, and high-school cohorts, were able to apply readings and course discussions across the spectrum of adolescence. Additionally, a group of students worked with the Aspirations Program at the Hillview housing complex, comprised of middle-school girls, to develop a literacy-based curriculum focused on recycling.

Sixteen students worked 30 hours each in the community (total of 480 hours).

Basic Concepts in Special Education, EDUC 362, Anne Dodd

Students engaged in a range of service-learning placements designed to allow them to explore various facets of the educational needs of diverse learners. In addition to traditional classroom settings, students worked in resource rooms, The Sandcastle Preschool, and the Renaissance House.

Sixteen students worked 30 hours each in the community (total of 480 hours).

Creating Educational Experiences at Morse Mountain, EDUC s20, Weslene Marble

Bates students designed and conducted rich educational experiences at the Bates/Morse Mountain Conservation Area for students from the Phippsburg Elementary School as well as Farmington Middle School. In addition to leading hikes through the conservation area, Bates students worked with the elementary and middle-school students in the classroom, where they explored topics such as the water cycle, shell identification, and how to pack a survival bag.

Seven students worked 40 hours each in the community (total of 280 hours).

Children's Writing Workshop, ED/EN s28, Lillian Nayder

Bates students worked at the Dunn Elementary School in New Gloucester and helped 3rd, 4th, and 5th graders to develop creative writing pieces, put together a literary magazine, and organize a poetry reading.

Three students worked 30 hours each in the community (total of 90 hours).

Thesis Research and Independent Studies

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

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

- Professor Anita Charles oversaw a student's independent study project on social studies methods.
- Professor Anita Charles supervised a student's independent study on high school students' perceptions of drug clinics.
- Professor Anita Charles supervised an independent study entitled "Kindergarten Interactions."
- Professor Anita Charles advised a student whose honors thesis explored school integration issues.

- Professor Anne Wescott Dodd worked with a student who conducted research on autism at a school in Richmond, Maine.
- Professor Anne Wescott Dodd supervised a student who completed a 70-hour field placement at a preschool in Denmark.
- Professor Helen Regan collaborated with a student on a research project about the school finance system in Maine.
- Professor Patti Buck oversaw two independent studies related to equity issues faced by low-income students.
- Professor Patti Buck advised a student who wrote a thesis on the barriers to higher education faced by minority students.
- Professor Patti Buck advised a student who wrote a thesis on the portrayal of refugees by the humanitarian aid regime.

Student Teachers in the Education Department included:

Julia Sleeper at Lewiston Middle School

Allie Dupre at Poland Regional High School

Sam Rigby at Edward Little High School

Three students worked 360 hours (total of 1080 hours).

English

For the Love of Dogs, ENG s18, Lavina Shankar

Students explored the relationships, bonds, and boundaries between humans and dogs through literary and non-literary texts, as well as through service-learning experiences: helping out in a variety of ways at the Androscoggin Humane Society; shadowing staff and completing administrative tasks at the Lewiston Veterinary Hospital; working with a therapy dog trainer at My Wonderful Dog in Portland; and volunteering at the Rottweiler Rescue Spring Stroll in Scarborough.

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

Environmental Studies

Internships

Environmental Studies Internships, Camille Parrish

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

- Maine Audubon Society
- Bates College Environmental Coordinator
- Yellowstone Ecological Research Center
- Squam Lakes Association
- Lots to Gardens
- Environmental Protection Agency
- US Forest Service: Sierra National Forests
- Androscoggin County Soil and Conservation Agency
- She Doesn't Like Guthrie's Restaurant
- Bigelow Laboratory for Ocean Studies
- Intervale Conservation Nursery

Twelve students averaged 200 hours each (2,400 total hours).

First-Year Seminars

Exploring Education through Narratives, FYS 300, Helen Regan

Please see course description under "Education."

French

Thesis Research

Professor Mary Rice-DeFosse worked with one student who did a community-based French thesis. The student's work focused on the effect of the Franco-American language on community mores and customs (*approximately 40 hours of community-based work*).

Internships

- One student coordinated a round table interview with French speaking volunteers at St. Mary's Hospital. The interviews will become a part of an ongoing oral history project at the Franco American Heritage Center.

- Two students continued to edit and transcribe interviews and videotapes of the ongoing oral history project described above.
- One student did original research on aspects of local French culture in preparation for her thesis.

Each student did an average of 20 hours (total of 80 hours).

Geology

Sedimentary Processes, GEO 210, Mike Retelle

Professor Retelle's class developed beach profiles at Sewall Beach in Phippsburg, Maine as a part of a long-term monitoring project. Professor Retelle gave a talk to the Small Point Association to share the findings and discuss how they relate to climate change and sea-level rise. Findings were also presented at the Maine Climate Summit held at Bates College and at the Curtis Memorial Library in Brunswick.

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

Limnology and Paleolimnology of Lakes in Northern New England, GEO s31, Michael Retelle
Students worked on issues of water quality on lakes and ponds in Phippsburg, Maine and in the White Mountains that will be a part of an ongoing study for the Phippsburg Land Trust and the National Forest Service respectively.

Twelve students did approximately 80 hours (total of 960 hours).

Katahdin to Acadia: Field Geology in Maine, GEO 107, Dykstra Eusden, Beverly Johnson and Camille Parrish (Environmental Studies)

Students in the field work course learned to use GIS mapping techniques to document and measure various activities that have an impact or potential impact on the local environment or on populations. Projects include: mapping plant species habitat changes and demographic changes; mapping the boundaries of a camp in New Hampshire; mapping possible wind power sites in Maine; mapping the intersection of race, class and gender in the Democratic Presidential Race in Maine and New York; mapping beach erosion in Phippsburg, Maine; and mapping the use of road salt in New Hampshire.

Nine students spent approximately 10 hours each on community-based work (total of 90 hours).

History

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

This upper-level research course combined an American Studies seminar on the role of social memory in American history with a community-based research practicum in which students did public history projects in partnership with Museum L-A (see description in “Projects, Partnerships, and Collaboratories” section). Eight students were divided into two project teams. One researched and drafted supplementary historical materials to accompany the museum’s “Weaving a World” exhibit (which was itself researched by students in a previous version of this course). The other researched and planned a new historical walking tour of downtown Lewiston.

Eight students dedicated an estimated sixty hours each over the course of the semester for community-based research, writing, and presentations (480 hours total).

Introduction to Archives and Archival Science, HIST s41. Kat Stefko

During this first-time course, students learned archiving methods through working on a community-based archiving project with a local historical society. The class spent five weeks processing and preserving the records of the Friends of Seguin Lighthouse. Students visited other archival repositories to view their archival methods and worked collaboratively with professional archivists from Boston.

Three students spent approximately 15 hours each (total of 45 hours).

Physical Education

Methodology of Coaching, PE s20, George Purgavie

Students explored various methodologies of successful coaching, and received an American Coaching Education Program certification, widely recognized in secondary schools. As part of their coursework, students developed and led playground activities for students at several local elementary schools.

33 students worked 30 hours (990 hours total).

Politics

Internships in Public Policy Research, PLTC 423, David Elliot

The course looked, from a practical and academic point of view, at the political process by which public policy is formed in Maine. Nine students had the opportunity to participate in researching and developing public policy that was taken up by the Maine State Legislature. Students worked with various state agencies, non-profit organizations and advocacy groups. The course was taught by Professor David Elliott, former director of the Maine Legislature's Office of Policy and Legal Analysis. Projects included:

- Maine Department of Labor, researching issues of the gender wage gap in Maine;
- Maine Equal Justice Partners, analyzing the impact of Maine Governor Baldacci's proposed 2008-2009 budget cuts on several components of Maine's social services safety net (student testified before the State's Appropriations Committee on the possible effects of these proposed cuts);
- Planned Parenthood of Northern New England, evaluating the impact of Governor Baldacci's budget cuts on family planning services in Maine;
- Maine Human Rights Commission, assisting in developing state agency rules prohibiting discrimination based on sexual orientation in Maine K through post-secondary educational institutions;
- Maine Civil Liberties Union, researching the degree of inquiry into the citizenship status of immigrants detained for offenses other than immigration by local law enforcement officials in Maine and other states; and the
- City of Lewiston, developing a set of policy proposals for consideration by the city to enhance economic development in the downtown area through a series of neighborhood beautification and revitalization efforts.

Six students spent approximately 40 hours each in community-based work (total of 240 hours).

Hate Violence in Contemporary America, PLTC s17, Steve Wessler

Students participated in workshops and discussion groups facilitated by the Center for the Prevention of Hate Violence. Their voices helped to enrich and expand the conversation among local residents and high school students, including immigrants. The course was taught by the Executive Director of the Center for the Prevention of Hate Violence.

Twenty-four students participated (total of 24 hours).

Politics and Community Service, PLTC s21, Mark Kessler

This course provided students with experiential learning opportunities through partnerships with a variety of community organizations. Students combined community-based work with readings and reflection on the purpose, consequences, political impact, satisfactions, hazards, and learning potential of community service. Through journals, course readings and classroom discussion, students reflected on their learning through the lens of community engagement. Projects included work with: New Beginnings, Pine Tree Legal Services, the Digital Divide Project of the Downtown Education Collaborative, and Trinity Jubilee Center.

Nine students each participated in about 10 hours per week of community-based work for five weeks (total of 450 hours).

Psychology

Developmental Psychology, PSYC 240, Georgia Nigro

This course is a comprehensive introduction to current research in developmental psychology. For the first time, all students were required to have a community-based learning experience. Students partnered with community organizations that work with a variety of child and young adult populations, including; Sandcastle Preschool, YMCA Childcare, Hillview After-school Program, Lewiston High School's childcare program, Hope House, Androscoggin Head Start, and ACE/Youthbuild.

Thirteen students undertook 20 hours of community-based learning (total of 260 student hours).

Action Research, ED/PY 262, Georgia Nigro

Students worked on four community-based projects that allowed them to understand and implement aspects of social science research. In the classroom, students were introduced to design issues, methods of data collection and analysis, and ways of reporting research. Students collaborated with local community partners on research projects that originated in the community. This year, student projects included: a parent involvement intervention for Somali parents designed to increase their involvement in their children's schooling; an aspirations initiative at a local high school that involved the distribution and analysis of a possible selves survey to a large sample of high school students; an evaluation of a long term local

intergenerational dialogue and action program; and implementation of focus groups with middle school, high school and college boys and men.

Fifteen students spent approximately 20 hours in community-based work (total of 300 hours).

Applied Social Psychology, PSYC 307, Amy Douglass

Students in Professor Douglass' class interpreted data provided by the Office of Institutional Research at Bates College. Results were used to enhance research agendas of the office.

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

Health Psychology, PSYC 303, Susan Landgon

Four students chose to do a community-based project that focused on encouraging good nutrition in the Somali immigrant community. They researched traditional American and Somali cultures pertaining to foods and the health issues that have arisen in the Somali culture with the adoption of American nutrition standards. Students presented their findings to the Nutrition Center of Maine.

Four students did approximately 80 hours of community-based work (320 hours total).

Thesis Research

Senior Thesis/Service-Learning, PSYC 457 A/B, Georgia Nigro, Susan Langdon, Krista Scottham, Rebecca Fraser-Thill, and Kathy Low

Psychology majors who elect to do a service-learning senior thesis identify, through research and meeting with faculty and community organizations, a community issue around which they do an in-depth thesis-level study. This year, 22 students in the Department's Senior Thesis/Service-Learning Seminar did 60 to 80 hours each of intensive work in the community.

Projects included:

- The Experience of Pregnancy and Childbirth in the United States for Native Spanish-speaking Latinas
- Looking at Sexual-Minority Youth through a New Lens: Using Photovoice to Examine Resilience
- The Effects of Cognitive Dissonance Induction on the Implicit and Explicit Attitudes of Maladaptive Eaters
- Effective Weight Management Programs at St. Mary's Hospital
- Teen Nutrition Issues as Documented by a Photovoice Project at a Local Section 8 Housing Community

- Assimilation Issues for Immigrant Teen Girls
- Public School Support for Children with Autism
- Dance as a Therapy at a Local Social Learning Center for Young Adults with Developmental Disabilities
- Socialization Issues at Local Residence/School for Youth with Behavior Issues
- Exploring the Rise of HIV/AIDS in the Black Community by Examining the Relationship between Black Males' Risk for Incarceration and Risk for HIV
- Teaching a Child with Autism How to Make Socially Appropriate Facial Expressions
- Coping Strategies Related to Quality of Life in Patients with Inflammatory Bowel Disease
- Understanding Identity Development: Individualization and Agency in Narratives of Emerging Adults
- The Effects of an Athlete's Emotional State in Regard to Verbal Persuasion and Collective Efficacy
- Sexual Teasing at Bates College

Fifteen students did approximately 70 hours each of community engaged work (total of 1,050 hours).

Interdisciplinary Independent Study

Court Translation Services in Maine: Where Does the Money Go?, Amy Douglass

Professor Amy Douglass was the advisor for an innovative Sociology/Psychology independent study project prompted by a request from Associate Justice of the Maine Supreme Court Ellen Gorman. The court system does not have the resources to collect and interpret data on file about the efficacy of the court translation system. Three students worked under the guidance of Justices Gorman and John Beliveau to collect and interpret court translation use and make recommendations about how to improve the service.

Three students spent approximately 40 hours each (total of 120 hours).

Sociology

Political Sociology, SOC 290, Christopher Carrick

This course covered key aspects of state-society relationship such as processes of state formation and bureaucratization, policy-making and governance, and political participation and social mobilization. Students connected their classroom learning with community-based work with local non-profits. Projects included work with the Visible Community and the Downtown

Neighborhood Task Force, downtown Lewiston organizations. In addition, students worked on issues related to the consolidation of the cities of Lewiston and Auburn and participated in an intergenerational dialogue process.

Twenty-six students each participated in about 30 hours of community-based work (total of 780 hours).

Research Methods for Sociology, SOC 205, Emily Kane

This course is designed to introduce both quantitative and qualitative research methods used by sociologists. The focus is on research design, data collection and data analysis for a variety of methods, including survey research, content analysis, comparative historical research, field observation, and qualitative interviewing. All of these were explored through their application to a community-based research project in the local community. Twenty-five students in the course worked in groups to implement various research methods projects based in an intergenerational community dialogue project, YADA (Youth+Adults+Dialogue=Action). Results were presented at an open forum and will be incorporated into further research on YADA.

Twenty-five students each participated in about 50 hours of community-based work (total of 1,250 hours).

Sociology of Gender, SOC 270, Emily Kane

This course focuses on the social construction of gender through a consideration of a series of interrelated social institutions and practices central to gender stratification. Emphasis is placed on the intersections between gender inequality and inequalities of race/ethnicity, class, and sexual orientation. Students worked in partnership with various programs and projects including: a local high school gay/straight alliance, a gay advocacy organization, after-school tutoring and aspirations programs, and a federal family self-sufficiency program.

Twenty-seven students each did an average of about 30 hours in the community (total of 810 hours).

Activism and Social Change, SOC 255, Kimberly Simmons

This course draws on a variety of case studies of progressive social movements to examine strategies for creating social justice and social change. Students studied traditional movement tactics, such as protests and direct action, as well as more contemporary tactics, including Internet activism. Students developed social change projects with local organizations or activities whereby they created mobilization strategies, implemented appropriated strategies for

change, documented their work, and assessed and presented it. Students engaged in community-based work with organizations and projects such as: the Visible Community, Maine People's Alliance, Maine Women's Lobby, Western Maine Community Health Center, middle school civil rights teams, the Wage Project, the Androscoggin River Alliance, work with local political campaigns, Lots to Gardens, animal welfare, Many and One, and the use of movies as a medium for social change.

Twenty-seven students each did an average of about 40 hours in the community (total of 1,080 hours).

Public Sociology, SOC 395K, Emily Kane

This seminar introduces students to competing perspectives on public sociology, including attention to the history of the discipline's orientation toward public issues and public audiences. With those debates as context, students then engage in the practice of public sociology through community-based research projects on issues related to social inequality. Students participated in four community-based projects that included: interviewing staff at food banks as part of a larger community food assessment; working to develop materials to aid immigrant parents in supporting their children's education; participating in a community intergenerational dialogue process; and working on a federal family self-sufficiency project in collaboration with a local housing authority.

Thirteen students did 50 hours of community-based work for each (total of 650 hours).

Thesis Research

Five students did community-based thesis in Sociology which entailed substantive research. Their projects included:

- Enter the Young: Empowerment for Youth Consumers of Mental Health Services
- Social Class, Parenting Styles, and Assertiveness with Authorities and Institutions
- Food Insecurity and Community-based Food Assistance in Hillview Public Housing
- Somali Perspectives on their Doctor-Patient Interactions

Community Volunteerism and Student Leadership Development

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

Americorps/VISTA

The Americorps/VISTA for the Harward Center in 2007-08 was Daniel Aiello, Williams College class of 2007. Dan brought a range of meaningful skills to our work, and led us to a variety of important accomplishments: an enriched orientation process for the Student Volunteer Fellows; innovations in our ongoing leadership training program for the SVFs; a detailed handbook for the SVFs; ongoing support of and partnership with the SVFs; a new (and much-anticipated!) Excel documentation system for Harward Center activities; participation in a range of community partnership activities, including coordination of many one-time volunteer programs; consistent support of Bates' partnership with the Adult Learning Center of Lewiston Adult Education, culminating in the decision to sustain that partnership through a dedicated SVF position moving ahead. (For more details on Dan's volunteer events, see "Student Volunteer Fellows Program" below. Dan's commitment to social, racial, and economic justice, to equity, to organizing, and to the many values of community have strengthened and inspired us – we thank him for this year of valuable and dedicated service!

Student Volunteer Fellows Program

For the sixth year, a group of students worked together to lead key volunteer programs at Bates. This year there were six Fellows. They each took responsibility in different areas, working as a team to expand volunteer programming at Bates and to explore leadership issues. Fellows who ran site-based programs also worked with community work-study and service-learning students

to facilitate student work at their agency. The Fellows met weekly to update each other, exchange ideas, and plan for future events. In addition, the Fellows worked hard to increase the visibility on campus of volunteer opportunities through the activities and volunteer fairs, tabling, and the communitylinks listserv. The Fellows also administer the Volunteer Grants, which provide up to \$500 each for student volunteer projects (see Service Awards); this year they awarded \$2899 to student applicants to support a range of service activities. Information on Student Volunteer Fellows for 2007-2008 and their programs follow.

Jessica Adelman '09 stepped in at the beginning of winter semester to coordinate the Hillview After-School Program. She recruited and trained a total of 17 students, both volunteer and service-learning, to work two afternoons a week for two hours. They helped students with homework and planned other recreational activities for them. During Short Term, Ariel Childs and Rachael Garreffi ran this program. Four volunteers from winter semester were joined by 12 additional volunteers. In addition to the After-School Program, Ariel and Rachael organized activities for Neighbor Night and recruited 13 volunteers to help with the event.

Ariel Childs '08 was responsible for the Longley Elementary School Mentoring Program. The program matches Bates students with fifth and sixth graders at a local elementary school. The mentors visit their mentee for an hour a week. In addition to recruiting and training 30 Longley mentors, she planned two field trips to Bates for the mentors and mentees, each involving an activity and a meal.

Rachael Garreffi '08 was responsible for coordination of the America Reads/America Counts program as well as the Montello Reading Club. She helped to recruit, interview, train and place 16 tutors in the local schools, working closely with Harvard Center staff. She also organized an orientation, a reflection session and a literacy training for participants. Her other responsibility was the Montello Reading Club. Rachael recruited 10 volunteers fall semester and 13 for winter semester to read one-on-one with second graders at a local school. These students volunteer twice a week for two hours each day. At the end of each semester, there is a celebration at Bates. At the end of fall semester, the Bates Storytelling Club entertained the Bates volunteers and Montello students. Everyone enjoyed ice cream and Montello students each chose a book to take home. Entertainment for winter semester was a Reader's Theatre performed by the Bates volunteers.

Nate Kellogg '09 developed volunteer opportunities for athletic teams and student organizations. Highlights of club and team volunteering (besides individual members engaged in service) included:

- the men's lacrosse and soccer teams and the women's volleyball team raked yards for the elderly (through the SEARCH program)
- the women's rowing, volleyball, and field hockey teams volunteered with the Abused Women's Advocacy Project, helping to assemble holiday baskets
- Bates a cappella groups, the Crosstones and the Deansmen, performed at community events including the Advocates for Children Holiday Festival and the Blake Street Towers Halloween Party
- the women's soccer team dressed in costumes and volunteered at the Lewiston Recreation Department Halloween Party
- the cross-country team donated used running shoes to New Beginnings
- one hundred student-athletes, organized by Nate, Izzy Alexander and the Student Athletic Advisory Council, hosted over 200 children for a field day at eight different venues on campus

Lauren Pluchino '08 coordinated programming for senior citizens and the disabled at Blake Street Towers and Meadowview. Highlights of her work included:

- a daily coffee social for residents
- a hot breakfast every Friday provided by Lauren and Rachael Garbowski (community work-study fellow)
- occasional ice cream socials and nail-painting events
- a Halloween party with Bates musician performances
- a field trip for residents to attend a play at Bates College
- help with the Thanksgiving dinner

Erin Reed '08 was responsible for the Trinity Jubilee Center soup kitchen program, recruiting and scheduling 37 regular volunteers to serve 4 weekly meals. In addition, Erin recruited and scheduled 41 volunteers for the after-school tutoring program, which runs four afternoons a week. Erin led many small group orientations, walking to Trinity with each group of volunteers, giving them an overview of the program, showing them around the site, and introducing them to Trinity staff and other volunteers. Erin also established an ongoing soap and toiletries drive to benefit the guests at Trinity.

Dan Aiello, the AmeriCorps/VISTA at the Harvard Center, stepped in to organize one-time events that were open to everyone on campus. His work in this area included:

- organizing 31 Bates students to help with activities at the Lewiston Recreation Department Halloween Party;
- recruiting 14 volunteers to help with activities at the Advocates for Children Holiday Festival;
- organizing the MLK Read-In at Martel School, in which 16 students and staff read to fourth-through sixth-graders from books with a multicultural theme;
- recruiting eight students to volunteer at the Lewiston Parks and Recreation Department Easter Egg Hunt, where they helped to provide craft activities for children and their parents; and
- recruiting seven students to volunteer with Lots to Gardens preparing the Hillview garden in the spring.

The Student Volunteer Fellows worked together to organize a Make-a-Difference Day in the fall. Despite low turnout due to heavy rain, several projects were completed.

- One volunteer helped do some outside cleaning at Trinity Jubilee Center.
- Two volunteers helped refurbish bikes for Spoke Folks.
- Six volunteers hosted 24 Blake Street Towers residents at an international taste-testing party. Students who had lived or studied abroad provided food, photos, and music from various countries.
- Two volunteers helped children from Hillview Family Development decorate pumpkins for residents of Blake Street Towers.

Student Volunteer Fellows introduced a personal and professional development component to their program for the year. Ariel Childs and Nate Kellogg organized a workshop in November, titled “Approaching Difference in Community Work.” Heather Lindkvist spoke about ways to overcome barriers that can arise in community service, and engaged participants in dialogue and activities to explore issues of difference and our responses to it. In April, Bob Pallone, from the Bates Advancement Office, led a workshop on grant-writing, organized by Erin Reed, Rachael Garreffi and Lauren Pluchino.

Dan Aiello and the Student Volunteer Fellows organized a dinner in early February for 13 first-year students who had participated in volunteer programs. They enjoyed a meal together and talked about their impressions of Lewiston, their experiences volunteering, and how their work connected to classes they were taking.

Mentoring

Seventy Bates students volunteered this year to be mentors in the Lewiston/Auburn public schools, contributing about 1650 hours of service. Mentors visited their mentees weekly at the child's school for at least one hour over the full academic year.

- At the Longley School, 30 Bates students were mentors to fifth and sixth graders. This included a commitment of one hour per week in the school as well as a willingness to help supervise two field trips to Bates College during the year. These visits to Bates included a group activity. In the fall, mentors and mentees worked on a craft project and played games in the Grey Cage and in the winter, they decorated t-shirts. These visits also included dinner in the Bates Dining Commons.
- Forty Bates students mentored in Lewiston elementary schools and Lewiston Middle School through the Big Brothers/Big Sisters program. Eight of these participated in Cats and Cubs, a biweekly mentoring program that brings children to Bates College for activities. There was an end-of-year celebration dinner on campus in April.

Other Volunteer Activities

Some examples of other work students did through the Community Volunteerism Program include:

- The annual Volunteer Fair was held on campus on September 19, 2007. Nine agencies and five student groups recruited student volunteers at the event.
- Fifty students participated in the Bates Buddies organization. This student-led group schedules volunteers to go to Longley Elementary School once a week at lunchtime and join groups of students during recess.
- Two students volunteered to coordinate the Hillview After-School Program in the fall semester, working with five volunteers from the College.
- In October, the Bates College Equestrian Team volunteered for a day at Flying Changes, a therapeutic horseback riding center in Topsham, Maine. They spent the day stripping all the horse stalls and painting the flooring with linseed oil to help seal it.

- 600 students signed up to fast from Commons during Hunger and Homelessness Week. Over \$1000 (the cost of the meals) was donated to the Trinity Jubilee Center's soup kitchen.
- Several holiday gift drives were organized:
 - Erin Reed organized a drive in November. Nine groups and 28 individuals donated presents to fill 33 wish lists for 8 families from Trinity and 3 youth from New Beginnings
 - Harvard Center staff sponsored a drive and collected items from wish lists for Renaissance House and Genesis Residential Treatment Facility.
 - The Bates Office Professionals Network sponsored a drive and donated over \$700 in gifts and money to youth at New Beginnings
- Erin Reed, residents of Nash House, members of New World Coalition, and Dining Services staff worked collaboratively on a fudge sale to raise money for a Bates employee battling cancer. They raised over \$1200.
- Seventeen students volunteered regularly at the Adult Learning Center.
- Students from the Women's Resource Center met bi-weekly on Bates' campus with a group of six female students from Poland Regional High School. Their visits to campus included service projects, aspirations programming, and dinner in Commons.
- Thirty-two students volunteered at St. Mary's Regional Medical Center.
- Students in the Bates Christian Fellowship cared for children at Hope House while the mothers attended classes to develop parenting skills.
- Eight students from the Costume Shop made eleven twin-sized quilts and donated them to the Barbara Bush Children's Cancer Center at Maine Medical Center.

Bates-Morse Mountain Conservation Area and Shortridge Coastal Center

Morse Mountain is a richly historic and ecologically diverse granite headland near the end of the Phippsburg peninsula in Maine. The mountain is bordered by the Morse and Sprague Rivers to the east and west. Together, the uplands of the mountain, much of the Sprague and Morse River marshes and Seawall Beach make up the 600 acre Bates-Morse Mountain Conservation Area (BMMCA). The beach is the only remaining large, undeveloped barrier beach in Maine. The conservation area is embedded in a 3,550 acre focus area that is highly prioritized by the state,

and by national and local conservation organizations, for its unique natural resources and relevance to the larger Kennebec Estuary ecosystem.

Bates-Morse Mountain Conservation Area is also a remarkable educational resource, providing opportunities for environmental studies, service-learning, and artistic and spiritual inspiration. Together with the Shortridge Coastal Center, Bates College is able to offer experiential education and in-depth field study. With renovations to be completed at Shortridge late this summer, faculty and students will be able to stay for periods of time conducive to ecological and community-based research, reflection and inspiration.

This year was transitional with respect to the Directorship of BMMCA and the Shortridge Center. Judy Marden retired in September. Dave Baker generously served as Interim Director until Laura Sewall was hired in May. Despite the inevitable loss of efficiencies, a good deal of educational and administrative activity occurred during the year. The Shortridge Center is currently being renovated to meet code requirements for overnight use and is poised for expanded use, and management of the conservation area is coming into greater focus.

Bates' Educational Work in Morse Mountain and Phippsburg

The Bates-Morse Mountain Conservation area serves a variety of educational interests. Fifteen different grade schools visited the conservation area, representing 491 students. Bowdoin and Colby Colleges, and Brown University and Maine College of Art all utilized the site as well—as did a Geology course from Dennison University in Ohio. Because visitor records are maintained for only 178 days of the year, and not all school groups make prior arrangements, these numbers are believed to under-represent the degree of use for educational purposes.

The number of Bates College courses was fewer than in previous years due to the unavailability of the Shortridge Center for overnight use. Still, four short-term courses conducted research, learned basic research methods and gained inspiration. These courses were: Mammology: Bio s36 with Professor Ron Barry; Nature Photography: Bio s29 with Professor Robert Thomas; and Limnology and Paleolimnology: Maine Lakes: Geo s31 with Professor Mike Retelle; and Creating Educational Experiences at Bates-Morse Mountain: Ed s20 with Teacher-in-Residence Weslene Marble.

Special Projects and Events

In August, Mike Retelle spoke to the Small Point community on the geology of Seawall Beach and climate change. The presentation was sponsored by The Nature Conservancy and the Kennebec Estuary Collaboration, drew a large audience, and generated much enthusiasm for greater engagement between Bates College and Small Point.

The Nature Conservancy coordinates an annual Bates-Morse Mountain Workday, in which volunteers are invited to help put up fencing and signs to protect the piping plovers. This year, the Workday was Sunday, May 4, and involved a group of over twenty intrepid volunteers braving cold winds and heavy downpours to make the beach safe for our plover friends.

On Bates College's National Day of Service, 13 volunteers met in Phippsburg to join other Bates people around the country who were also working and contributing to the well-being of their communities. The Phippsburg group focused on picking up trash on Seawall Beach, with most of the effort devoted to pulling lobster traps from the beach. Several families on the beach contributed to the effort, and all felt good about the work that was accomplished.

Research and Conservation Projects

Bowdoin College attempted to monitor the restoration project at Sprague River Salt Marsh in April. Under the direction of Lab Instructor Nancy Olmstead and Professors Dharni Vasudevan and John Lichter, the student teams planned to measure and analyze *water quality* (temperature, dissolved oxygen, salinity, turbidity, pH, nitrates, and phosphates), *vegetation*, and *benthic macroinvertebrates* in two sections of the marsh. Due to the April storm and new moon high tides, they were able to collect data only for the north end of the marsh; the beach end was flooded, making it impossible to distinguish between natural channels and pannes, and constructed ditches and pannes. Nevertheless, the students were able to refine their sampling and analysis, and present results at Bowdoin's Environmental Studies Center.

Researchers from The University of New Hampshire and Brown University gathered data and will be providing reports upon completion.

Research on Purple Loosestrife management continues. The population at BMMCA appears to be expanding, but according to Nancy Sferra of the Nature Conservancy, it is still small enough

to be contained. Nancy and other invasive plant experts have recommended application of an herbicide at the time of flowering. During the summer of 2007, seed heads were removed.

Bates College, The Nature Conservancy, Maine Audubon, the St. John family, and the Small Point Association sponsored an annual work day to put up protective stake-and-twine fencing and signage along the nesting habitat on Seawall Beach. The annual event was held on May 6, 2007, with twenty-two volunteers participating. Although two pairs of Plovers attempted nesting at Seawall Beach, no fledglings were produced during the 2007 summer season.

Public Use of the Bates-Morse Mountain Conservation Areas

During the 2007 season, gatekeepers recorded 13,477 visitors over 178 days—an increase of over 400 visitors from the previous year. Even more notable is the number of first-time visitors, nearly one in six, or 15% of the total. The steady increase in visitations implies the importance of developing a management plan that clarifies the carrying capacity of the site and the intentions of the BMMCA Corporation for public use over time. The preparation of a BMMCA Management Plan is expected for the 2008-2009 academic year.

Eleven different camps brought 399 campers to BMMCA, and four conservation organizations were recorded as having visited the site.

Shortridge Coastal Center

As mentioned above, renovations of the Shortridge Center are underway now (July 2008). These renovations represent a great deal of planning over the last year. Planning included meetings with Phippsburg town officials to ensure consistency with building and shoreland zoning and architectural and project planning. Upon completion in late August, the Center will be in full compliance with code regulations and available for use year-round.

Bates-Morse Mountain Conservation Area Corporation

The BMMCA Corporation owns the conservation area and is governed by a board of five trustees, including one chosen from the St. John family. In 2008, Anna Bartel and David Scobey initiated a long-awaited change in the Corporation's Certificate of Organization. The amendment to the Certificate will ensure full participation of the St. John family in selecting the trustee representing their family. All documents are in place for voting on the amendment by

the Corporation's membership this fall. This work maintains good relations among the major stakeholders and represents good management.

Events Management

The Events Coordinator manages the Harward Center's own events programming and summer programs, some of which are inherited from the former Office of Special Projects and Summer Programs. Equally important, this office oversees all community use of Bates' facilities, playing an ambassadorial and support role that is crucial to the Center's mission of bridging campus and community. Examples of events hosted on Bates' campus for our community partners include:

- Center for the Prevention of Hate Violence Unity Projects;
- Young Writers workshops;
- Events for the Maine Humanities Council and Maine Arts Commission;
- Lewiston/Auburn Chamber of Commerce breakfast;
- Auburn Community Band concert;
- KinderKonzerts;
- Special Olympics Swim and Track meets;
- Central Maine Physics Alliance workshops;
- Contemporary Issues dinners;
- Diversity Leadership Institute;
- College for ME, Androscoggin celebration and awards luncheon;
- Civic Forums ...and many more.

Other Harward Center Programs and Activities

Adopt-A-School Partnership

Bates continues its Adopt-A-School partnership with Lewiston Middle School. The partnership provides a dynamic context for a variety of academically-based service-learning and community service projects. In 2007-2008, highlights included:

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

- Bates Dining Services co-sponsored a celebratory promotion breakfast during the last week of school for all eighth-grade students. Bates Dining Services also provided snacks for students taking the Maine Educational Assessment (MEA).
- College students from psychology and education courses conducted research for and helped to implement programming in the aspirations program.
- Students from Bates' education classes worked with ELL and mainstreamed students to help them develop, write, and perform personal narratives. Some of these narratives will be published in an upcoming anthology.
- Bates students worked with the Civil Rights team.
- College students from education classes used their own course content to prepare and deliver curriculum-relevant lessons for middle school students.
- The Harvard Center hosted Lewiston Middle School students who were involved in a series of student leadership workshops. The sessions were facilitated by the Center for the Prevention of Hate Violence as part of their Unity Project.
- Anthony Shostak from the Olin Art Museum worked with language arts teachers on using the museum's collection to support instruction. He delivered student workshops from the museum's Thousand Words Program that uses art as a tool to enhance writing skills. Additionally, relevant items from the museum's collection were made available online so students could access them continuously.
- Bates students and employees supported the school's efforts to help student meet Maine Learning Results in Career Preparation by conducting mock job interviews and reviewing resumes.
- Lewiston Middle School provided a supportive school environment where dozens of Bates students combined practical experience with their academic learning in education, child development, social justice, and other areas.

Federal Programs

America Reads/America Counts

America Reads and America Counts are federal programs that allow college students who qualify for work-study funds to earn money tutoring children in local elementary and middle schools. Under the guidelines of the America Reads program, Bates students work with children in grades K-3 and with family-based programs designed to increase literacy. America Counts provides support for children from grades K-9 in mathematics. Through these programs, Bates students work in classrooms during

the day and in after-school literacy programs. America Reads/America Counts tutors receive general training and ongoing support from the Service-Learning and Volunteer Programs. This year, students were recruited, trained and placed by Student Volunteer Fellow Rachael Garreffi '08, working closely with Harward Center staff. Bates students were further trained and supervised by staff in their host schools. This year sixteen different students worked in one or more of the following aspects of the programs:

- **School day classroom support:** Upon teacher and/or school request, Bates students supported math, literacy, and English Language Learners. They worked with individuals and small groups under the supervision of classroom teachers.
- **Targeted literacy programs:** Two elementary schools have developed programs specifically designed to focus on targeted learning standards. Students are trained in pre- and post-assessment and instructional strategies. The Pettingill Elementary Program focuses on reading fluency. The Longley School Program addresses reading comprehension and construction of verbal and written open-ended responses.
- **After-school tutoring:** Bates students worked with schools to provide assistance in reading and mathematics. In 2007-08, schools included were Lewiston Middle School and Auburn Middle School.
- **Book Buddies:** Kindergarten classrooms at Montello Schools and Farwell School featured a standards-based read-aloud program. Identified children were paired with a tutor who then used fiction and non-fiction children's books to develop comprehension and writing skills.

Americorps Education Awards

Erica Ong '11 is participating in the AmeriCorps Education Award Program. By completing 300 hours of service over the year, Erica will earn a voucher payable to the College for tuition or to a student loan institution for payment toward loans. The program is administered through the Harward Center and SERVE Northern New England.

Community Work-Study Projects

Community work-study funding is awarded through the Harward Center for service-learning projects that are designed for the academic year or for the summer. Community work-study projects funded for the 2007-2008 academic year or for summer 2008 are listed in Appendix 3.

Grants Awarded by the Harward Center

Harvard Center Grants For Publicly-Engaged Academic Projects

Harvard Center Grants for Publicly-Engaged Academic Projects are awarded twice each year by a faculty selection committee. PEAPs are designed to offer faculty and staff significant support for publicly-engaged teaching, research, artistic, policy, and other projects. In 2007-08, six projects were awarded grants totaling approximately \$32,000. They supported a wide range of fields—from coastal geology to food studies to art therapy—and a diversity of activities from community-based research to course-based partnerships to a summer “mini-sabbatical” for public scholarly writing.

The PEAP grant recipients for 2007-08 are:

- Myron Beasley (American Cultural Studies), “What Androscoggin County Eats: Food, Performance and Sustainability”
Professor Beasley received a grant to support the culminating “performative meal” in his Short Term class, “GET.” Students combined an anthropological investigation of the multicultural foodways of Lewiston-Auburn with a cultural performance that dramatized the interaction of food, community-building, and cultural boundary-crossing. The “performative meal” was hosted by Museum L-A (a long-standing community partner of Bates and the Harvard Center). It attracted a diverse group of more than one hundred participants, who responded enthusiastically to both the shared meal and the intercultural experience.
- Patti Buck (Education), “The Lewiston-Auburn Memoirs Project”
Professor Buck leads a memoir project in which Bates students, working with grass-roots and education partners, help African immigrants create life-stories of their experiences of resettlement and migration. The grant funded the design and production of an anthology of memoirs to be distributed to the participants and used to raise funds for refugee support in East Africa.
- Anita Charles (Education), “Adolescent Interactions with Text Across and Within Social Spaces”
Professor Charles received a grant to complete the writing of a scholarly study based on her community research into the social literacy of adolescents.
- Carol Dilley (Dance), “Franco American Bates (FAB) Dance”
Over the past two years, Professor Dilley has created an annual dance performance in collaboration with Lewiston’s Franco-American Heritage Center. FAB, as the March concert is called, showcases regional choreographers, offers performance opportunities

to Bates dance students, and builds community audiences for contemporary dance. Her grant supported performance and education programs associated with FAB 2008.

- Mike Retelle (Geology), “An Environmental Archive of Historical and Recent Changes in the Seawall Beach Barrier Beach System, Phippsburg, Maine”

Professor Retelle received funding to monitor beach erosion at Seawall Beach in Phippsburg. The work promises to illuminate not only the effect of climate change on Maine’s coastal ecosystems, but also local changes in beach, dune, and salt march ecology at Bates-Morse Mountain Conservation Area.

- Cindy Visbaras (Bates Health Center), “Expressive Arts and Healing: Paint Your Heart Out”

Ms. Visbaras, a health educator on the College staff, received funding to launch “Paint Your Heart Out” in collaboration with arts educator Elaine Tselikis. The pilot program will do expressive-arts therapy with cancer patients at Central Maine Medical Center.

Harvard Center Grants for Programs, Departments, or GECs

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

The 2007-2008 grant recipient is:

- Mary Rice-Defosse and the French Department, to further institutionalize community engagement within the department. The award supports a department-wide effort to revamp the curriculum in such a way as to embed civic and community engagement broadly and deeply, based on the premise that language and culture are learned together, and that learning French in this community includes learning in and with this community. Specific proposed departmental activities may include a departmental retreat; visitation to other campuses; speakers; conferences; and dialogue with community partners.

Staff Volunteer Grants

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

- Shanna Bruno, President's Office, for her work with Rebuilding Together Lewiston Auburn. Funds were used to purchase supplies for home renovations.
- Sue Dunn, Office of the Registrar and Academic Systems, for her work with the Auburn Public Library and Auburn Middle School. Sue volunteers with young people who are interested in anime. Funds were used to purchase tickets for students so they could attend a convention.
- David Larrabee, Physical Plant, for his work with Smithfield Plantation on the Litchfield Forestry Day. Fifty eighth graders learned about the forest including topics such as vernal pools, wildlife habitat, and outdoor survival. Funds were used to purchase food and supplies.
- Camille Parrish, Environmental Studies, for her work with Lots to Gardens. Funds were used to purchase fencing materials for the Knox Street Community Garden.

The Carignan Fund For Community Programs

The James W. Carignan '61 and Sally Larson Carignan '62 Fund for Community Programs provides grants to community organizations to support programming that fosters new and strengthens existing connections between Bates College and our community. The aim of the Fund is to enable and enrich sustainable initiatives that address community needs through partnership with the College. Bates students, working with Harward Center staff, constitute the selection committee. This year's student selection committee included Jessica Adelman '09, Thomas Burian '08, Shameena Khan '11, Julia Resnick '08 and Loreal Scott '08. The following awards were granted:

- Lewiston Housing Authority received funds to help with installation of an expandable wall/room divider for the auditorium at Hillview Resource Center. The divider will provide a more flexible space for Bates students to work with the increasing number of children who participate in after-school programming.
- The Lewiston School Department received a grant to support the development of their Project Story Boost program. Funds were used to purchase books and storage bins. The program will be introduced into four elementary schools.
- The YADA Creating a Youth Center Action Group received a grant to help with transportation associated with research on model teen centers in Maine and Michigan.

- The YWCA received funding for out-of-pocket expenses related to the launch of their Girls on the Run pilot program, which will involve girls aged eight to twelve in programming that builds self-esteem, provides nutrition information, provides support, promotes positive body image and encourages physical activity.

Faculty Discretionary Grants

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

Faculty Discretionary Grants awarded for the 2007-2008 academic year include:

- Helen Regan, “Enhancing Teaching with Movement”
A co-curricular series of dance classes taught by Bates Dance faculty to Bates students in the Education Department introducing them to possibilities of using movement as a pedagogical strategy in teaching. \$500
- Margaret Creighton, Support for integrating Somali partners into the curriculum of ACS220, Fieldwork in American Cultural Studies
The course focuses on the study of and engagement with the community in Lewiston, specifically on the history of immigration. Funds will be used to pay an honorarium to support having Ismail Ahmed participate in a series of class discussions about the Somali immigrant experience. \$100
- Helen Regan, “History and Politics of School Finance”
Professor Helen Regan will undertake an independent research project to study school finance issues in Maine, particularly in light of the recent school consolidation movement. It is hoped that the research will inform the creation of a community-based research project to be taught during the academic year '08-'09. \$375
- Patti Buck, “Globalization and Education Memoirs Project”
Bates students have been assisting middle school students personal memoirs over the course of last semester and these funds will be used to finish the memoirs for publication and distribution. \$965
- Kat Stefko, s41, Introduction to Archives and Archival Science

Kat Stefko will use funds to support a course that explores the history and significance of archives and archival records on our society. Working with the Seguin collection of Muskie Archives will allow students a unique opportunity to apply firsthand the theoretical training gained in the classroom. \$1,000

- Lillian Nayder, ED/EN s28, Children's Writing Workshop
Bates students worked with 3rd, 4th and 5th grad students at Dunn Elementary School in New Gloucester on their creative writing, both poetry and fiction. Students were introduced to particular pieces as well as learned the craft and heard from practitioners. \$1,000
- Karen Palin, BIO s39, Community Based Research in Biology
Funds will support the establishment of this new course that partners with the B Street Health Center to address a research area of biological concern using both the scientific method and the methods of community-based research. The course will be part of a public health general education concentration. \$300
- Carol Dilley, "Tour, Teach, Perform"
The project is collaboration with fourteen regional K-6 schools. It provides Bates dance students with the tools for and experience in using movement and theater arts as an educational practice. A guest choreographer will work with Bates and elementary school students to create a 30 minute performance piece that will be performed at Bates. \$1,000
- Anita Charles, s27, Literacy in the Community
Funds will support a literacy-related after-school program at Lewiston Middle School during short term. The LMS program involves engaging both ELL and non-ELL students in Reader's Theatre, a pedagogically-strong method for increasing fluency and comprehension in struggling readers. The LMS students will learn parts from a script written by one of the teachers based upon the students' own autobiographical writing, culminating in a small final performance for other LMS classes and family members. \$1,000

Arthur Crafts Service Grants

Arthur Crafts Service Grants provide funds for students who design an academic service-learning project. Arthur Crafts funds are intended to cover the expenses that might arise in a project, such as supplies, fees or research expenses. Awards are competitive and are available to students in all disciplines and classes. Crafts recipients for 2007-2008 include:

September 07

- Aviva Goldstein '08, *Thesis work on adolescents at risk for obesity at Lewiston High School, Lewiston, ME.*

- Lindsay MacDougal '08, *Thesis work on aspirations at Hillview Family Development, Lewiston Housing Authority, Lewiston, ME.*
- Alix Zamansky '08, *Thesis work with Outright Lewiston-Auburn, Auburn, ME.*

February 08

- Jessica Adelman '09, *Independent study work with Hillview After-School Program, Hillview Family Development, Lewiston Housing Authority, Lewiston, ME.*
- Ariel Childs '08, *Thesis work on food insecurity at Hillview Family Development, Lewiston Housing Authority, Lewiston, ME.*
- Kate Doria '10, *Sign painting project with Lots to Gardens, Lewiston, ME.*
- Brandt Miller '08, *Work with Outright Lewiston-Auburn, Auburn, ME.*
- Nina Schwabe '08, *Thesis work on post-Katrina New Orleans, New Orleans, LA.*
- Rachel Tofel '10, *Recycling work with the Hillview Aspirations Program, Hillview Family Development, Lewiston Housing Authority, Lewiston, ME.*

April 08

- Dylan Atchley '08, *Research on food-eating competitions and culture in the United States. Project benefits donated to Good Shepherd Food Bank, Auburn, ME.*
- Andrea Bisceglia '09, *Summer work with Lots to Gardens, Lewiston, ME.*
- Erin Bond '09, *Summer work with Museum L/A, Lewiston, ME.*
- Priya Brandes '09, *Summer work with the Public Defender's Office, Marin County, CA.*
- Sulochana Dissanayake '09, *Thesis work with Friends of Prisoners Children, Sri Lanka.*
- Emma Halas-O'Connor '09, *Summer work with Museum L/A, Lewiston, ME.*
- Anne Mueller '09, *Thesis work in Kigali and Gitagata, Rwanda.*
- Sarah Simpkins '10, *Summer work with Hillview Summer Program, Hillview Family Development, Lewiston Housing Authority, Lewiston, ME.*

Helen A. Papaioanou Service-Learning Grants

Helen A. Papaioanou Service-Learning Grants are awarded on a competitive basis to students who seek up to \$100 to support expenses related to academic service-learning projects in the community during the academic year. Students may submit a proposal at any point during the semester. Papaioanou recipients in 2007-2008 include:

- Emily Chandler '09, *Summer research at Seawall Beach, Phippsburg, ME.*
- Emily Crawford '10, *Work with Hillview After-School Program, Hillview Family Development, Lewiston Housing Authority, Lewiston, ME.*
- Alex Strada '10, *Work with Western Maine Community Action Health Center, East Wilton, ME.*

- Margaret Pennoyer '10, *Work with Hillview Aspirations Program, Hillview Family Development, Lewiston Housing Authority, Lewiston, ME.*
- Ana Nicole Rodrigue '09, and Irene Wood '09, *ELL work with Lewiston Middle School, Lewiston, ME.*
- Lindsay MacDougal '08, *Thesis work on aspirations at Hillview Family Development, Lewiston Housing Authority, Lewiston, ME.*
- Laura Golitko '08, *Thesis work with New Beginnings, Lewiston, ME.*
- Susannah Stone '09, *Work with Partners in Health of Maine, North Haven, ME.*

Volunteer Service Grants

These grants are awarded by the Student Volunteer Fellows to support students' community service activities. Awards in 2007-08 include:

- Carlen Arima '10, *Cats and Cubs program with Big Brothers/Big Sisters, Auburn, ME*
- Ariel Childs '08, *Longley Mentoring Program, Longley Elementary School, Lewiston, ME*
- Meg Coffin '09, *Work in Guatemala with Global Education Fund, Boulder, CO*
- Allison DuPre '08, *Women's Resource Center/Poland Regional High School Project, Poland, ME*
- Erin Faulder '08, *Quilting project for The Barbara Bush Children's Hospital at Maine Medical Center, Portland, ME*
- Rachael Garbowski '09, *Work at Blake Street Towers, Lewiston Housing Authority, Lewiston, ME*
- Marta Latinakova '08, *Summer program with Development and Human Rights Institute, Mumbai, India*
- Emma Halas-O'Connor '09 and Anne Sheldon '09, *Project with Lewiston High School in collaboration with YADA Arts and Culture, Lewiston, ME*
- Lauren Pluchino '08, *Work with Meadowview Housing Development, Lewiston Housing Authority, Lewiston, ME*
- Susannah Stone '09, *Volunteer Day at Flying Changes Center for Therapeutic Riding, Inc., Topsham, ME*
- Rebecca Wason '09, *Project with Urban Promise, Camden, NJ*

Harvard Center Academic-Year Student Fellowships

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

- Susy Hawes '08, *Lots to Gardens, Lewiston, ME*
- Carolyn McNamara '08, *Trinity Jubilee Center, Lewiston, ME*
- Sabrina Meiss '09, *Ludwigstafel, Ludwigsburg, Germany*

Harvard Center Summer Student Fellowships

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

The Harvard Center Summer Student Fellowships provide funding for academic service-learning projects that address a wide range of social issues. To apply for one of these competitive grants, a student works with a supervisor at a partner agency site, designs an eight-to ten-week project, outlines job responsibilities, and identifies some of the social issues that the work will address. Recipients of these grants for the summer of 2008 include:

- Andrea Bisceglia '09, *Lots to Gardens, Lewiston, ME*
- Priya Brandes '09, *Office of the Public Defender, Marin County, San Rafael, CA*
- Doug Brecher '10, *Androscoggin County District Court, Lewiston, ME*
- Annie Fischer '09, *Planned Parenthood of Northern New England, Scarborough, ME*
- Ariel Garfinkel Dec '08, *Nezinscot Farm Exploration Program, Turner, ME*
- JeanMarie Gossard '09, *Hospital Punata, Cochabamba, Bolivia*
- Maggie Gross '09, *Nutrition Center of Maine, Lewiston, ME*
- Emma Halas-O'Connor '09, *Museum L-A, Lewiston, ME*
- Jake Nudel '09, *Minjeni Women Group Trust, Moshi, Tanzania*
- Anne Sheldon '09, *Maine Women's Lobby and Policy Center, Augusta, ME*
- Theodore Sutherland '11, *GungPing, Boston, MA*

Community-Based Research Fellowships

In early 2007, the Harvard Center received a grant for **Innovative Community-Based Research through Princeton University/Bonner Foundation's National Community-Based Research Network** (the funds are from Learn and Serve, distributed through the National CBR Network). Through this grant, we have created a program of student Community-Based Research Fellowships, available to upper-level students during the summer and academic year. The purpose of the program is to support and encourage community-based

research through enhanced access to academic, community, and peer expertise: see below for more details. In essence, these new CBR Fellows will operate within three matrices of meaningful support, benefiting from and enriching each: the vibrant and healthy network of campus-community partnerships, established over the past decades and nurtured through sustained commitment to shared interests; the close mentorship with a faculty member, as part of the Bates practice of undergraduate research; and the growing student community of practice engaged in community work through the HCCP, including CBR Peers (past Fellows who continue to serve in the program). These matrices are inherently overlapping and mutually dependent, and our CBR Fellows will bring new sets of skills and perspectives to each. Most importantly, these Fellows will serve to enhance the substantive research collaborations between Bates and our community partners while cultivating in themselves a greater understanding of academic work for the public good.

In Summer 2007, four students served as pioneer CBR Fellows; three of them continued as CBR Peers in the fall of 2007, along with three new CBR Fellows who began the program in the fall. In the Winter semester of 2008, five former Fellows served as Peers, and three new Fellows joined the cohort. The summer of 2008 saw a group of seven new Fellows.

Fellows and Peers attended bi-weekly meetings with faculty partners Anna Sims Bartel and Chris Carrick to discuss readings on the theory, history, ethics, and practice of community-based research. Fellows' community partners and faculty advisors are also engaged in the program. Significantly, the Dean of Faculty's office invited the CBR Cohort to present a special panel at the Mt. David Summit this spring; it was a fascinating opportunity for students to articulate their work and its meaning. Faculty, parents, community partners, and other students attended and engaged in dialogue with the group.

Grants Administered by the Harvard Center

- **The Professor Leland Bechtel Fund** supported the outstanding work of psychology major, Fatima Diaz '08. For her senior service-learning thesis, Fatima Diaz worked at the Margaret Murphy Center for Children. In particular, she worked in the program for toddlers with autism. For her project, she concentrated on the well-known finding that the play of young children with autism differs from the play of normally developing peers. Many experts now believe that teaching young children with autism to play may

assist them in reducing repetitive and rigid behavioral patterns and encourage communication development. Fatima used what the teachers at Margaret Murphy call a "play script," which is very much like what autism researchers call a "social story," to help a young child increase her symbolic play behaviors. In addition to documenting with a single-case design the impact of the intervention on one child's behavior, Fatima assisted the teachers in creating play scripts to help other children in the toddler room.

- **The Robert S. Moyer Award for the Prevention of Domestic Violence**, given to a Bates College student for exceptional work related to the prevention of domestic violence, went to Eliza Behrsing '08. An American Cultural Studies major at Bates College, Eliza has been committed to eliminating domestic violence since she was in high school. While at Bates, Eliza volunteered at the Abused Women's Advocacy Project (AWAP) in Lewiston, Maine. Her undergraduate thesis, "Ending the Silence: Domestic Violence in Black Communities," derived from her academic focus on gender studies and critical race theory as well as her applied work at AWAP.

Public Works in Progress Series

The Harvard Center continued its successful discussion series, "Public Works In Progress," inaugurated in 2006-07. PWIPs take place on Tuesdays at the Harvard Center over lunch, offering Bates faculty and staff an opportunity to present and discuss their community partnerships, service-learning, community-based research and other public projects. Open to the public and the Bates campus community, they drew a wonderfully mixed audience of community partners, faculty, staff, and students, averaging roughly 30 participants per session.

- December 4, 2007: Lee Abrahamsen (Biology), "Learning and Teaching Biology: How Do We Assess the Value of Community Partnerships for Student Learning?"
- January 15, 2008: Sarah McCormick and Carol Dilley (Dance), "Dance is FAB"
- February 5, 2008: Joseph Hall (History), "Senator Edmund S. Muskie and the Maine Indian Land Claim: Was the 'S' for 'Silent'?"
- February 26, 2008: Alexandre Dauge-Roth (French), "Challenging the Limits of Teaching about Limits through Civic Engagement"
- March 18, 2008: David Scobey (Harvard Center for Community Partnerships), "Rethinking the Words 'Liberal' 'Arts' 'College' from the Standpoint of Civic Engagement"
- April 29, 2008: Emily Kane (Sociology), "If at First You Don't Succeed:

(Mis-)Adventures in Teaching Public Sociology”

- May 6, 2008: Heather Lindkvist (Anthropology), “Reproducing the Somali Diaspora”
- May 13, 2008: Kathy Low (Psychology), “Rubber Meets Road: The Intersection of Theory and Practice in Service-Learning”

Trainings and Student Development

Ellen Alcorn led or organized the following trainings for students in community work:

Fall 2007:

- Meetings with 60 students in five different courses to discuss placements, as well as tips for working in school setting. Talks focused on the nuts and bolts of placements, as well as on various issues such as reliability, professionalism, confidentiality, health and safety, and ways to get the most out of a service-learning placement.
- Training for America Reads/America Counts tutors in October. Alcorn discussed strategies students might consider using when reading with younger students. Rachael Garreffi (Student Volunteer Fellow) and Alcorn led them in a discussion about their experiences so far, strategies they've tried, successes and challenges they've experienced. Alcorn gave them books to select for reading to their students.
- Literacy training in October at Montello School for 11 Montello Reading Club students, led by teacher Katrina Denis.
- Lunch and chat in Commons with students about literacy tips and strategies. Alcorn co- led this with Dan Aiello.
- Holly Lasagna and Ellen Alcorn took five of Professor's Anita Charles' student teachers on a walking tour of downtown Lewiston, and to Museum L-A. (The majority of her students are specializing in Social Studies, and Annette Dorey, the museum educator, talked to them about how to incorporate local history into their curricula.)

Winter 2008:

- Meetings with 92 students in seven education courses.
- Literacy training in February at Montello School for 12 Montello Reading Club students, led by teacher Katrina Denis.
- Training for 8 students working in Montello School with literacy specialist Christie Labrie. This training is designed to give our students specific tools for working with beginner ELL students as well as with students who are "in the bubble," or within reaching distance of taking and passing the MEA in March.

- Lunchtime training at Bates with Jacque Grenier, literacy specialist at Longley as well as a literacy fellow at USM. Intended for students working at Longley and elsewhere in Lewiston schools, either through a service-learning placement or as a volunteer (or ARAC tutor). Jacque will offer Bates students guidelines for engaging students in reading and story-retelling activities.

Anna Sims Bartel and Marty Deschaines led, organized, or worked with students on:

- An “Introduction to Philanthropy and Grant-Making” session for Student Volunteer Fellows and members of the Carignan Group (students who distribute the Carignan Grants for Community Partners). Session was designed and led by Leonard E. Bartel, Director of Philanthropy and Fundraising for Encompass Marketing and Design.

VISTA Dan Aiello, in consultation with Anna Sims Bartel and Marty Deschaines led, organized, or worked with students on:

- The start-of-year orientation retreat for Student Volunteer Fellows and an end-of-year gathering.
- Two professional development events organized by Student Volunteer Fellows:
 - A workshop on working in community across difference, facilitated by Professor Heather Lindkvist;
 - A workshop on grantwriting, facilitated by Bates Director of Corporate and Foundation Relations Bob Pallone.

National, Regional and State Awards and Recognitions

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

- Jessica Adelman '09 received the Maine Campus Compact Heart and Soul Award in April. The Heart and Soul Award is presented annually to undergraduates who have demonstrated a depth and breadth of involvement in community service, service-learning and activism. Jess was recognized for her work at Hillview After-School Program. Her work has included planning and coordinating activities; recruiting, training and scheduling volunteers and service-learning students; and working closely with Lewiston Housing Authority staff.
- Erin Reed '08 received the William Stringfellow Award for Justice and Peace in March through the Multifaith Chaplaincy. This award is given annually to a student whose work

has significantly promoted justice and peace. Erin was recognized for her sustained, extensive work as a Bates student through many organizations including Lots to Gardens, Sisters of Charity Food Pantry, the Maine College Action Network, Spoke Folks, and OUTfront. She worked for two years as a Student Volunteer Fellow at the Harward Center, this year coordinating Bates volunteers at the soup kitchen and the after-school program.

- In November, Bates College was recognized by the State of Maine Judicial Branch for outstanding volunteer service provided by students through the Sociology and Psychology Departments. Bates was nominated for this honor by Judge John Beliveau and the award was presented by the Chief Justice of the Maine Supreme Court, Leigh Saufley.
- A plan by three Bates College students to offer Tanzanian street children a survival alternative to a pervasive sex-for-food trade has won a \$10,000 award from the 100 Projects for Peace program. Two of the three students, Lauren Pluchino (SVF 07-08) and Emmanuel Drabo (HCCP Summer Fellow in 2006), have had significant involvement in Harward Center activities during their time here and have learned and offered a great deal. Titled "Food for Peace: Breaking the Hunger-Violence-Hunger Cycle," the Bates proposal is based on the creation of a community garden in the Tanzanian city of Mwanza. The facility will provide street children with employment, food and practical skills. In addition, the Bates students will mount a local HIV/AIDS awareness campaign that will include the production of a documentary about the garden. Finally, during the next academic year they plan to hold a peace conference at Bates relating the project to local needs and activities.
- In the 2007-08 academic year, Bates College was again included on the President's Honor Roll for Community Service with Distinction.
- The French Department received an Engaged Department Institute Grant to assist them in curricular development that locates community engagement at the core of their departmental curriculum. Two HCCP staff members, Holly Lasagna and Anna Sims Bartel, attended the January Institute at Bates College with French faculty; both remain involved in the Department's deliberations about pedagogical, theoretical, cultural, communal, and experiential dimensions of this departmental effort.

Affiliations

The Harward Center and Bates College maintain a number of important national, state, and local affiliations, all of which advance our partnerships, our learning, and our impact. Some of these important partnerships include:

- Project Pericles, a national coalition of liberal arts colleges and universities, engaged in exploration of the relationship between liberal education and civic engagement.
- Imagining America, a national coalition of colleges and universities supporting public scholarship in the arts, humanities, and design.
- Maine Campus Compact, a state-wide coalition of colleges and universities engaged in public work, service, and scholarship.
- The National Community-Based Research Networking Initiative, a collaboration of the Bonner Foundation and Princeton University, devoted to advancing theory and practice of community-based research.
- The Bonner Foundation has been a leading funder of academic programs that foster community service, ethical reflection, and civic development among students; it is also a significant convenor of national institutional networks, bringing “Bonner schools” together to exchange ideas and practices. The Harvard Center received a seed grant from the Bonner Foundation in 2006-07 to launch our Community-Based Research Fellowships program. In spring, 2008, we were delighted to receive an invitation to join the Bonner Network, which offers us invaluable models and ideas as we continue to grow our student leadership programming.
- The W.W. Kellogg Foundation has convened several dozen grantee organizations—including grass-roots community organizations, citizens’ lobbies, labor unions, media groups, and academic institutions—to chart new approaches to civic engagement. The Harvard Center was fortunate to be invited to participate in the foundation’s yearlong “Learning Community on Civic Engagement,” which brought with it a grant to support the Center’s work and opportunities for networking across different sectors with institutions and organizations committed to civic engagement. (The Center is only one of three grantees from higher education and the only one concerned with civic engagement within the academy itself.)
- Bringing Theory to Practice, an initiative sponsored by the Association of American Colleges and Universities, and led by Bates President Emeritus Don Harward, works with dozens of academic institutions to research and reinforce the linkages among engaged learning, civic development, and student well-being. In 2008, Bates received a Start-Up Grant from BTtoP, with Professor Kathy Low (Psychology), serving as Principal Investigator, to assess the impact of engaged classroom learning, community engagement, and athletics on student mental health. David Scobey, Director of the

Harvard Center, and Professor Rebecca Herzig (Women's Studies) serve on the National Advisory Board of Bringing Theory to Practice.

Presentations, Publications and Consultations

- Holly Lasagna and Marty Deschaines of the Harvard Center, along with representatives from Bowdoin College and University of Southern Maine, presented a workshop titled “Partnering with Higher Education to Strengthen Volunteer Programs” at the Blaine House Conference on Volunteerism. The conference was held at University of Maine Orono in October and this workshop featured partnership stories and outlined ways to connect with students through volunteer work, service-learning, and both community work-study and grant-funded fellowships.
- Holly Lasagna and Ellen Alcorn of the Harvard Center collaborated with community members Josh Gagne, Deacon Lasagna, Kristopher McClure, and Ari Rosenberg to offer a panel on Martin Luther King Day at Bates College entitled "Creating Space for Democratic Dialogue about Social Justice Issues." The group introduced the concept of a dialogue model known as “study circles,” conducted a sample study circle session with workshop members, and led a discussion about how the model might be used to address issues related to diversity.
- The Americorps VISTA at the Harvard Center, Daniel Aiello, co-facilitated a workshop with Sadie Miller (National Campus Compact VISTA leader) at Williams College on Community Partnership Development. The workshop was for students interested in Williams' community service program.
- Dan Aiello also presented on a panel about the student experience in community engagement, offered at the Maine Campus Compact's Engaged Department Institute at Bates College in January, 2008.
- Director David Scobey gave several talks, presentations, and keynotes this year. In fall of 2007, he delivered the Matriculation Address to the incoming Bates Class of 2011; he gave a presentation about the Harvard Center and the role of community engagement in liberal education at Parents' Weekend; and he presented an overview of the Center's work to the Bates Board of Trustees.
- As part of the University of Denver's Public Good Lecture Series, Scobey delivered a keynote entitled "Why Maurice Chevalier Came to Lewiston: An Essay in Public Scholarship For Two Voices."

- At Auburn University, Scobey consulted with the Caroline Marshall Draughton Center for the Arts and Humanities and gave a lecture on “The Arts of Citizenship in a Diverse Democracy: The Public Work of the Arts and Humanities.”
- David Scobey also served as the keynote speaker at Kent State University’s annual community-service awards celebration, delivering a lecture entitled, “Getting Out of the Bubble: Liberal Education and the Arts of Citizenship.”
- David Scobey presented a draft of an essay, “The Public Work of the Liberal Arts,” as part of the Harvard Center’s Public Works in Progress series.
- David Scobey authored “Weaving a World: Lewiston’s Millworkers, 1920-2008,” a historical exhibit created in partnership with Museum L-A, that opened in June, 2008. In addition to the exhibit text itself, he delivered a talk at the exhibit opening entitled “Warp and Weft,” and published an op-ed essay on the exhibit in the Kennebec Journal, “Weaving Past and Present: Stories of the Millworkers’ World.”
- In addition to these presentations and publications, David Scobey co-facilitated a faculty-staff retreat at the Maine College of Art on integrating civic engagement into the College’s curriculum and institutional identity.
- Anna Sims Bartel offered a series of presentations this year, including:
 - “Reading 'The Story' of Somali Migration to Lewiston,” presented at a panel on “The Ethics of Interdisciplinary Research” at the Northeast Modern Language Association’s annual gathering in April, 2008.
 - An invited workshop on the liberal arts college as applicant for the Carnegie Classification in Community Engagement, offered at the Massachusetts Campus Compact conference in Worcester, MA.
 - An invited presentation at a Vanderbilt University colloquium on “Academics, Activism, Community,” held in February, 2008. Bartel and five other invited speakers from around the country convened in Nashville for the event; Bartel’s presentation was entitled “The Public Work of Academics.”
 - A presentation at the October, 2007 conference of the National Community-Based Research Networking Initiative at Macalester College. Her presentation focused on models and pathways for student development in community-based research, and she also served as co-moderator of the session.

Campus and Community-Wide Initiatives

Admissions Office Maine Day

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

Admissions Office Preview Dinner

Anna Sims Bartel attended the Preview Dinner hosted to welcome multicultural prospective students to Bates' campus. The event was exciting, with dynamic speakers and a lively set of conversations between faculty, staff, current and prospective students. Bartel explained the Harvard Center, our vision of community partnership work, and the ways in which we hope to engage all students in the important work of understanding and experiencing diversity, working across differences to improve our community.

Bates Arts Lewiston Arts (BALA)

A group of Bates staff and students worked with faculty and administration from Lewiston High School to launch an arts initiative during the short-term semester in which 17 Lewiston High School students came to Bates twice a week to work with 12 Bates students. In groups, students developed new hip-hop and jazz dances; wrote and recorded original music; and developed and revised creative writing pieces. BALA culminated at the end of May in a performance in the Olin Auditorium followed by a barbecue.

Chaplain's Office

A group of 12 Bates students, lead by three student co-organizers/co-leaders, traveled to the rural town of Seguatepeque, Honduras in February 2008 to participate in a 10-day alternative spring break trip sponsored by American Jewish World Service. The trip focused on social justice and included working with Red COMAL, a Honduran agricultural NGO that helps boost rural food security in Honduras by facilitating cooperative buying and selling in the marketplace. The Bates group was paired with a ten-member student group from Brandeis University and two AJWS staff leaders, as well as several Honduran hosts and leaders/coordinators from Red COMAL. Throughout the 10-day trip, the group spent significant

time helping to build a new grain storage facility on the site of a new Red COMAL community area. When not working, the group participated in structured learning and discussion, following a curriculum developed by AJWS that included learning about international development, economics, and social justice. During several half-day trips to rural villages where Red COMAL has community stores, the group interacted with local community members, visited homes, met local leaders and Red COMAL partners, and visited and exchanged cultural presentations with local elementary and high school students. The trip helped build a relationship between Bates students and two NGO's: AJWS and Red COMAL.

CHAS conference

Anna Sims Bartel attended a conference of the Consortium on High Achievement and Success, as part of a team from Bates College, including Special Assistant to the President for Diversity and Professor Leslie Hill; "Swing" Deans of Admissions and Students Carmita McCoy and Marylyn Scott; Multicultural Center Program Coordinator Tonya Taylor; Professor of Dance Carol Dilley; Assistant Director of Athletics Marsha Graef; Associate Dean of Students James Reese. The purpose of our joint attendance is to further cement the cross-campus commitment to diversity; the Harvard Center shares this powerful goal and sees its work as an important contributor to a culture that experiences, explores, and respects diversity.

Civic Forum Series

The Harvard Center initiated a Civic Forum Series which explores civic, political and policy issues significant to the Bates community, Maine and beyond. This year's series was entitled "Reimagining Maine in the 21st Century." Three panels were held on the following topics:

- "Poverty and the Two Maines," featuring **Rep. Hannah Pingree**, House Majority Leader, Maine Legislature; **Sarah Standiford '97**, Executive Director, Maine Women's Lobby; **Naomi Schalit**, Opinion Page Editor, Kennebec Journal and Morning Sentinel; and **Eric Smith**, Congregational Outreach Coordinator, Maine Council of Churches.
- "Reimagining Globalism: Maine in the World's Economy," featuring **Daphne Loring**, Director, Maine Fair Trade Campaign; **Peter Riggs**, Executive Director, Forum on Democracy and Trade; **Charles Lawton**, Senior Economist, Planning Decisions, Inc.; and **Cathy Lee**, Managing Director, Lee International.
- "Reimagining the North Woods: The Changing Environment of Maine," featuring **David Vail**, Adams-Catlin Professor of Economics, Bowdoin College; **Matt Polstein**,

Millinocket Town Councilor and business person; and **Rep. Ted Koffman**, Maine Legislature.

The series was also rebroadcast as part of Maine Public Radio's "Speaking in Maine" series.

Dance Program Collaborative Performances

Franco American/Bates (FAB) Regional Dance Development Maine Exchange

The collaboration between the Bates Dance Program and the Franco American Heritage Center at St. Mary's continues to grow and flourish. The Franco American Heritage Center has become a regular venue for dance since the debut performance of the First FAB showcase in 2006. It is now the residence of a new Lewiston Dance Company and has become an important means of bringing modern dance by Maine artists to the area.

This past year, Dance at Bates hosted The Maine Exchange in which 55 artists, programmers, educators, writers and related dance professionals from MA, CT, ME, RI, NY, VT, PA gathered for a two day workshop and performance. As host of this event, the Bates Dance Program organized the conference in collaboration with Franco American Heritage Center, which once again served as the venue for performance.

The event consisted of a shared performance with merging local artists and selected New England artists from the Regional Dance Development Initiative choreographic lab that met in July at Connecticut College. It also included a conference around the event. The conference participants gathered prior to the performance, had a dinner meeting after and an in-depth discussion of dance making and the climate for New England artists. The event was heralded by all as a wonderfully useful gathering of the profession.

Community Celebration

Bates dancers performed in the Lewiston Public Library during the Harward Center's Second Annual Community Celebration in January.

Open Dance Performances

The Bates Dance Program put on four major dance concerts at Schaeffer Auditorium that were open to the public.

Short Term

The dance short term course, “Tour, Teach, Perform s29”, took dance to 11 regional schools (reaching over 1000 children with workshops and performances) as well as producing a show at Schaeffer to a packed house. 25 Bates students participate in that course. (See Education)

First-Year Initiative

Anna Sims Bartel worked with Associate Dean of Students Holly Gurney and Harvard Center staffers Marty Deschaines and Dan Aiello to create a system for identifying and recruiting first-year students interested in community engagement. Dean Gurney asked the first-years to read a common text on mentoring, which sparked meaningful dialogue on mentoring as a form of community service, work, and learning. All together, this collaboration produced a new intentionality in our work with first-year students and some important new mechanisms for attracting them to community engagement. Dan Aiello further intensified the experience for those who attended a pizza party he hosted, at which Student Volunteer Fellows led first-years in reflection and dialogue about their experiences in community.

Good Neighbor Night

For the seventh year in a row, Bates students helped to organize, support and host a neighbor get together at Hillview Family Development. Originally started to introduce Somalis to their new community, the event has become a much anticipated spring event. Somali and non-Somali families participate equally.

Howard Hughes Medical Institute

The “**Math and Science Education Outreach**” section of the **Howard Hughes Medical Institute Grant** funded a variety of grades 7 to 16 math and science education activities.

Highlights included:

- The **Central Maine Physics Alliance** was supported for its sixth year. High school physics teachers, Bates faculty, Bates assistants in instruction and Bates students met monthly to discuss topics of mutual interest and to access resources. This past May, the CMPA sponsored its third annual workshop for elementary school teachers, focusing on teaching physical science.

- A **Science Education Outreach Grant** was awarded to Karen Boucher at Edward Little High School to continue to support the high school science course, “Current Issues in Biotechnology.” She is working collaboratively with Lee Abrahamsen, Bates Professor of Biology.
- For the eighth year, HHMI supported the **Lewiston High School Science Fair** by providing two student fellows to help organize and run the event. In addition, 60 members of the Bates College community and the community at large were trained and evaluated over 270 science fair projects.
- Hughes Science Funds were allocated to hire the College’s second **“Teacher in Residence,”** Weslene Marble, a science teacher from Farmington Middle School, who worked with pre-service teachers and with math and science majors interested in considering teaching as a career.

Lewiston Housing Authority Art Exhibit

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

Martin Luther King, Jr. Day

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

Mount David Summit

The Mount David Summit is an annual celebration of student research, service-learning, and creative work at the College. Students from all classes present their work to each other and to faculty, staff, family, and community members in a symposium format at the end of winter semester. Forty students presented service-learning and/or community-based research projects at the summit this year. This is an increase of twelve students over last year’s number who presented community-based work. Of particular note was a special panel dedicated to the work of the Community-Based Research Fellows, in which they offered stories of their engagement in the program and the community, including discussion of the theory and practice of CBR and its impact on their work.

Museum Of Art

The *Thousand Words Project* is the flagship outreach program of the Bates College Museum of Art. It provides the framework for the teaching of language skills through a sustained investigation of art. TWP is now serving Grades 7 and 8 in Lewiston and Auburn, and Grade 9 at Lewiston High School. Now in its twelfth year, TWP has seen dramatic changes in the needs and challenges of the public schools. To meet these, the program has continued to evolve and grow.

- 723 7th and 8th graders at Lewiston Middle School and 530 7th and 8th graders at Auburn Middle School took part in TWP programming.
- 100 9th graders at Lewiston High School took part in TWP programming.
- Teacher Collaborator grants were awarded to provide incentives to teachers to participate in the project. Their lessons are posted on the TWP website.

National Day of Service

246 Bates alumni, parents, students, staff, friends, and prospective students across the nation contributed 1225 hours of service on Saturday, April 26 in the College's fourth annual National Day of Service, sponsored by the Office of Alumni and Parent Programs. Participants spent their day in activities that included sorting donated food at food banks, preparing meals for the homeless at soup kitchens, and painting and repairing houses.

Events took place in 20 sites across the U.S.—Andover, Boston, Cambridge, Cape Cod, and Worcester (MA); Freeport, Lewiston-Auburn, Phippsburg, and Portland (ME); Hartford (CT); New York City (NY); Portsmouth (NH); Providence (RI); Chicago (IL); Denver (CO); San Francisco and Los Angeles (CA); Madison (WI); Seattle (WA); and Washington DC. The Lewiston and Phippsburg projects were coordinated through the Harvard Center. In Lewiston, twenty people volunteered with Rebuilding Together Lewiston-Auburn, a national organization that does repair work so that low-income people can continue to live safely in their homes. The crew scraped, primed, and painted a home, and did some repairs and yard work. In Phippsburg, the group did beach clean-up, digging out half-buried, destroyed lobster pots. They picked up all types of jetsam, and moved the pile of lobster pots to an area away from the beach.

Phillips Fellowships

The Phillips Student Fellowships provide funding to students to design exceptional international or cross-cultural projects focusing on research, service-learning, career exploration, or some

combination of the three. This year, four of the College's six Phillips Student Fellowships involved volunteer work or service-learning:

- Clyde Bango '11, Mbare Harare, Zimbabwe, *Spelman Summer Art Colony in Portobelo Spain*
- Lina Hong '10, Rose Hill, Mauritius, *Crosscultural Study of Mauritian and Chinese Cultures through Hakka Linkage*
- Corey Pattison '09, Dedham, ME, *The Dark Side of Globalization: The Qinghai-Lhasa Railway and the Preservation of Tibetan Tradition*
- Emily Treat '10, Dresher, PA, *Teaching English in Malawi*

Planetarium

Sam Boyer '10, Ryan Langendork '10, Professor Clough and Professor Wollman gave a total of 12 planetarium shows to 204 visitors during the academic year. Shows were presented to groups from Greene Central School, Central Maine Community College, Boy Scout Troop 160, Pathways, Farwell School, Temple Shalom Preschool and a local Brownie troop.

Sophomore Initiative

For the second year in a row, Anna Sims Bartel worked with Associate Dean of Faculty Judy Head, Associate Dean of Students Roland Davis, and others on crafting a program or set of resources that help address the distinctive challenges of sophomore year. The product this year is a sustainable, web-based "Sophomore Hub" which brings together and highlights key opportunities and information for Sophomores.

Taste Of L-A

The Dean of Students Office offered the third annual Taste of L-A, held in the Gray Cage. The event showcased 18 local restaurants and raised over \$2500 for Good Shepherd Food Bank.

Appendix 1

Community Agency and Institutional Partners

- Abused Women's Advocacy Project
- ACE/Youthbuild
- Advocates for Children
- Androscoggin County District Court
- Androscoggin County Soil and Conservation Agency
- Androscoggin Head Start
- Androscoggin Historical Society
- Androscoggin River Alliance
- Auburn Middle School
- Auburn Public Library
- Auburn School Department
- B Street Community Center
- B Street Health Clinic
- Big Brothers/Big Sisters
- Bigelow Laboratory for Ocean Studies
- Blake Street Towers
- Catholic Charities of Maine
- Center for the Prevention of Hate Violence
- Central Maine Medical Center
- Christie's New York
- City of Auburn
- City of Lewiston
- Curtis Memorial Library (Brunswick, ME)
- Dadaab Refugee Camp (Kenya)
- Development and Human Rights Institute (Mumbai, India)
- Downtown Education Collaborative
- Downtown Neighborhood Task Force
- Dunn Elementary School
- Durham Elementary School
- Earthwalk Vermont (Plainfield, VT)
- Edward Little High School
- Empower Lewiston
- Environmental Protection Agency
- Farmington Middle School
- Farwell Elementary School
- Flying Changes Center for Therapeutic Riding
- Franco-American Heritage Center
- Friends of Prisoners Children (Sri Lanka)
- Friends of Seguin Lighthouse
- Genesis Residential Treatment Facility
- Global Education Fund (Boulder, CO)
- Greater Androscoggin Humane Society
- GungPing (Boston, MA)
- Hall-Dale Elementary School
- Hillview Family Development
- Hope House
- Hospital Punta (Cochabamba, Bolivia)
- Intervale Conservation Nursery
- Kennebec Estuary Collaboration
- L'Attitude Gallery and Sculpture Garden

- Leeds Central School
- Lewiston Adult Education
- Lewiston Adult Education's Adult Learning Center
- Lewiston Department of Recreation
- Lewiston High School
- Lewiston Housing Authority
- Lewiston Middle School
- Lewiston Multi-Purpose Center
- Lewiston Public Library
- Lewiston Regional Technical Center
- Lewiston School Department
- Lewiston School Department's English Language Learning Program
- Lewiston Veterinary Hospital
- Lewiston/Auburn Chamber of Commerce
- Libby Tozier School
- Longley Elementary School
- Lots to Gardens
- Ludwigstafel (Ludwigsburg, Germany)
- Maine Audubon Society
- Maine Campus Compact
- Maine Civil Liberties Union
- Maine Department of Labor
- Maine Department of Marine Resources
- Maine Equal Justice Partners
- Maine Human Rights Commission
- Maine People's Alliance
- Maine Women's Lobby
- Maine Women's Policy Center
- Many and One Coalition
- Margaret Murphy Center for Children
- Martel Elementary School
- McMahon Elementary School
- Meadowview Housing Development
- Minjeni Women's Group Trust (Moshi, Tanzania)
- Minot Consolidated School
- Montello Elementary School
- Mount Vernon Elementary School
- Museum L-A
- Museum of Fine Arts (Boston, MA)
- My Wonderful Dog
- NAACP, Portland chapter
- New American Sustainable Agriculture Project
- New Beginnings
- New Britain Museum of American Art
- Nezinscot Farm
- North East Rottweiler Rescue
- Nutrition Center of Maine
- Office of the Public Defender, Marian County (San Rafael, CA)
- Outdoor Explorations (Medford, MA)
- OUTright, Lewiston/Auburn
- Partners in Health of Maine
- Pettingill Elementary School
- Phippsburg Elementary School
- Phippsburg Land Trust
- Pine Tree Legal Services
- Planned Parenthood of Northern New England

- Poland Regional High School
- Rebuilding Together
- Renaissance School
- Sandcastle Preschool
- Small Point Association
- Smithfield Plantation
- Sonoma State University Pre-College Programs (Petaluma, CA)
- Sotheby's New York
- Spoke Folks
- Squam Lakes Association
- St. Mary's Regional Medical Center
- Stanton Bird Club (Thorncrag Bird Sanctuary)
- The Barbara Bush Children's Hospital at Maine Medical Center
- The Center for Adolescent Health, Dartmouth-Hitchcock Medical Center (Lebanon, NH)
- The Nature Conservancy
- The Telling Room
- The WAGE Project
- THRIVE (a program of Tri-County)
- Tri-County Mental Health Services
- Trinity Catholic School
- Trinity Jubilee Center
- United States Forest Service
- United Way
- Visible Community
- Wadsworth Athenaeum (Hartford, CT)
- Wayne Elementary School
- Western Maine Community Action Health Center
- Whitney Museum of Art
- Wintrop Grade School
- YADA (Youth + Adults + Dialogue = Action)
- Yellowstone Ecological Research Center
- YMCA Childcare
- YWCA
- Zero Station Gallery

Note: No Bates College partners are listed here, though they include the college Museum of Art, Dining Services, the Chaplain's Office, the Office of Institutional Research, and the Office of Environmental Health and Safety.

Appendix 2

Department of Education's Partners:

Local Schools and Organizations which Hosted Bates Education Students

- Auburn Land Lab (Auburn)
- Dunn Elementary School (New Gloucester)
- Durham Elementary School (Durham)
- Edward Little High School (Auburn)
- Fairview Elementary School (Auburn)
- Farmington Middle School (Farmington)
- Farwell Elementary School (Lewiston)
- Franklin Alternative School (Auburn)
- Hall-Dale School (Farmingdale)
- Head Start (Lewiston)
- Leeds Elementary School (Leeds)
- Lewiston Adult Education's Adult Learning Center (Lewiston)
- Lewiston Adult Education's College Transitions Program (Lewiston)
- Lewiston High School (Lewiston)
- Lewiston Middle School (Lewiston)
- Lewiston Regional Technical Center (Lewiston)
- Lewiston School Department's English Language Learning Program (Lewiston)
- Libby-Tozier School (Litchfield)
- Longley Elementary School (Lewiston)
- Margaret Murphy Center for Children (Lewiston)
- Martel Elementary School (Lewiston)
- McMahan Elementary School (Lewiston)
- Merriconeag Waldorf School (Freeport)
- Minot Elementary School (Minot)
- Montello Elementary School (Lewiston)
- Mt. Vernon Elementary School (Mt. Vernon)
- Park Avenue Elementary School (Auburn)
- Pettingill Elementary School (Lewiston)
- Phippsburg School (Phippsburg)

- Poland Regional High School (Poland)
- Renaissance House (Lewiston)
- Richmond School Department (Richmond)
- Sandcastle Preschool (Lewiston)
- Sherwood Heights Elementary School (Auburn)
- Trinity Catholic School (Lewiston)
- Wales Elementary School (Wales)
- Walton Elementary School (Auburn)
- Wayne Elementary School (Wayne)
- Winthrop Elementary School (Winthrop)

Appendix 3

Community Work-Study Awards by Student and Partner Agency

Fall 07

- Emily Crowley '08, *America Reads, Lewiston, ME*
- Rachael Garbowski '09, *Lewiston Housing Authority, Lewiston, ME*
- Erin Gilligan '09, *America Reads, Lewiston, ME; America Counts, Auburn, ME*
- Matt Morgan '09, *Pine Tree Legal Assistance, Lewiston, ME*
- Alison Munroe '09, *America Reads, Lewiston, ME*
- Sheena Washington '09, *America Reads, Lewiston, ME; America Counts, Auburn, ME*
- Sadie White '09, *America Reads, Lewiston, ME; America Counts, Auburn, ME*

Fall 07 and Spring 08

- Alexandria Alberto '11, *America Counts, Auburn, ME*
- Thomas Burian '08, *New Beginnings, Lewiston, ME*
- Sarah Davis '10, *New American Sustainable Agriculture Project, Lewiston, ME*
- Eleanor Down '10, *America Reads/America Counts, Auburn and Lewiston, ME*
- Caroline Ginsberg '08, *Lots to Gardens, Lewiston, ME*
- Allison Leong '08, *Androscoggin Home Care and Hospice, Lewiston, ME*
- Harrison Little '08, *America Reads, Lewiston, ME*
- Diane Saunders '11, *America Reads, Lewiston, ME*
- Erin Sienkiewicz '09, *Lewiston High School, Lewiston, ME*
- Julia Sleeper '08, *Trinity Jubilee Center, Lewiston, ME*
- Rosalie Winslow '11, *Advocates for Children, Lewiston, ME*

Spring 08

- Katherine Bernier '11, *America Reads, Lewiston, ME*
- Aron Bodwitch '11, *Androscoggin Historical Society, Auburn, ME*
- Daphne Braden '09, *America Reads, Lewiston, ME*
- Fatima Diaz '08, *America Reads, Lewiston, ME*
- Alexandra Disney '10, *America Reads, Lewiston, ME; America Counts, Auburn, ME*
- Rachael Garreffi '08, *America Reads/America Counts, Auburn and Lewiston, ME*
- Nathan Kane '11, *America Reads, Lewiston, ME*
- Molly Ladd '09, *Lots to Gardens, Lewiston, ME*
- Elizabeth Lydon '08, *Multi-Purpose Center, Lewiston, ME*

- Elizabeth Lydon '08, *Androscoggin Children's Advocacy Center, Lewiston, ME*
- Dylan Mogk '09, *America Reads, Lewiston, ME*
- Meredith Poore '11, *Multi-Purpose Center, Lewiston, ME*
- Nicole Ritchie '09, *Stanton Bird Club, Lewiston, ME*
- Sarah Simpkins '10, *Lewiston Housing Authority, Lewiston, ME*
- Wiley Todd '08, *Pine Tree Legal Assistance, Lewiston, ME*

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- Afroz Baig '11, *Sonoma State University Pre-College Programs, Petaluma, CA*
- Brianna Bakow '10, *Outdoor Explorations, Medford, MA*
- Erin Bond '09, *Museum L-A, Lewiston, ME*
- Matthew Chamberlin '09, *Stanton Bird Club, Lewiston, ME*
- Maayan Cohen '10, *EarthWalk Vermont, Plainfield, VT*
- Sarah Davis '10, *New American Sustainable Agriculture Project, Lewiston, ME*
- Matt Morgan '09, *Pine Tree Legal Assistance, Lewiston, ME*
- Sarah Simpkins '10, *Lewiston Housing Authority, Lewiston, ME*
- Kaitlyn Smarse '09, *The Center for Adolescent Health, Dartmouth-Hitchcock Medical Center, Lebanon, NH*
- Tim Whiton '09, *Maine Civil Liberties Union, Portland, ME*

2008 HARVARD CENTER AWARDS

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

- **Joan Macri**, recipient of the 2008 James and Sally Carignan Award for Career Achievement;
- **Carolyn McNamara '08** and **Ariel Childs '08**, recipients of the 2008 Harvard Center Student Award for Outstanding Community-Based Academic Work;
- **Elizabeth Lydon '08**, **Thomas Burian '08** and **Erin Reed '08**, recipients of the 2008 Harvard Center Student Award for Outstanding Community Volunteerism and Student Leadership;
- Whitehouse Professor of Sociology **Emily Kane**, recipient of the 2008 Harvard Center Faculty Award for Outstanding New Community Partnership Initiative;
- Associate Professor of Biology **Lee Abrahamsen**, recipient of the 2008 Harvard Center Faculty Award for Sustained Commitment to Community Partnership;
- **Anthony Shostak**, Education Coordinator for the Bates College Museum of Art, recipient of the 2008 Harvard Center Staff Award for Outstanding Support of Community Partnership;
- **Sarah Potter '77**, Bookstore Director and Contract Officer, recipient of the 2008 Harvard Center Staff Award for Community Volunteerism and Leadership;
- **YADA (Youth + Adults + Dialogue = Action)**, recipient of the 2008 Harvard Center Community Partner Award for Outstanding New Initiative;
- **Lewiston Adult Education**, recipient of the 2008 Harvard Center Community Partner Award for Sustained Commitment to Partnership;
- Lecturer of Anthropology **Heather Lindkvist**, **Ismail Ahmed**, **Omar Ahmed**, **Fatuma Hussein**, **Azeb Hassan** and **Gure Ali**, recipients of the 2008 Harvard Center Award for Outstanding Community Project/Partnership;
- Professor of Geology **Michael Retelle**, recipient of the 2008 Bates-Morse Mountain Award for Environmental Stewardship;
- **Susan Hayward**, recipient of the 2008 Bates-Morse Mountain Award for Environmental Lifetime Achievement.