

JULY 2019

SUSTAINING ENGAGEMENT

SAINT JOSEPH'S COLLEGE OF MAINE
21ST CENTURY EDUCATION FOR THE COMMON GOOD



Prepared by Kimberly Post, Community-Based Learning Director
& Engagement Coordinator, Center for Sustainable Communities

COMMON GOOD

Since its founding, Saint Joseph's College has been committed to education as a means for both personal and social transformation. As an institution sponsored by the Sisters of Mercy, an order based in service to others with a particular concern for the poor, the marginalized, women, immigrants, and the sustainability of life, we seek to educate our students through classes and experiences that bring them face-to-face with people in need. We come to this work with civic purpose and a conviction that a useful 21st-century education should serve the common good.

A SUSTAINABLE FUTURE

The culture of Saint Joseph's College is inherently community-oriented and civic-minded. As a Sisters of Mercy Institution, we share the Sisters' commitment to social justice and advocacy, and we constantly seek to educate our students through classes and experiences that bring them face-to-face with people in need. We emphasize high-impact, experiential, hands-on learning and students, faculty, and staff alike apply curiosity, experience, and expertise to understanding and solving real-world problems that matter. Together we are committed to making a difference by building a world in which learners of all ages are prepared for lives of engaged citizenship, and we recognize that strong campus-community relationships are an essential building block of a just, equitable, and sustainable future.



CONNECTING THEORY TO PRACTICE

Saint Joseph's College faculty, staff, and more than 50 community partners – some of them SJC alumni – are co-educators of our students, and we connect theory to practice through a wide range of community-engaged experiences, courses, and research projects. These experiences increase students' investment in their learning and deepen their mastery of course content, providing opportunities for personal growth, and as stated in the College's Mission Statement, empowering them to "...advocate for justice and peace in recognition of each person's responsibility for the welfare of both humankind and the environment."

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RESILIENT COMMUNITIES

The College's civic action plan *Taking Action* acknowledges that sustainability is an expression of our Mercy Values and a reflection of our inherent culture of service. This year's launch of the Center for Sustainable Communities reinforces this, and many of the projects and activities outlined in this report were supported by the Center's mission to promote social, environmental, and economic educational programs, outreach and engagement, and campus-community partnerships. As the Center continues its work to build resilient communities, it will continue to support engagement across the campus and beyond.

Community engagement is a hallmark of the Saint Joseph's College experience. This report begins by highlighting the academic projects and experiences of our students during the 2018-19 academic year. But because faculty, staff, and students serve year-round in schools, food pantries, health care facilities, and other organizations, through student government, clubs, the Mercy Center, athletics, and more, this report attempts to capture the wide range of both curricular and co-curricular experiences of the Saint Joseph's College community.

Respectfully submitted,

Kimberly Pat



Members of the Penobscot Nation enjoy reconnecting with Sisters of Mercy during Campus Sustainability Month. Nick Bear has his arm around Sister Janet, his teacher of many years ago. L to R: Sister Maureen Wallace, Nick Francis, Sister Mary Fasulo, Sister Ellen Turner, Nick Bear, Ron Bear, Sister Janet Campbell, Sister AnneMarie Kiah, and Sister Mary George O'Toole. Missing from the photo is drummer Dean Francis, who has since passed away.

CURRICULAR ENGAGEMENT

Curricular engagement at Saint Joseph's College is an integral part of the academic learning experience. Curricular engagement is:

Experiential. It provides students with hands-on projects/problem-solving with community partners.

Collaborative. Students and community partners equitably share the processes and desired outcomes in an active and reciprocal manner.

Action-oriented. The process and results are useful to community members in solving real-world problems, often promoting social equity and positive social change.

COMMUNITY-BASED LEARNING

The Community-Based Learning office works with faculty, students, and community partners to design and implement community projects and experiences in as many courses as possible. In and out of the classroom, opportunities to engage in high-impact, place-based, hands-on learning on campus and in communities continue to grow and evolve for our students, including student research and course-based campus and community projects.

MARKET RESEARCH MK 302

Professor John Kenneally and his Market Research students helped the town of Raymond develop Age-Friendly plans to support and enable older people to “age actively” – to live in security, enjoy good health and continue to participate fully in society. Their Age-Friendly Raymond Steering Committee created a community survey to evaluate the needs of its older citizens, and Professor Kenneally's students formed self-managed teams and applied market research tools and concepts to assess the survey. The groups presented their findings to the Steering Committee and the Raymond Select Board. This collaboration provided students with real world experience and demonstrated that the skills they are learning in the classroom can have significant positive impact for communities. From Shelia Bourque, the steering committee chair: “Professor John Kenneally's leadership on this project and guidance for his students was a joy to be a part of. If Age-Friendly Raymond is to succeed in making Raymond a livable community for all of our residents, the support from John, his class, and Saint Joseph's College is the key.”



HONORS CAPSTONE

Professor Chris Callaway's Honors Capstone Experience supported program development and marketing for the Maine State Society for the Protection of Animals (MSSPA). Students designed several presentations of promotional material and camp research, ultimately supporting the MSSPA to develop a new summer camp called *Helping Hooves*, the MSSPA's first ever humane education summer camp. In addition to meeting the needs of the organization, Professor Callaway points out that students learned much as well. "I think the honors students learned a lot about the extent of animal abuse and neglect, and in particular the needs of horses," he explains. "They also learned about themselves. At first they were worried that they might not be able to pull the project off since it wasn't the kind of work they are accustomed to doing. But we came up with a plan and managed to complete the project, and I think the MSSPA was really pleased with what we produced for them."



Honors Capstone students with Professor Callaway at the Maine State Society for the Protection of Animals in Windham, Maine.



*This year **58 courses** had community-based learning components, with **22 faculty** and **641 students** participating, for an estimated **5128 hours** of engaged learning.*



ED 205 students teach pollinator lessons at Riverton Elementary School in Portland, Maine.



INTERNATIONAL SERVICE TRIPS

The annual credit-bearing service trips to Haiti and Guatemala, taken during the semester break in January, are sponsored by Saint Joseph's College in cooperation with Partners in Development (PID) of Ipswich, Massachusetts. Every year, students and other members of the College community travel to Central America and volunteer their time to help those who need it most.

GUATEMALA

Students, faculty, and staff volunteer in small Mayan villages in Guatemala. They provide medical aid, help to build basic cinder-block homes, distribute hundreds of pounds of donated items, and spend time learning, interacting, and relaxing with local families.

HAITI

Students, faculty, and staff volunteer in Haiti where they construct new houses, volunteer in a health clinic, support workforce training, and assist with children's programs. This year was the first time two trips were scheduled because of so much interest in serving.

*The International Service Trips had **61 participants** from Saint Joseph's College, with a total of **3172 hours** volunteered and an estimated **5850 people served.***



Miranda Eisenhart '20, Libby Fuhs '19, and Alyssa Charette '20 pose with new friends in Guatemala.

COMMUNITY-ENGAGED RESEARCH AND INDEPENDENT STUDIES

Active research and independent studies are two ways students can be engaged with their learning, and Academics supports students who want to find answers to problems they are passionate about while also benefiting their communities.

MAINE STUDENT WATER CHALLENGE

Saint Joseph's College students Priscilla Carnaroli '22 (a CASE Scholar) and Shaylee Davis '21 delivered a presentation about invasive species at Maine Campus Compact's 2nd Annual Maine Student Water Challenge in December. Priscilla is studying Medical Biology and minoring in Sustainability, while Shaylee is majoring in Environmental Science. "Chemicals in invasive plants can change water quality," explains Shaylee. Aided by a teaching kit from the Lake Stewards of Maine, the students held up models of invasive species like milfoil, Brazilian waterweed, eelgrass, fanwort, and coontail, while detailing their harmful effects. They touched upon the challenges regarding prevention, identification, and disposal.

The Challenge brought together higher education students to discuss solutions to water-related problems in the state and was supported by a National Science Foundation award to Maine's Established Program to Stimulate Competitive Research (EPSCoR) at the University of Maine. Maine Campus Compact is a coalition of 18 member campuses (SJC is one) whose purpose is to catalyze and lead a movement to reinvigorate the public purposes and civic mission of higher education.



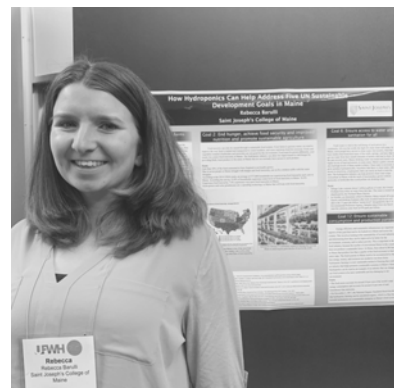
Priscilla Carnaroli '22 and Shaylee Davis '21 with presentation materials from Lake Stewards of Maine.



UNIVERSITIES FIGHTING WORLD HUNGER

CASE Scholar Rebecca Barulli presented her research poster on the role hydroponics have in addressing five of the United Nation’s Sustainable Development Guidelines at the Universities Fighting World Hunger (UFWH) conference at the University of Southern Maine on March 15th. The UFWH is a coalition of institutions of higher education dedicated to educating students in all disciplines about the causes of hunger and to training and encouraging them to take effective action, both at home and abroad.

UFWH began as a partnership between Auburn University and the United Nation’s World Food Program. Since its inception in 2006, the coalition has come to include students on 300 campuses and has brought over 100 university presidents from 29 countries together as signatories to PUSH (Presidents United to Solve Hunger). As a PUSH signatory, President Dlugos participated in the panel discussion, *Defining a University That Is Socially Responsible and Globally Aware*.



Rebecca Barulli '20 at the UFWH conference.



Saint Joseph's College President Jim Dlugos and President Emeritus Alastair Summerlee, University of Guelph (Canada).



INTERNSHIPS

The Career Development Office advises all aspects of internships and manages the Connections program. Throughout the year, students are learning in real-world settings on campus, in the greater community, across the United States, and abroad. Most academic programs require an internship for graduation because students gain valuable professional contacts as well as skills needed to build successful and fulfilling careers.

NATURAL SCIENCE INTERNSHIP

Tyler Barrows '19, a Nursing major/Sustainability minor, worked for the Center for Sustainable Communities to complete the College's second greenhouse gas inventory. A critical component of meeting Saint Joseph's College's commitment to carbon neutrality by 2036 is the regular assessment of greenhouse gases (GHGs) emitted via College operations. This requires a regular inventory of GHGs produced, including fossil fuel consumption for heating and power, electricity consumed, commuter miles traveled, and use of various chemicals that contribute to a carbon footprint. Knowing the source of our GHG emissions allows the College to plan for strategies to reduce and eliminate those emissions. Tyler and the CSC worked with all departments and areas of the College to gather accurate data on propane and fuel oil consumed, electricity consumed and the sources of electricity generation, vehicle miles traveled and gallons of fuel burned, and a host of chemical consumption items (fertilizer, refrigerants, etc.). It takes a village to report all of the relevant data, but it takes committed individuals like Tyler Barrows to compile and analyze the data into a concise report. This work was invaluable to Saint Joseph's College in our reporting commitments for our Climate Action Plan.

SOCIAL WORK INTERNSHIP

Trevor Nelson '19, a Social Work major, interned with the Westbrook School Department's COMPASS (Creating Opportunities through Multiple Pathways for Academic and Social Success) Academy. This program is an option available for students who are at risk of dropping out of high school. Trevor developed and implemented programming to promote their emotional and social wellbeing, working closely with both the students and a Westbrook High School social worker.



16 students interned at non-profits for a total of **2400 hours**. Additionally, 6 students went on the Zanzibar Nursing trip, serving a total of **300 hours**, and **6 students** served **900 hours** for the Granada internship.



Saint Joseph's College students and faculty in Frigiliana, Spain. L to R: Maya Michaud '22, Sarah Egan '21, Austin Bear '20, Jillian Rolfe '21, Brianna Shelley '21, Caleb Levine '21, Michael Taylor, PhD.



CASE SCHOLARS (COMMUNITY AND SUSTAINABILITY ENGAGED)

The CASE Scholarship Program seeks to embody the Mission and Values of the College through a four-year progressively challenging program that builds students' capacity while benefiting communities. Each year, CASE Scholars are asked to engage in activities that will increase their abilities and understanding of how best to sustain our shared world. Students accepted into this competitive program must enroll in either the Sustainability or Leadership and Community Engagement minor, maintain a GPA +3.0, be active members of the EcoReps club, and collaboratively research, design, and implement a sustainable project annually. Their research is presented at the Academic Research Fair each spring, and often the Scholars present at conferences and events throughout the academic year.

This year the CASE Scholars collaborated with the Community-Based Learning Office and the CES faculty cohort to create the College's pollinator garden and apply for Bee Campus certification. Because of this work, Saint Joseph's College is now the 73rd campus in the US and the first in Maine to be certified as Bee Friendly. The 2018-2019 CASE Scholars are:

- Caleb Gravel, '19
- Rebecca Barulli, '20
- Rachel Bruns, '21
- Marissa Hoffman, '21
- Priscilla Carnaroli, '22



CASE Scholars Caleb Gravel '19, Rachel Bruns '21, and Rebecca Barulli '20 with Community-Based Learning Director Kimberly Post and AmeriCorps member Heather Craig.



FACULTY GRANTS

During the 2018-2019 academic year, several projects came to fruition because of faculty grants to support community engagement. These grants have established programs that are now part of the permanent identity of Saint Joseph's College:

WATER RESOURCES SUSTAINABILITY RESEARCH GRANT

Organized by Chemistry faculty Dr. Emily Leshner and hosted by the Portland Water District and the Center for Sustainable Communities, the **Sebago Lake Symposium** brought Sebago Lake community members and scientists together to collaboratively share and grow their understanding of the lake. Topics covered by speakers and sessions included: health of Sebago Lake fisheries, Sebago Lake water quality, climate change impacts, the Sebago Lake monitoring buoy, algae and invasive plants, citizen science opportunities, beach closures, and policies for lake protection. The Symposium was funded by a grant from the Maine Water Resources Research Institute at the Senator George J. Mitchell Center for Sustainability Solutions.

CAMPUSES FOR ENVIRONMENTAL STEWARDSHIP (CES)

Through a Davis Education Foundation sub-grant administered by Maine Campus Compact, an interdisciplinary group of faculty worked with students from 5 classes, partnered with the CASE Scholars, Riverton Elementary School students, and local seniors to build the **Pollinator Garden** on campus. As ES 100 Ecology and the Environmental Challenge students raised the seedlings for the garden, ED 205 Science Methods students prepped and delivered lesson plans about soil health, garden design, and the role of pollinators in food production to nearly one hundred Riverton Elementary students. CO 444 Communications Capstone students documented the elementary students interacting with the curriculum in their classrooms and their experiences when they attended the Sustainability Festival on campus. CO 330 Adobe Production Design students created the permanent signs for the garden. BI 211 Anatomy and Physiology students researched the medicinal properties of the plants and the physiological responses to gardening.



ED 205 students and Riverton Elementary School students plant seedlings in the pollinator garden.

ENGAGEMENT PROJECTS

Sometimes engagement projects become long term commitments from faculty, staff, and students. The following have made significant and sustainable impacts this year in the campus community and beyond:

POLLINATOR GARDEN

The garden began as an idea from the CASE Scholars when they researched the decline of pollinators in Maine for their presentation at the Terra Matters Climate Summit, held at USM in 2018. With donations, multiple mini-grants, a faculty grant, support from Facilities, and students and faculty from Education, Communications, and Sciences, the Pollinator Garden is now a part of our College campus.

CASE Scholar Caleb Gravel '19 helped the College through the application process to qualify us as “bee friendly,” and now the College is the 73rd educational institution in the nation and the first in Maine to be certified as one of the affiliates of the Bee Campus USA program. This is a certification program that seeks to stabilize campus landscapes as ideal habitats for pollinators such as bees, hummingbirds, butterflies, and more. The garden is tended by Professor Emeritus and Master Gardener Sue Kelly and campus community volunteers. As this “living laboratory” continues to develop, it will serve as a sustainability makerspace for research, innovation, and a beautiful place to visit to learn about the vital role of pollinators in our local food systems.



Caleb Gravel '19 with one of the raised beds.



Riverton Elementary students at the garden.



MAINE PARTNERSHIP FOR ENVIRONMENTAL STEWARDSHIP

This was the second year in a row for the Maine Partnership for Environmental Stewardship (an AmeriCorps program coordinated by Maine Campus Compact) at the College, and Energy Efficiency Coordinator Heather Craig led the primary initiative sponsored by WindowDressers – a window insert program for families needing relief from winter heating fuel costs. Students, staff, and faculty volunteered their time, coordinating with several community organizations to build 172 insulating window inserts for 20 families in the local area. The Raymond Village Community Church provided the space and both local community members and Pearson's Café donated the food for volunteers.

In addition to the window insert program, the two minimum time student AmeriCorps members Priscilla Carnaroli (CASE Scholar) '22 and Meghan Meehan '22 helped Heather plan Campus Sustainability Month. Heather taught a two-part Windham Adult Education series called Energy Efficiency 101 as well, and together the AmeriCorps team:

- Partnered with the EcoReps for the Plastic Free SJC;
- Volunteered at Partners for World Health for the MLK Day of Service;
- Supported Career Development by recruiting green companies for the SJC Career and Internship Fair and encouraging local community members to attend;
- Held an energy efficiency education event for families at Raymond Village Library;
- Tabled at the Green Neighbor Family Fest in Portland, where they created a mural out of recovered medical supplies-turned art supplies from Partners for World Health, and offered energy efficiency activities;
- Performed energy audits in campus dorms and homes in the local community;
- Helped plan and execute Saint Joseph's College's 11th annual Sustainability Festival;
- Supported the EcoReps for Go Green and Go Home.



Priscilla Carnaroli '22 examining window inserts at the Raymond window build..

*104 supervisory hours were served by the Community-Based Learning Office, Heather Craig served 1408 hours, Priscilla Carnaroli '22 served 300 hours, and Meghan Meehan '22 served 301 hours, for a total of **2113 hours** of service.*



CO-CURRICULAR ENGAGEMENT

The Mercy Center at the College links faculty and students with community partners in mutually supportive relationships that enhance the distinctive Mercy character of a Saint Joseph's education. Each year the Center offers a wide array of service opportunities and hosts service trips.

SPRING BREAK WORKFEST

Since 1991 and the first Spring Break Service Immersion Trip to Kentucky, the Saint Joseph's College community has been committed to reaching out beyond the campus boundaries to serve those in need. During these experiences, students get to know the people they are working with in a cooperative spirit and learn about the social and political structures that have failed, while working with them to create local solutions. Spring Break Workfest is a service and educational experience that offers small student teams hands-on opportunities to take a closer look at issues facing people and communities in specific regions of the United States, serving their needs while developing personal relationships. This year communities in New Orleans LA, McKee KY, Mobile AL, Yreka CA, and Taos NM were served. Participants did home building and repair, served in food pantries, worked on environmental and recycling programs, and more. Both the Workfest participants and the communities served benefit from this experience, not just from a week of service but through building relationships and learning about diversity and equity issues.

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I think the most meaningful part of SBWF was seeing firsthand that, yes there may be a lot of social inequality and tragedy in our country but there is so much good left in people's hearts.

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I enjoyed seeing how the Mardi Gras bead sorting facility has adults with disabilities working there and how they love their jobs so much. Their happiness from being able to teach us something that they know how to do so well was just contagious...

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I was able to plant over 800 trees with my group, and all of those trees will be planted along levees to assist in storm protection, possibly saving many lives and homes. I thought that was an incredible activity and was very rewarding.

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Students Sarah Curtin '19 and Holly Moores '21 during Spring Break Workfest.

MIDNIGHT RUN

The Midnight Run is a 24-hour trip that culminates with the distribution of food, clothing, blankets, and personal care items to the homeless on the streets of New York City. Before departure, students prepare 150 meals and sort donated winter gear to distribute to those in need. The late night relief efforts create a forum for trust, sharing, understanding, and affection. That human exchange, rather than the exchange of goods, is the essence of the Midnight Run mission. Students have the opportunity to do more than distribute goods – they engage in meaningful conversation and spend time with the people they serve. The goal is to forge a bond between housed and homeless people by establishing a foundation of sharing and caring from which solutions might emerge.

MERCY FARM

Every October students travel to Benson, Vermont to volunteer over a long weekend at Mercy Farm. The Farm focuses on connecting people with nature and healing the Earth through school and community outreach, farming, gardening, and more. Students participate in the daily farm chores, care for the animals, and preparations for the winter ahead. The Farm staff also educates students on the current state of the environment and on ways to lessen environmental impact by conserving energy, water, and other natural resources; reducing waste generation; recycling and purchasing recycled products; and reducing use of toxic materials.

*This year, the Mercy Center supported **163 students** serving **27 organizations**, reaching approximately **600 people**, for an estimated total of **1630 hours** of direct service to those in need.*



ATHLETICS

Our Monks continue their long tradition of helping local communities and over the academic year **110 athletes** volunteered their time with **8 organizations** for about **50 hours** of service. From promoting physical activity at Windham Primary School and volunteering at local youth clinics to supporting Riding to the Top's annual fundraiser and auction, SJC student athletes met community needs with professionalism and positive attitudes.

More stories of our Monks helping local communities can be found on the Athletics website, www.gomonks.com.

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Working with the volunteers at Riding to the Top has become a great tradition for our team. Our players are happy to do our small part for an amazing organization that is making a big difference for others.

~Coach Will Sanborn

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RESIDENCE LIFE

Sometimes community service is assigned through Residence Life as a positive conduct reinforcement or behavior-related sanction. This year **80 hours** of service were completed by **18 students**.

STUDENT CLUBS

Student clubs at Saint Joseph's College are an important part of campus life. From the Outdoor Adventure Club and Habitat for Humanity to the Business Club and the EcoReps, students are able to explore and engage in a variety of different ways. Currently there are 32 active student clubs, and each club is obligated to do 20 hours of service each year, for a total of **640 hours** of community engagement.

CAMPUS ENGAGEMENT ELECTION PROJECT (CEEP)

The Campus Engagement Election Project (CEEP) is a national nonpartisan project that helps administrators, faculty, staff, and student leaders at America's colleges and universities get students involved in federal, state, and local elections. The SJC Political Science Club was supported by CEEP through Maine Campus Compact to engage students in the 2018 election process.

The club hosted a trip to the Boston Statehouse to get students excited about the voting process, and ran a presidential trivia night to emphasize the democratic process. Club members tabled in the Pearson's Café lobby to help students register to vote, offer information about the process and candidates, assist with absentee ballot requests, and more. The club also worked with Campus Life to run a shuttle to the Standish polls on voting day.



GO GREEN AND GO HOME

Each spring the EcoReps partners with Goodwill on dorm moveout to keep as many unwanted items out of the waste stream as possible. This year, the EcoReps single-handedly managed the entire Go Green and Go Home process without Goodwill's assistance. After collecting discarded move-out goods, they distributed them to local charities and non-profits, including Pink Feather, Goodwill, and the Standish Food Pantry. Combined, the EcoReps and their advisor, Energy Efficiency Coordinator Heather Craig, spent **115 hours** collecting, sorting, and bringing items to organizations. The amount of donated items was staggering and many trips had to be made to each charitable organization. But through this process a new idea was born – EcoReps president Rachel Bruns hopes to start a Monk's Market where students, faculty, and staff can "shop" for free, reducing consumption and reusing instead of recycling or throwing things away.

BETH AUGER DAY OF SERVICE

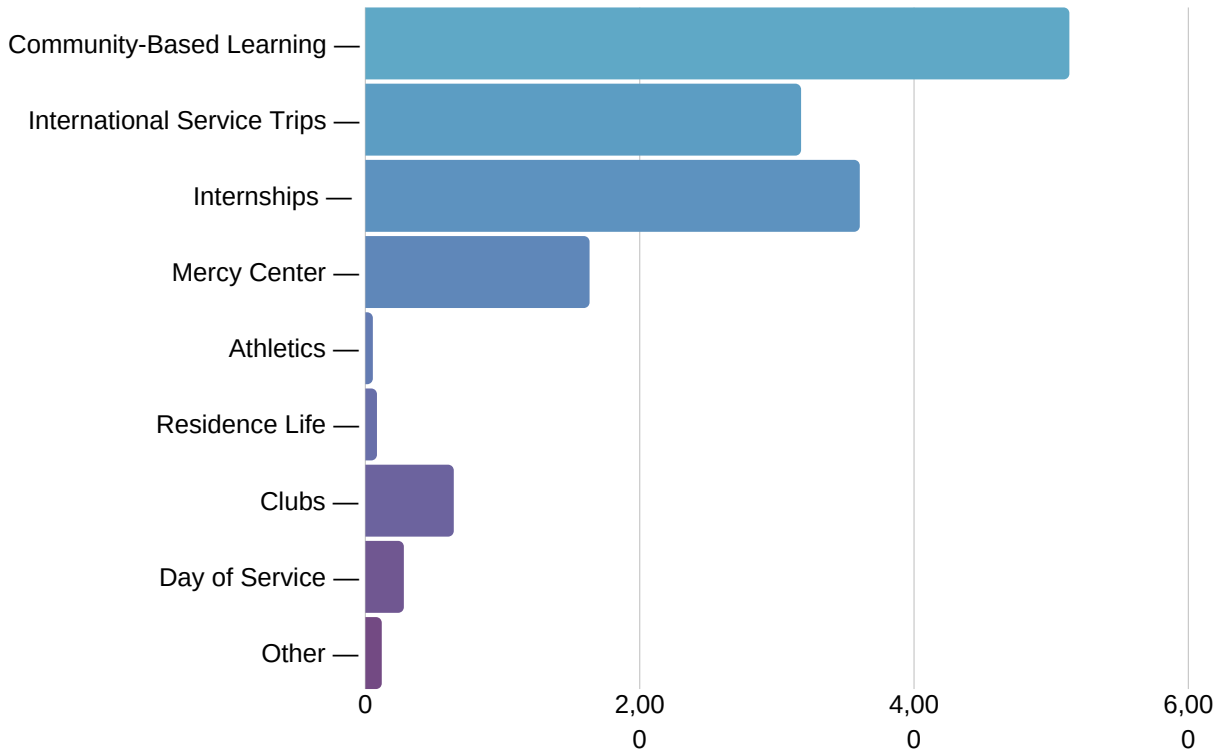
Saint Joseph's College commemorates our commitment to service and community each year by donating as a campus community hundreds of hours of volunteer service in one day. This year **52 faculty, staff, and alumni** volunteered at **8 community organizations** for the annual Beth Auger Day of Service. By the end of the day, **276 hours** of service had been happily completed.



Saint Joseph's College faculty and staff getting ready for the Beth Auger Day of Service.



TOTAL ESTIMATED SERVICE HOURS 2018-2019



Saint Joseph's College students pose for the camera on a bridge in Guatemala.



MAKING A DIFFERENCE

As this report makes clear, the Saint Joseph's College family is collectively committed to serving the common good. Thousands of people have been positively impacted by our campus community this year alone. While it can be hard to estimate how many hours are actually spent in service, the impacts are profound and far-reaching. This report has managed to track **16,804 hours** of curricular and co-curricular service, but acknowledges that likely many more have gone unreported. Regardless, it is abundantly clear that the Saint Joseph's College community is ***Sustaining the Promise:***

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The Sisters of Mercy provide us with our Core Values of faith, excellence, integrity, compassion, respect, social justice, and community. Because of these Values, students learn it is important to be catalysts for social justice to ensure that all human beings are treated respectfully and equally, learn to act when a need is perceived, learn to accept that in life we are all servers and served as well, and understand the value of our planet and making a difference.

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