

Who is involved?

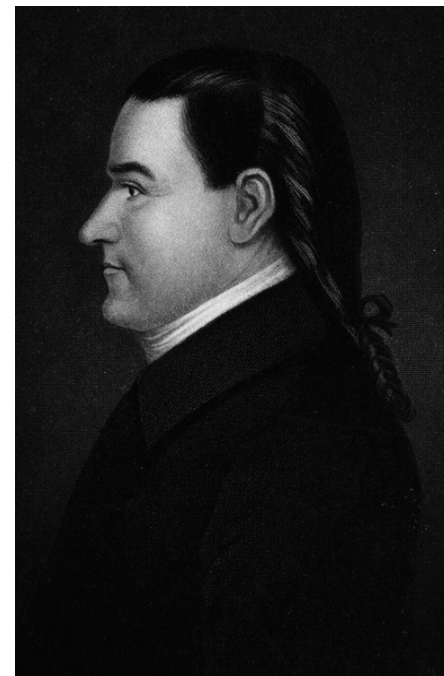
- 500 students, faculty, staff, and alumni annually come together on *Common Good Day* to complete community projects.
- 400 students consistently volunteer through 25 *student-led service organizations* to address local needs with agencies including Habitat for Humanity, Tedford Housing, MidCoast Hospital, Red Cross, and Portland Housing Authority.
- 380 students annually complete projects addressing community problems through *community-based learning courses*.
- 100 students address issues related to poverty through intensive service and learning while on *Alternative Spring Break* trips.
- 80 *student leaders* run McKeen Center programming and work with community partners to coordinate public service opportunities for their peers.
- 45 *community partners* work with the Center to provide educational opportunities that engage students in learning, research and service.
- 25 *faculty* in multiple departments regularly incorporate community-based learning projects into their courses.
- 20 students form the *Common Good Grant Committee* to learn about philanthropy and foundations while allocating over \$10,000 each year to local non-profits.
- *In all, students spend over 40,000 hours engaged in the local community through service each year.*



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www.bowdoin.edu/mckeen-center

Stop by and visit us in Banister Hall on the south side of the Chapel!



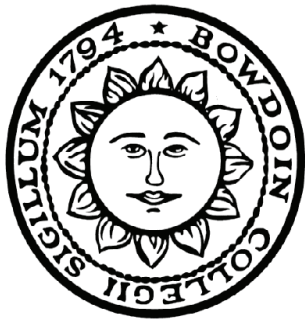
“Literary institutions are founded and endowed for the common good, and not for the private advantage of those who resort to them for education.”

180

Bowdoin

OUR MISSION:

The Joseph McKeen Center for the Common Good provides opportunities for students, faculty, and staff to discover the ways in which their talents, passions and academic pursuits can be used for the benefit of society through public engagement.



OUR STAFF:

Susie Dorn
Director

Shawn Gerwig
Administrative Coordinator

Jessica Horstkotte '08
Youth and Education Coordinator

Janice Jaffe
Asst. Director for Public Engagement

Craig McEwen
Senior Faculty Fellow

Sarah Seames
Asst. Director for Community Service



OUR FOCUS:

Public Engagement through...

Service and Leadership

The McKeen Center offers students opportunities to explore themes of community responsibility, active citizenship and informed leadership through service and community engagement at the local, national and international levels.

Courses and Research

The McKeen Center encourages and assists faculty members in connecting their teaching, research and artistic endeavors to issues of the public good.

Public Events

The McKeen Center coordinates and supports public events that challenge all members of the Bowdoin community to consider both the historical and contemporary meanings of the common good.



OUR INVITATION:

The McKeen Center supports the public engagement of all members of the Bowdoin community. We offer opportunities to learn about public issues through service programs, academic projects, fellowships, and grants. Below are some examples of how to get involved:

- *Alternative Spring Break trips*
- *America Reads and Counts*
- *Annual Events*
- *Aspirations in Maine Days*
- *Bridge to Kids mentoring*
- *Common Good Grant committee*
- *Community Action Day*
- *Community-based courses*
- *Community Immersion Pre-Orientation*
- *Community Matters in Maine summer fellowships*
- *Global Citizens Grants*
- *Research opportunities*
- *Seeking the Common Good Series*
- *Sponsor-A-Family*
- *Student-led Service groups*

Additionally, if you cannot find an opportunity that suits your interests, we have resources to help you create your own. The McKeen Center has connections with over a hundred non-profits in the area that are always looking for help. To find out more about these partners visit the Partners and Partnership tab on our website.

To learn more about all the available opportunities supported by the McKeen Center stop by our office in Banister Hall or visit our website at: www.bowdoin.edu/mckeen-center

COMMON GOOD GRANT PROGRAM

Overview

In 2001, the Common Good Grant Program was established at Bowdoin College by an anonymous alumnus concerned with the growing need to provide students with the opportunity to learn about grants, foundations, and philanthropy while becoming familiar with the work and challenges of non-profit organizations. Through the program, a student committee allocates \$10,000 in grants each year to fund local projects, strengthening the bonds between the College and the greater Brunswick community. This program allows students to make a difference by participating in the philanthropic process from beginning to end.

The *Common Good Grant Committee* develops the parameters of the grant, solicits proposals, evaluates submitted projects, and determines the final allocation of funds. Moved by the number of worthy projects the committee was unable to fund, in 2005 the *Common Good Grant Extension Committee* was created in order to extend the impact of this program while providing a means through which students can learn important fundraising skills while benefiting the local community.

Common Good Grant Committee

Each fall, twelve students are selected to be on the Common Good Grant Committee. Meeting weekly, the committee determines the year's criteria for grant recipients; designs and publicizes the application; and sends it out to Midcoast organizations in mid-December. Before proposals are submitted in mid-February, students participate in a grant writing workshop and conduct site visits to past recipients. In the spring, the committee reviews submitted proposals and selects the grant recipients, who are presented with checks at the Common Good Grant Awards Ceremony in April.

Common Good Grant Extension Committee

The Common Good Grant Extension Committee provides a unique opportunity for eight students to participate in a strategic fundraising initiative to benefit local non-profits. While the goal of the committee is to extend the existing grant base, in the process participants increase their understanding of the local community through their interface with business leaders and community members. Meeting weekly, the group develops a case to solicit donations with help from volunteers of Bowdoin's Development Office. In pairs, then, students meet with potential donors. All funds raised are then added to the Common Good Grant, expanding the number of community projects supported.

Application

Common Good Grant Program applications are due to the McKeen Center in Banister Hall in late September. For further questions regarding the application form or the Common Good Grant Program, stop by the McKeen Center or contact Susie Dorn, director of the Center at sdorn@bowdoin.edu.

Seminar Topics

Week 1	<i>Orientation to the Program</i>
Week 2	<i>What is a Non-Profit? A Foundation? Philanthropy?</i>
Week 3	<i>Common Good Grant Program Retreat</i>
Week 4	<i>Finalizing the RFP (Committee)</i> <i>Fund Development through Donor Relations (Extension Committee)</i>
Week 5	<i>Proposal Solicitation</i> Publicity and logistics mailing
Week 6	<i>Characteristics of the Community</i> A conversation with leaders in the non-profit world
Week 7,8 & 9	<i>Understanding the Impact and Need for the Common Good Grant</i> Site visits with past recipient organizations <i>Winter Break</i>
Week 10	<i>Finalizing the Case and The Art of the Ask</i>
Week 11	<i>Grant Writing Workshop</i>
Week 12	<i>How to Evaluate a Proposal (Committee)</i> <i>First Asks (Extension Committee)</i>
Week 13	<i>Meet in Small Groups to Review Proposals (Committee)</i> <i>Debrief First Asks (Extension Committee)</i> <i>Spring Break</i>
Week 14	<i>Determining Final Awards (Committee)</i> <i>Stewardship (Extension Committee)</i>
Week 15	<i>Common Good Grant Awards Ceremony</i>
Week 16	<i>Final Reflection and Evaluation of the Program</i>

Sample Community-Based Courses at Bowdoin College

In partnership with local agencies, students in community-based courses apply the knowledge and analytical skills they learn in the classroom to address environmental, social and cultural issues in the community. As students expand their understanding of a subject or issue, they also work to foster mutually beneficial ties between the campus and community by sharing their research results with and learning from local organizations.

Biology 158/Chemistry 105/ES 201: Perspectives in Environmental Science

(J. Lichter, D. Vasudevan, N. Olmstead)

Focusing on Gulf Island Pond, which periodically fails to meet Clean Water Act standards, students investigated the role of river sediments, specifically phosphorous concentrations, in this section of the Androscoggin River system, and compared Gulf Island Pond to downstream areas in Merrymeeting Bay and an adjacent lake. Community partners from the Maine Department of Environmental Protection and the Natural Resources Council of Maine helped students understand the regulatory and political processes involved in cleaning up the river.

Community partners: Maine Dept. of Environmental Protection and Natural Resources Council of Maine

Economics 301: Economics of the Family

(R. Connelly)

Course liaison: Kerry Persen '09

Working in partnership with the Volunteers of America Northern New England's CASH program students helped low-income families with tax returns and the Earned Income Tax Credit (EITC). Building upon academic readings on the EITC and family dynamics, students put their academic work in the context of the community by doing outreach to raise awareness about the program locally.

Community partner: Volunteers of America Northern New England

Education 203: Educating All Students

(D. Santoro)

Complementing their study of the politics and pedagogies of universal public education, students in this course worked as participant observers, providing classroom assistance weekly to teachers in public elementary schools throughout Mid Coast Maine. For their final projects, students completed in-depth, ethnographic case studies of one student's learning behaviors to contribute to the promotion of best practice in public school education.

Community partners: Bowdoin Central, Coffin, Jordan Acres, Longfellow (Brunswick and Portland), Phippsburg, Riverton, Williams Cone, and Woodside Elementary Schools

Education 305: Adolescents In School

(K. Templeton)

Students created individual projects through a field placement to positively impact the experiences of local adolescents. Some projects involved direct work with adolescents, such as advising an extracurricular club, organizing educational events at the placement, or tutoring after school. Other work attempted to address needs for the placements through curriculum development targeted specifically for adolescent learners. The course considers questions regarding adolescent experience and how adults can adequately support young people they work with every day.

Community partners: Brunswick, Freeport, Mt. Ararat, and Portland High Schools, Bath Middle School, the Telling Room

Environmental Studies 283: Environmental Education

(K. Wooldrik)

In keeping with the subject matter, this course has a strong emphasis on learning through direct experience. Teaching weekly at Longfellow Elementary School gives the Bowdoin students an opportunity to gain experience in environmental education design and delivery. The Longfellow students and teachers gain relevant and integrated hands-on and outdoor experiences that strengthen and further their school curriculum.

Community partner: Longfellow School

French 309: Joan of Arc and La Marianne in French Literature and Culture

(A. Curulla)

Course liaison: Dashed Fabian '11

Symbols and images from the French Revolution provided the focus for an interactive lesson on French national allegory that Bowdoin students organized and taught to students of French at Mt. Ararat and Brunswick High Schools. This lesson served as a prelude to a guided visit arranged and led by Bowdoin students in conjunction with another student-curated exhibition, "Third-Party Politics," at the Bowdoin College Museum of Art.

Community partners: Brunswick High School and Mt. Ararat High School

Geology/Environmental Studies 100: Environmental Geology and Hydrology

(P. Lea, J. Urquhart)

Course liaisons: Lily Morse '09, Jeff Bush '10

As they gained awareness of the connections between environmental regulations and geological realities, students collected and analyzed sediment in selected stream and lake watersheds along the Androscoggin River, contributing to a long-term study of surface-water quality of interest to multiple stakeholders.

Community partner: Androscoggin Lake Improvement Corporation

History 242/Environmental Studies 203: Environment and Culture in North American History

(M. Klingle)

As part of an evolving on-line curriculum project for Maine middle schoolers, students in this course conducted historical research on the Androscoggin River, with a focus on identifying sources of pollution within the context of specific towns along the river between Rumford and Merymeeting Bay. In addition to informing ongoing research on water quality along the Androscoggin and raising awareness of the river in respect to its historical uses and to ground political efforts to protect and preserve the river and its region, the primary documents and reports produced for this project will constitute a website to serve as a resource for Maine teachers as part of a Maine history curriculum.

Community partner: Mount Ararat Middle School

Interdisciplinary Studies 240: Maine Social Research

(C. McEwen)

Building on long-term collaborative research efforts with the Brunswick Housing Authority and Oasis Health Network, students in this semester-long research experience in the community designed, carried out and analyzed qualitative interviews in order to help understand the needs and housing aspirations among public housing residents in Brunswick and the impact of free health care on uninsured, low income individuals in the Mid Coast area.

Community partners: Brunswick Housing Authority and Oasis Health Network

Sociology 218: Sociology of Law

(C. McEwen)

In cooperation with the statewide Justice Action Group and following the course theme of access to justice, several students completed final projects evaluating web materials available in Maine and other states to support self-represented litigants in using the law and the courts effectively.

Community partner: Maine Bar Association's Justice Action Group

Spanish 204: Intermediate Spanish II

(E. Wheelwright)

Course liaison: Elizabeth Pedowitz '10

Students organized and led a full-day Spanish Immersion Day for 60 students from Mt. Ararat High School focused on the pertinence of the Spanish language and Hispanic culture, and including Hispanic games and dances, Bowdoin student-led tours in Spanish around the campus, a Hispanic-themed lunch, and professional salsa dance instruction.

Community Partner: Mt. Ararat High School

Visual Art/Environmental Studies 233: Architecture and Sustainability

(W. Theodore)

Course liaison: Julie Sylvester '09

Students examined the importance of building re-use and of the potential of de-construction as a way to divert materials from the landfill and to preserve historical continuity. In documenting building components and analyzing them in context, students also learned how the WPA era building incorporated many green building strategies. Students' drawings and ideas for re-use may help local citizens and area non-profits utilize even more materials from the building.

Community partners: The Alumni Association of the Old High School, Building Materials Exchange, PDT Architects

Visual Arts 275: Architectural Design II

(W. Theodore)

Building on a project begun in 2008, students learned about the critical issue of affordable housing as they conducted site analysis, studied local zoning and historical precedents and then prepared preliminary design options incorporating materials that could be salvaged from the Spring Street High School slated for demolition this summer.

Community partner: Brunswick Housing Authority

Learning ~ Serving ~ Leading for the Common Good

profiles in public engagement



Branden Asemah '12
Memphis,
Tennessee

Major:
Romance Languages

First Service Experience at Bowdoin

Community Immersion Pre-Orientation
Trip (*North Haven*)

Service Engagement

America Reads tutor; McKeen Center
Volunteer; Alternative Spring Break
(*Guatemala*); writer for the Orient

Leadership

Bowdoin Student Government

Future Plans

Teaching in urban schools and eventually
attending law school; non-profit work,
helping people gain access to education.

"Working in the community is an all-around great experience. You get the chance to help others, but more importantly you are forced to question if you live your daily life as part of the problem or as part of the solution. After many experiences I realize living life on the side of the solution may be harder, but it's a lot sweeter."



Rachel Turkel '11
Chappaqua,
New York

Major: Math &
Philosophy

First Service Experience at Bowdoin

Community Immersion Pre-Orientation
Trip (*Midcoast*)

Service Engagement

Common Good Grant Committee;
Common Good Grant Extension;
Falcon Friends mentor; Student Global
AIDS Campaign; Alternative Spring
Break (*New Mexico*)

Leadership

McKeen Center *Service News* editor

Future Plans

Non-profit work, possibly in public
health

"One of the main reasons that I decided to come to Bowdoin was the dedication of this community to the common good. At Bowdoin, I've learned first-hand that even in Midcoast Maine there are communities that are facing serious social and economic burdens. Through writing Service News, I have come to realize the great need for volunteers to help address these problems - and have been amazed by how many people are eager to give their time and talents to meet these needs and truly make an impact."



Luke Mondello '10
Brooklyn,
New York

Major: Neuroscience
Minor: Religion

First Service Experience at Bowdoin

Alternative Spring Break (ASB)
(*Mission: Mississippi*)

Service Engagement

SmART (Students Mentoring through
the Arts)

Academic Connections

Marine Environmental Geology: Water
Quality in Casco Bay project

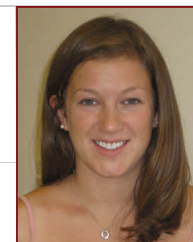
Leadership

ASB Trip Leader (*Make Mississippi
Home*); McKeen Fellow (*ASB Program
Student Coordinator*); Head Proctor of
Appleton Hall

Future Plans

AmeriCorps; working with non-profits
addressing environmental issues

"As I have become more involved with the Alternative Spring Break program, I see these trips as much more than a week of service. They are a platform for social change. Engaging in intensive service with other students offers an invaluable opportunity to learn about the issues we face as a global community, address them in a hands on way, and re-evaluate how individual decisions - including our future plans and goals - affect the world around us."



Kerry Persen '09
Paradise Valley,
Arizona

Major: Government
Minor: Economics

First Service Experience at Bowdoin

Bears and Cubs mentoring

Service Engagement

Portland Housing Authority tutor;
Longfellow School volunteer;
Common Good Grant; Alternative Spring
Break (*Supporting Sudan's Lost Boys,
Arizona*)

Academic Connections

*Examining Poverty; Architecture; Economics
of the Family; Independent Study in
Economics: Developmental Economics in the
Developing World*

Leadership

Community Course Liaison (*Economics of
the Family*); McKeen Fellow (*Common Good
Grant Program Student Coordinator*)

Future Plans

Fulbright: Teaching in Indonesia
Aspirations: Masters in public policy

"My service experiences at Bowdoin have guided my interests and helped me develop a strong passion for development and human rights. At Bowdoin, I have had the opportunity to volunteer, to learn about local and international issues, and to develop leadership skills which will be invaluable to my future career aspirations."

Learning ~ Serving ~ Leading for the Common Good

profiles in public engagement



Michel Bamani '08
Portland,
Maine

Majors: Psychology
and Sociology

First Service Experience at Bowdoin
Common Good Day

Service Engagement

Habitat for Humanity; Bowdoinham
Basketball Coach (3rd & 4th grade);
Community Matters in Maine Summer
Fellow with Volunteers of America

Academic Connections

*Maine Social Research; Riley
Fellowship* to research the relationship
between race and crime

Leadership

Community Immersion Pre-O Leader;
Community Service Council; College
Guild Campus Leader; Community-Course
Liaison (*Criminology & Criminal Justice*)

Post-Graduate Path

Law School, Boston University

"I now see the importance of advocacy and the extent of issues that seriously need to be addressed within our society. My engagement in the community has served as an eye-opener and as a motivator in stimulating my desire to raise awareness and create changes regarding societal issues."



Joy Lee '07
Westford,
Massachusetts

Major: Sociology
Minor: Chemistry

First Service Experience at Bowdoin
Community Immersion Pre-Orientation
Trip (*Midcoast*)

Service Engagement

Bowdoin Community Service Resource
Center (CSRC) Student Intern;
Alternative Spring Break (*Camden, NJ*);
Brigham and Women's Hospital
Volunteer; Rosie's Place Winter Intern

Academic Connections

Poverty and Social Policy

Leadership

Habitat for Humanity Campus Leader;
ASB Trip Leader (*Boston*); ASB Program
Student Coordinator

Post-Graduate Path

Public Health, Harvard

"My involvement with public service at Bowdoin showed me how to combine my academic interests with my passion for social justice into career aspirations in the field of public health. The practical experience I have gained from being a leader, working with community partners, and managing projects has equipped me with the skills I need to pursue that passion with confidence."



Jon Rosenthal '06
Reading,
Massachusetts

Major: Government
Minor: Education

First Service Experience at Bowdoin
Community Immersion Pre-Orientation
Trip (*Midcoast*)

Service Engagement

Brunswick Junior High School
Mentoring Program; Common Good
Day

Academic Connections

*Race Inequality and Social Policy;
Civic Functions of Higher Education*

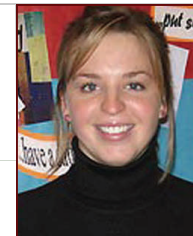
Leadership

BJHS Mentoring Campus Leader;
Community Immersion Pre-O Leader

Post-Graduate Path

Boston Private Industry Council;
Political Science, Northeastern
Aspirations: State or local government

"I thought I had a pretty good idea of what it meant to promote and serve the common good before I arrived at Bowdoin, but after spending four years in and around the Brunswick area, everything was put into perspective. Bowdoin helped me grow, nurtured me into becoming an effective public servant, and taught me the special lesson that serving the common good enabled me to help others help themselves."



Sarah Mountcastle '05
Orono,
Maine

Majors: Spanish &
Anthropology

First Service Experience at Bowdoin
Alternative Break trip (*Nicaragua*)

Service Engagement

Portland Housing Authority tutor; Preston
Public Interest Career Fellowship (*Safe
Passage, Guatemala*); Head Start Volunteer

Academic Connections

*Marine & Environmental Geology;
Independent study in Spanish (Developing a
Literacy Program for Safe Passage)*

Leadership

Global Help Student Leader; Res Life
Proctor; Admissions Overnight Host
Coordinator; ASB Trip Leader (*Nicaragua*)

Post-Graduate Path

AmeriCorps *VISTA in the Bowdoin CSRC;
Raising A Reader, Massachusetts
*Aspirations: Business school with a focus on
nonprofit management*

"Through my relationships with professors, staff members, and alumni I was able to travel the world to research and work at many unique, successful nonprofit organizations. I didn't realize it at the time, but these individuals would grow to become important mentors to me in both my personal and professional life. These early, formative experiences introduced me to a family of Bowdoin people who are all working to "serve the common good."