

Moving Us Forward

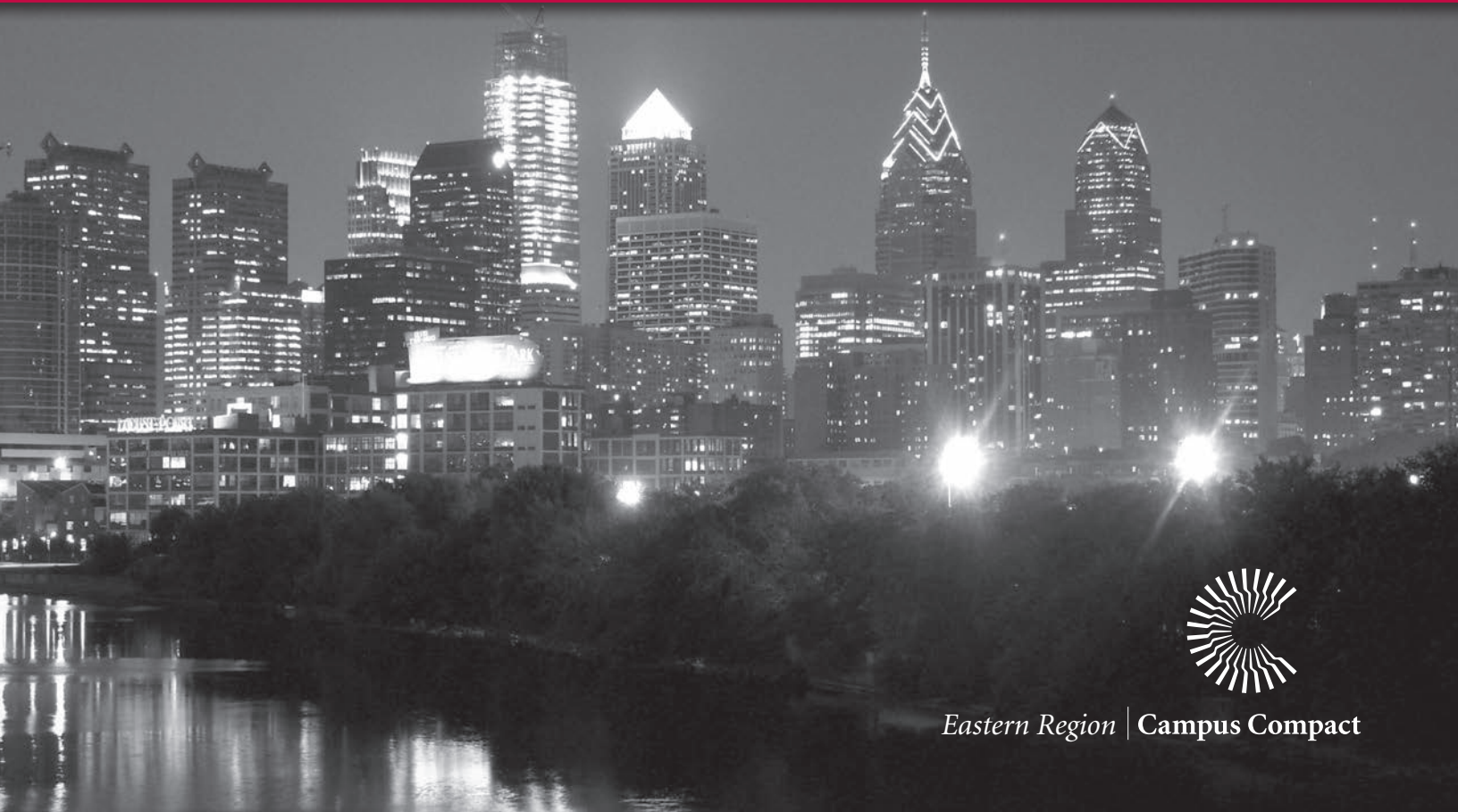
ALIGNING CIVIC AND COMMUNITY
ENGAGEMENT WITH MISSION AND
INSTITUTIONAL EFFECTIVENESS

Third Annual Eastern Region Campus Compact Conference

October 23–25, 2013

Philadelphia Marriott Downtown

CONNECTICUT FLORIDA MAINE MARYLAND/DC MASSACHUSETTS NEW HAMPSHIRE NEW JERSEY NEW YORK PENNSYLVANIA RHODE ISLAND VERMONT



Eastern Region | Campus Compact

Welcome

Welcome to the Third Annual Eastern Region Campus Compact Conference in historic Philadelphia! Our conference theme, *“Moving Us Forward: Aligning Civic and Community Engagement with Mission and Institutional Effectiveness,”* is designed around these goals:

- 1. Support institutions** to stay out in front of emerging trends in higher education, with emphasis on the Carnegie Classification for Community Engagement.
- 2. Work with leaders** to advance structural and cultural strategies for rewarding engaged scholarship in promotion and tenure.
- 3. Explore the challenges** associated with assessing campus-wide engagement and articulate strategies for shared success.

Conference Overview

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WEDNESDAY, OCTOBER 23

12:00–2:00 PM
SALON I-J, FOYER

Registration

2:00–5:00 PM
SALON I-J

Pre-Conference Institute A

Faculty Rewards Institute, Part 1: Developing Institutional Strategies for Rewarding Engaged Scholarship in Promotion and Tenure
(See institute description on page 4)

THURSDAY, OCTOBER 24

8:00 AM–4:30 PM
SALON H, FOYER

Registration

8:00–9:00 AM
SALON H

Breakfast (Pre-Conference Institutes only)

9:00 AM–12:00 PM

Pre-Conference Institutes

(See institute descriptions on pages 4–5)



FRANKLIN HALL 2	Institute A: Faculty Rewards Institute, Part 2: Developing Institutional Strategies for Rewarding Engaged Scholarship in Promotion and Tenure
ROOM 411-112	Institute B: The Culture of the Engaged Campus
ROOM 414-415	Institute C: Positioning the Campus Leadership for Institutional Engagement
12:00–1:45 PM SALON H	Conference Launch and Keynote Address KEYNOTE SPEAKER: Wendell Pritchett, <i>Chancellor, Rutgers University-Camden</i>
2:00–4:00 PM SALON H	Campus-wide Assessment Summit
4:15–5:45 PM	Concurrent Workshops, Session I: Assessment <i>(See workshop descriptions and locations on pages 6–7)</i>
6:00–7:00 PM SALON H	Poster Session and Cocktail Hour <i>(Cash bar available; see poster descriptions on pages 8–9)</i>

FRIDAY, OCTOBER 25

7:00–8:00 AM SALON H	Breakfast
8:00–9:30 AM	Concurrent Workshops, Session II <i>(See session descriptions and locations on pages 10–11)</i>
9:45–11:15 AM	Concurrent Workshops, Session III <i>(See session descriptions and locations on pages 11–14)</i>
11:30 AM–1:15 PM SALON H	Lunch and President’s Panel MODERATOR: <i>Ira Harkavy, Associate Vice President and Founding Director, Netter Center for Community Partnerships, University of Pennsylvania</i> PANELISTS: <i>Nancy Cantor, Chancellor and President, Syracuse University; Kathleen Waldron, President, William Paterson University</i>
1:30–3:00 PM	Concurrent Workshops, Session IV <i>(See session descriptions and locations on pages 14–16)</i>



Eastern Region | Campus Compact

The Eastern Region Campus Compact (ERCC) is a coalition of state Campus Compacts from Maine to Florida who have collaborated to offer this annual conference to our member campuses. ERCC channels, spotlights, and challenges the strengths of higher education across the United States. We are dedicated to **Moving Us Forward** in fulfilling the civic mission of higher education.

ERCC has identified a special focus on strengthening institutional cultures and aligning institutional incentives to be stewards of higher education’s historic purposes for the public good. In addition, we aim to be consonant with the aspirations of benchmarks such as regional accreditation and the Carnegie Classification for Community Engagement.

Conference Agenda

WEDNESDAY, OCTOBER 23

12:00–2:00 PM *Registration*
SALON I-J, FOYER

PRE-CONFERENCE INSTITUTE A

2:00–5:00 PM *Faculty Rewards Institute, Part 1: Developing Institutional Strategies for Rewarding Engaged Scholarship in Promotion and Tenure*
SALON I-J

SESSION LEADERS: Kerry Ann O'Meara, Associate Professor of Higher Education, University of Maryland; Timothy Eatman, Assistant Professor of Higher Education and Co-Chair, Imagining America, Syracuse University

Analysis of the application for the Carnegie Classification for Community Engagement indicates that institutional community engagement efforts stall if guidelines for rewarding public scholarship are not addressed. Teams at this institute will define critical issues and chart a path toward reforming faculty promotion and tenure guidelines.

THURSDAY, OCTOBER 24

8:00 AM–4:30 PM *Registration*
SALON H, FOYER

8:00–9:00 AM *Breakfast (Pre-Conference Institutes only)*
SALON H

PRE-CONFERENCE INSTITUTES A–C

INSTITUTE A *Faculty Rewards Institute, Part 2: Developing Institutional Strategies for Rewarding Engaged Scholarship in Promotion and Tenure*
9:00 AM–12:00 PM
FRANKLIN HALL 2

SESSION LEADERS: Kerry Ann O'Meara, Associate Professor of Higher Education, University of Maryland; Timothy Eatman, Assistant Professor of Higher Education and Co-Chair, Imagining America, Syracuse University

Analysis of the application for the Carnegie Classification for Community Engagement indicates that institutional community engagement efforts stall if guidelines for rewarding public scholarship are not addressed. In this continuation of the institute, teams will define critical issues and chart a path toward reforming faculty promotion and tenure guidelines.

INSTITUTE B *The Culture of the Engaged Campus*
9:00 AM–12:00 PM
ROOM 411-412

SESSION LEADERS: J. Matthew Hartley, Associate Professor and Chair, Higher Education Division, Graduate School of Education, University of Pennsylvania; Victor DeSantis, Dean, Graduate and Professional Studies, and Associate Provost, Civic &

Community Engagement, Millersville University; **Laurie Worrall**, Executive Director, New York Campus Compact, formerly Associate Vice President, Academic Affairs, DePaul University

Participants and facilitators will reflect on case studies and explore the examples of two institutions—one public, one private—to understand the critical areas of practice that can lead to cultural transformation in creating an engaged campus.

INSTITUTE C
9:00 AM–12:00 PM
ROOM 414-415

Positioning the Campus Leadership for Institutional Engagement (Provosts, Associate Provosts and Deans, Associate Deans, and Department Heads only)

SESSION LEADER: **Barbara Holland**, higher education consultant and researcher, affiliated with Portland State University, IUPUI, and the University of Sydney

Participants will work together to articulate a vision for an integrative approach to community engagement, identify the barriers to that vision, and design strategies for creating change. Ongoing networks may be developed as a way to enhance internal and external outcomes.

CONFERENCE LAUNCH AND KEYNOTE ADDRESS

12:00–1:45 PM
SALON H

Carnegie and Beyond: Higher Education for Citizenship and Equality

KEYNOTE SPEAKER: **Wendell Pritchett**, Chancellor, Rutgers University-Camden

This address examines the assumptions behind the Carnegie process and the Department of Education’s recent “Civic Learning and Democratic Engagement” report in the context of deepening economic inequality in the United States. Conference participants will be invited to consider how colleges and universities can be avenues not only of democratic education for individuals but also of positive change for communities, especially those currently excluded from access to opportunity.

CAMPUS-WIDE ASSESSMENT SUMMIT

2:00–4:00 PM
SALON H

2:00–2:30 PM

Setting the Stage: Assessing Civic and Community Engagement

MODERATOR: **Barbara Holland**, higher education consultant and researcher, affiliated with Portland State University, IUPUI, and the University of Sydney

Attendees will learn about local, state, and national efforts to measure campus engagement initiatives and discuss the relationship between these efforts and our own struggles to assess the impact of engagement on students, the community, and other stakeholders.

2:30–4:00 PM

Panel: Perspectives on Campus-wide Assessment

PANELISTS: **Emily Janke**, Associate Professor, Peace and Conflict Studies, and Director, Institute for Community and Economic Engagement, University of North Carolina Greensboro; **Jillian Kinzie**, Associate Director, Center for Postsecondary Research & the National Survey of Student Engagement; **Shelley Tinkham**, Assistant Commissioner for Academic, P-16, and Veterans Policy, Massachusetts Department of Higher Education

Panelists will offer their experiences in building a culture of assessment, as well as trends and gaps in measuring engagement and resources for bolstering campus efforts. The panel will be followed by an opportunity for questions and discussions.

CONCURRENT WORKSHOPS, SESSION 1: ASSESSMENT

4:15–5:45 PM

ROOM 408

The National Assessment of Service and Community Engagement

WORKSHOP LEADERS: Mathew Johnson, Director, Siena College Academic Community Engagement, Siena College; Peter Cichetti, Assistant Director, NASCE, Siena College; Lindsey Knowlden, Qualitative Field Research Coordinator, Siena College

The National Assessment of Service and Community Engagement (NASCE), administered by the Siena College Research Institute, tracks a range of factors to measure overall community impact. It has been administered at over 50 institutions, compiling a dataset of more than 27,000 responses from students. Participants will learn to utilize the NASCE data to inform their own community engagement programs.

ROOM 409

Assessing the Outcomes of an Engaged Anchor Institution

WORKSHOP LEADERS: Marcine Pickron-Davis, Chief Community Engagement and Diversity Officer, Widener University; Stephen Kauffman, Associate Professor, Center for Social Work Education, Widener University

This discussion will introduce participants to a civic engagement assessment tool developed at Widener University to allow us to rethink allocation of internal and external resources. This tool will provide data to closely examine the university's role in the community, explore strengths and areas for improvement, and pose questions and seek answers on how to contribute to neighborhood sustainability.

FRANKLIN HALL 2

Developing a Program-wide Assessment of Service-Learning Outcomes That Map onto Institutional Learning Goals for Students

WORKSHOP LEADERS: Amy Phelps, Assistant Professor, School of Business, Duquesne University; Lina Dostilio, Director of Academic Community Engagement, Duquesne University


Using scales from the AAC&U's Bringing Theory to Practice Toolkit Assessment Survey, a pre/post online survey was designed to assess student gains in social responsibility, engaged learning, and community involvement across a service-learning program at an urban, research-intensive university. This workshop will explore results compared with those for students not involved in service-learning.

ROOM 411

Words Create Worlds: Building University Infrastructure for Engagement through Appreciative Inquiry

WORKSHOP LEADER: Ruth Stegeman, Assistant Dean and Director for Community Engagement, Grand Valley State University

The Office for Community Engagement at Grand Valley State University employed Appreciative Inquiry (AI) to uncover the university's best engagement practices and to further design our infrastructure to build a more engaged



university. This session shares the rationale, methodology, results, and next steps for AI use. Participants will have a chance to explore how to apply AI to their current challenges.

ROOM 412

Identifying Pulse Points: System-wide Indicators of Impact

WORKSHOP LEADER: **Emily M. Janke**, Associate Professor, Peace and Conflict Studies, Director, Institute for Community and Economic Engagement, University of North Carolina (UNC) Greensboro

In May 2012, UNC President Tom Ross commissioned two multi-campus task forces to develop indicators that all 16 UNC campuses could use to assess progress in community engagement and economic development. This workshop will discuss the interconnections between these two areas, the criteria used to establish system-wide measurement metrics, and practical issues and solutions for collecting data across campuses.

ROOM 414

Creating Cultures of Assessment

WORKSHOP LEADERS: **Jennifer Purcell**, Assistant Director for Engagement, Kennesaw State University; **Stephanie Schooley**, Executive Director, Campus Compact of the Mountain West; **Amanda Wittman**, Director of Academic and Strategic Initiatives, Campus Compact

For the past three years, Campus Compact has worked to uncover new definitions, best practices, and tools for the engaged campus, including ways to assess campus engagement. This workshop will explore brand-new research on assessment strategies and new evaluation initiatives at the state and national levels. Presenters will discuss trends in assessment and highlight ongoing Campus Compact efforts to provide resources.

ROOM 415

Institutionalization of Service Engagement

WORKSHOP LEADERS: **Maggie Stevens**, Executive Director, Indiana Campus Compact; **J.R. Jamison**, Associate Director, Indiana Campus Compact

To have a real impact, community engagement cannot occur in an isolated experience, course, or department; it must become part of the institutional culture. Participants will be introduced to Indiana Campus Compact's Institutionalization of Service Engagement Rubric and learn how this tool can help document growth, build benchmarks, and inform strategic planning relating to service engagement.

ROOM 407

Data-Driven Lessons from the National Survey of Student Engagement

WORKSHOP LEADER: **Jillian Kinzie**, Associate Director, Center for Postsecondary Research & the National Survey of Student Engagement (NSSE)

This workshop provides an opportunity for participants to engage in a deeper discussion with assessment panelist Jillian Kinzie about the assessment of student engagement, including how they can use NSSE data to inform campus-wide assessment of civic engagement outcomes.



Poster Session and Cocktail Hour

THURSDAY, OCTOBER 24

6:00–7:00 PM
SALON H

Enjoy cocktails from the cash bar and peruse these poster presentations.

Assessing the Impact of a 20-Hour Community Service Requirement on Preservice Teachers

Sara Lamb Kistler, Associate Professor, Department of Early and Middle Grades Education, West Chester University of Pennsylvania; **Vicky M. Patton**, Assistant Professor, Early and Middle Grades Education, West Chester University of Pennsylvania

This poster explores how preservice teachers have benefited from a 20-hour community service requirement. We share quantitative and qualitative data gleaned from an online survey and reflective statements from student teachers.

Building an Online Civic Engagement Hub

Elizabeth Housholder, Assistant Dean for Civic Engagement, Widener University; **Allen Yee**, Creative Partner and Founder, Cloudred

Learn about Widener University's new civic engagement website that now serves as a virtual hub for students, faculty, staff, and community partners to further the work of the university's civic mission.

The Center for Community-Engaged Education in Physical Therapy: A Roadmap for Strategic Planning and Departmental Advancement in a Community-Engaged Institution

Regina Kaufman, Springfield College; **Julia Chevan**

We will showcase the steps and outcomes of a multiyear, department-wide strategic planning process at Springfield College to help us meet departmental goals while contributing to the college's standing as a Community Engaged institution.

Counter-Cartography, Service-Learning, and Community Engagement

Bradford Houk, Community College of Vermont

The off-the-beaten-track perspectives of counter-cartography integrate art and science in ways that can invigorate coursework, engage students and communities, and, at times, be used to help change public policy.

Deepening and Developing PK-16 Partnerships through PFS Resources

Kerry Condon, Partnerships for Success Program Coordinator, Rhode Island Campus Compact

This poster showcases how resources developed by RI Partnerships for Success (PFS), a PK-16 initiative co-led by Rhode Island Campus Compact and the Association of Independent Colleges & Universities of RI, can enhance the sustainability and impact of school-based partnerships.

Earth Force in the Middle—Connecting Teacher Candidates and Early Adolescents through Service Learning Courses for Pre-Service Educators

Nadine McHenry, Director of the Science Teaching Center, Widener University;
Kim Moyer, AmeriCorps VISTA, Earth Force

Explore how Earth Force’s national service-learning program strengthens teacher education programs with real-world, youth-driven content and experiences in solving local environmental problems.

Mercy College School of Education Bronx Parent Center: A New Paradigm for Parent Engagement and Leadership for Student Achievement in Bronx Public Schools

Aramina Vega Ferrer, Associate Professor, Mercy College; **Yokayra Fernandez**, Parent Leader, Public School 85; **Jeannette Diaz**, Parent Engagement Coach, Public School 85

We will present information about the new Mercy College School of Education Bronx Parent Center, which delivers a broad platform of services and a place where parents, teachers, school leaders, and college faculty interconnect on common ground.

Oral Histories in First Year Experience

Megan Boone Valkenburg, Wilkes University; **Marcia Balester**; **Andrew Miller**

An overview of a service-learning program at Wilkes University that incorporates a veterans’ oral history project into three sections of the university’s First Year Experience program.

Preparing K-12 Content-Area Teachers of ELLs through Service-Learning: Getting “What-to-Assess and How-to-Assess-It” Right!

Sara Lamb Kistler, Associate Professor, Department of Early and Middle Grades Education, West Chester University of Pennsylvania; **Cate Crosby**, University of Cincinnati

Discover how two instructors integrated a service-learning component into an undergraduate course on teaching English language learners (ELLs), including the process of refining service-learning outcomes and assessments.

Student Service-Learning Outcomes: Recommendations from the 2013 Pennsylvania Campus Compact/ PASSHE Workshop

Martin Helmke, West Chester University of Pennsylvania

Learn 27 key student service-learning outcomes (SSLOs) developed by workshop attendees from 17 institutions to help faculty develop syllabi, communicate the academic importance of service-learning, and develop assessment tools.

FRIDAY, OCTOBER 25

7:00–8:00 AM *Breakfast*
SALON H

CONCURRENT WORKSHOPS, SESSION II

8:00–9:30 AM

ROOM 407 *Why Martin Luther King, Jr. Never Delivered His ‘I Have a Business Plan’ Speech*

SESSION LEADERS: Sandra Enos, Associate Professor, Bryant University; Carie Hertzberg, Executive Director, Rhode Island Campus Compact

Although service-learning and civic engagement are often considered partner “movements,” there is much less coordination between these practices and social entrepreneurship on campus. We will discuss the development and practices of these three areas, suggest how they can benefit one another, and present a model for better integration.

ROOM 408 *Living the Mission: Approaches for Campus-Community Partnerships Across the Curriculum*

SESSION LEADERS: Brandon P. Hollingshead; Sarah W. Davis; Brandon W. Kliewer; Eric Otto; Jessica Rhea; all Florida Gulf Coast University

Faculty from Florida Gulf Coast University will describe the FGCU paradigm for community engagement, lead a World Café discussion on service-learning and civic engagement in a variety of academic courses and programs, then debrief with a group discussion on strategies for effective engagement and assessment.

ROOM 410 *Assessing the Student Learning Outcomes of Community-Based Research*

SESSION LEADERS: Trisha Thorne, Director, Community-Based Learning Initiative, Princeton University; Gary Lichtenstein, Principal, Quality Evaluation Designs

This session will focus on the development and use of a 3–5 minute survey instrument that assesses student learning outcomes of community-based research. Participants will consider the issues involved in designing such a tool and, through analyzing sample reports, the multiple ways in which the data collected can be used.

ROOM 411 *Campus-Community Collaborations for the Public Good*

SESSION LEADERS: Allison Alden, Binghamton University (SUNY); Christie Zwahlen

This workshop focuses on the role of colleges in the collaborative process for addressing complex community challenges. The presenters will provide examples drawing from principles for effective community development and inter-sector collaborations. Participants will work in small groups to apply the same framework to public problems within their own contexts.

ROOM 412

Lesson Learned: A Comparison of Academic-Based Service-Learning in Undergraduate Institutions

SESSION LEADERS: **Lori Simons**, Professor of Psychology, Widener University; **Thomas Dahan**, Program Coordinator, Office of Civic Engagement, Rutgers University-Camden

This session will disseminate information on two academic-based service-learning models. It will also describe processes for measuring the impact of service-learning on student learning. Participants will learn how to implement quasi-experimental, longitudinal time-series, and quantitative-qualitative mixed-methods designs for assessing service-learning impacts.

ROOM 413

The Transformation of Three Ugly Ducklings and the Path to the Big Pond

SESSION LEADERS: **Jessica Wangelin**, Staff Associate, Undergraduate Education, University at Buffalo; **Daniel Fidalgo Tomé**, Assistant Director, Office of Service-Learning/Academic Affairs, Richard Stockton College of NJ; **Diana Strelczyk**, Program Assistant, Office of Service-Learning/Academic Affairs, Richard Stockton College of NJ; **Elizabeth Sova**, Director, O'Connor Center for Community Engagement, SUNY Delhi; **Amber Tatnall**, Associate Professor, Liberal Arts & Sciences, SUNY Delhi

This workshop will present three service-learning models and the steps taken by each campus to strengthen academic service-learning and co-curricular engagement. We will compare each campus's progress and share the most useful tools and resources (as well as roadblocks and dead ends) in bringing community engagement into the culture of our campuses.

ROOM 414

Living Writing: Engagement On and Off Campus

SESSION LEADER: **Mark Wagner**, Worcester State University (WSU)

In 2012, WSU began its first living learning community, designed for 20 middle-tier students with an interest in community engagement. They live together, take linked courses, and participate in civic and community activities. This workshop presents outcomes from our first year, including comparative GPA, retention, and responses to RA and other opportunities.

ROOM 415

Attracting Students to STEM Disciplines through Service-Learning and Community Engagement

SESSION LEADERS: **Carolyn Traynor**, Saint Anselm College; **Rajesh Prasad**

This workshop will help participants create interdisciplinary service-learning modules in STEM-related fields. The goal of these modules is to generate interest in STEM disciplines among high school students and undeclared underclassmen. We will draw on our experience from three projects that involve biology, chemistry, and computer science courses.


CONCURRENT WORKSHOPS, SESSION III

9:45–11:15 AM

ROOM 407

Using Reflective Practice to Study the Impact of Community Engagement

SESSION LEADERS: **Mary L. Slade**, Executive Director, VCU ASPIRE, Virginia Commonwealth University; **Stephen Sowuleski**, Faculty Fellow, VCU ASPIRE, Virginia Commonwealth University



The faculty of a foundational course designed for 135 undergraduate students in a community engagement living-learning community studied students' written reflections for evidence of student impact. This session presents the results of this study, along with the implications for informing educational programming and ideas for replication.

ROOM 408

Collaborative Action Inquiry as a Means of Capacity Building for Community Engagement

SESSION LEADERS: Jennifer Purcell, Assistant Director for Engagement & Adjunct Professor, Kennesaw State University (KSU); Karen Boettler, Manager of Engaged Leadership Programs & Adjunct Instructor, KSU

This interactive workshop will introduce key findings from a doctoral action research dissertation on capacity building for community engagement at a two-year institution, completed by a community engagement practitioner. Content areas include leadership, learning, and change as it relates to capacity building. Participants will work in small groups to outline strategies and next steps at their own institutions.

ROOM 410

Designing a Community Partner Fellowship Program: Highlighting a Model for Deepening and Enhancing Community-Campus Collaborations through Service Research and Scholarship for Social Change

SESSION LEADER: Genéa Stewart, Director, Service-Learning and Civic Engagement, Colin L. Powell School for Civic and Global Leadership at The City College of New York

The New York Metro Area Partnership for Service-Learning (NYMAPS), led by The City College of New York, recently launched a yearlong fellowship program for community partners. This session provides an overview of the program, geared toward empowering partners to leverage service, research, and scholarship to meet their organization's goals. Current fellows will discuss the program's successes and challenges.

ROOM 411

Assessing Learning in Service-Learning Through Structured, Critical Reflection

SESSION LEADERS: Lenore M. Molee, Montclair State University; Bryan Murdock, Montclair State University

In this presentation, a faculty member and an administrator from Montclair State University's Service-learning and Community Engagement Program will discuss the results of a multidisciplinary study of service-learning courses to examine the effectiveness of Ash & Clayton's (2004) DEAL model of reflection in documenting and assessing student learning.

ROOM 412

Mapping and Analyzing Experiential Learning Programs to Assess the Effectiveness of Community Engagement on Student Success and Professional Development

SESSION LEADERS: Lance Arney, University of South Florida; Jennifer Webb

This workshop demonstrates ways to map and describe experiential learning programs at a large, public university to obtain baseline data for assessing the student impact of community engagement. Participants will learn data-collection instruments, research methods for gathering descriptive information, and qualitative and quantitative methods for studying student experiences.

ROOM 413

Higher Education as Partner in Disaster Response: A Campus Panel and Dialogue

SESSION LEADERS: Carrie Williams Howe, Executive Director, Vermont Campus Compact; Jonathan Hilsher, Director, Center for Civic Engagement, Alfred State College; Greg Sammons, VP for Student Affairs, Alfred State College; Allison Alden, Director, Center for Civic Engagement, Binghamton University; Lane Perry, Director, Center for Service-Learning, Western Carolina University

When disasters hit local communities, many campuses ask what they can do to help. In the absence of readily available guidance or advance preparation, they are often forced to create programs and policies on the fly. This panel seeks to share and compare campus experiences in disaster response and to explore effective means for making promising practices available to the field.

ROOM 414

The Role of Accreditation Standards in Community Engagement

SESSION LEADERS: Mary Kate McGinty, Director, Government and Community Affairs; Amy Jessop, Director, HepTREC, and Assistant Professor of Health Policy and Public Health; Rondalyn Whitney, Assistant Professor of Occupational Therapy and Interim Program Director for the OT Doctoral Program; Scott D. Greene, Director of Student Excellence and Professional Preparation; Shaun N Varrecchia, Assistant Professor of Physical Therapy and Associate Director of Clinical Education; all University of the Sciences

This workshop will engage participants in a discussion of the role that individual program accreditation standards play in community engagement. Can they be used to garner support for engagement at the institutional level? How do they differ in their approach to community engagement? Do specialized accreditations all contain a community engagement component? If not, should they?

ROOM 309

Race, Mission, and Community: Breaking Down the Hierarchy of Power in Service-Learning

SESSION LEADERS: Felicia Carter; Ann E. Green; Chanelle Greene; Carrie Hutnick; all Saint Joseph's University

As a predominantly white institution, Saint Joseph's University has found that addressing issues of race and class before and during the service experience in service-learning courses builds students' relationship-building capacity. We will brainstorm with participants to highlight methods other institutions might use to foster relationships with community partners on both individual and organizational levels.

ROOM 415

Building Culturally Competent Community Partnerships For Sustainable Change

SESSION LEADER: Kamana Khadka, Hamro America LLC

The workshop explores strategies that will help to widen and deepen the dialogue across the boundaries between health care communities (also social services, education institutions, etc.) and the communities accessing care. Using the tools of cultural competency can result in a mutual partnership whose goal is to enhance the health of the community.

ROOM 310

What About Internships?

SESSION LEADERS: H. Frederick Sweitzer, University of Hartford; Mary A King, University of Hartford

This workshop focuses on using the internship as a vehicle for civic learning and development. Specifically, we will lead participants in examining this potential through the lenses of the developmental stages of an internship, high-impact practice, engaged learning, and experiential learning, and in sharing approaches to civic learning and development using these theories.

LUNCH AND PRESIDENT’S PANEL

11:30 AM–1:15 PM
SALON H

For the Public Good: Aligning Mission for Community Engagement

MODERATOR: Ira Harkavy, Associate Vice President and Founding Director, Netter Center for Community Partnerships, University of Pennsylvania

PANELISTS: Nancy Cantor, Chancellor and President, Syracuse University; Kathleen Waldron, President, William Paterson University

This panel will focus on how campuses align civic and community engagement with mission and institutional effectiveness.

CONCURRENT WORKSHOPS, SESSION IV

1:30–3:00 PM

ROOM 407

Where Do Civic and Religious Mission Meet?

SESSION LEADER: Noreen Cameron, Villanova University

This workshop will engage Catholic colleges and universities in finding a common language in which institutional mission and Catholic Social Teaching and ACCU guidelines for personal and social responsibility can guide and direct our community-based learning, scholarship, praxis, and evaluation.

ROOM 408

Supporting Curricular and Non-Curricular Community-Engaged Undergraduate Research

SESSION LEADERS: Holly Lasagna, Associate Director, Community Engaged Learning Program, Bates College; Laurie Grobman, Professor of English and Women’s Studies, Pennsylvania State University

This workshop offers two different ways to support undergraduate research and community engagement. The first presenter uses student voices and experiences through Penn State’s Undergraduate Journal of Service Learning and Community-Based Research to refine models of curriculum-based service-learning and community-based research (CBR) and writing. The second presenter offers a Bates College model for non-curriculum-based CBR in which community partners drive project development.

ROOM 410

Lessons Learned from the Eastern Region Campus Compact Peer Development Network: Institutional Preparation for Tracking and Measuring Engagement via the Carnegie Classification

SESSION LEADERS: Lina Dostilio, Duquesne University; Barbara Holland, higher education consultant

This workshop will provide participants with an overview of concerns most frequently expressed by institutions seeking the Carnegie Classification for Community Engagement, including systematic tracking and measurement of community engagement. Participants will identify opportunities for ERCC to support preparation for the Classification. This workshop is most appropriate for institutional decision-makers and ERCC staff and leaders.

ROOM 411

Developing Objectives and Assessments in Experiential Learning

SESSION LEADERS: Jessica Arends, graduate student and faculty development consultant, College of Education, Pennsylvania State University; Jenna Dell, Assistant Director for Civic Engagement, Warner School of Education, University of Rochester

Participants will work to identify and meet effective learning outcomes for experiential learning programs. Presenters will share effective strategies for assessing student, community partner, and institution outcomes and for engaging partners as co-educators. This session is especially relevant for program coordinators, evaluators, and faculty involved in civic engagement or cross-cultural programming.

ROOM 412

Increasing the Depth and Quality of Community Engagement through the Implementation of Innovative Practices within a Sustainable Institutional Context

SESSION LEADERS: Jessica J. Rhea, Director of Community Engagement, Florida Gulf Coast University (FGCU); Sean Kelly, Director, Honors Program, FGCU

This workshop will describe a collaborative effort to integrate service-learning into the curriculum of FGCU's Honors Program. Presenters will offer course and curriculum models, strategies for effective implementation, and examples of successful projects. Workshop participants will be asked to discuss how these practices could be applied in meaningful ways to their institution.

ROOM 413

Crossing Borders: Deepening Global Learning with the Latino Nonprofit Sector

SESSION LEADERS: Marcy Campos, American University; Andrea Rodriguez, Director of Legal Affairs, Central American Resource Center; Lindsay Sandoval, student, American University; Jennifer Johnson, student, American University

This session describes an interdisciplinary course exploring the impact of U.S. foreign policy in Central America, with community-based learning at its core. At the height of the national debate over immigration reform, this course brings a policy issue to life. We will explore key elements that build strong campus-community collaboration and bridge differences related to class, race, and ethnicity.

ROOM 414

The New Team in Town: Civic Engagement and Career Development Tapping the Potential for Civic Growth and Development

SESSION LEADERS: Nell Anderson, Bryn Mawr College; Ellie Esmond, Bryn Mawr College

Ten years ago Bryn Mawr's Community Service Office and community-based learning program collaborated to create the Civic Engagement Office. Now the office is linking with Career Development under the umbrella of a new Center for Leadership, Innovation and Liberal Arts. This workshop will explore the transformative potential of this collaboration as experiential education and reflection become embedded throughout the college.

ROOM 415

Advancing Curricular Civic Engagement and Service-Learning Through Faculty Fellows Programs

SESSION LEADERS: Mindi Levin, Founder & Director, Student Outreach Resource Center (SOURCE), Johns Hopkins University; Elizabeth Doerr, Associate Director, SOURCE, Johns Hopkins University; Andrew Seligsohn, Associate Chancellor for Civic Engagement and Strategic Planning, Rutgers-Camden; Emily Frosh, Assistant Professor, Psychiatry, Johns Hopkins University School of Medicine; Roni Neff, Assistant Scientist, Johns Hopkins Bloomberg School of Public Health

This workshop presents models for building a community of faculty with the knowledge and skills necessary for integrating civic engagement and service-learning into academic courses and programs. By exploring Johns Hopkins' Civic Engagement/Service-Learning Faculty Fellows program and the resulting courses, participants will gain tools that will assist them in designing a Faculty Fellows program for their campus.

ROOM 309

Reciprocity, Reflective Listening, and First-Year Service-Learning in Teacher Education

SESSION LEADER: John Suarez, Coordinator, Office of Service-Learning, SUNY Cortland

This session explores a campus-community collaboration to design, deliver, and assess professional development workshops for freshmen education majors who tutor K-12 students through service-learning courses. Students will help facilitate three of these workshops with participants, including one to identify institutional activities previously unrecognized as relevant to the Carnegie Classification for Civic Engagement.

ROOM 310

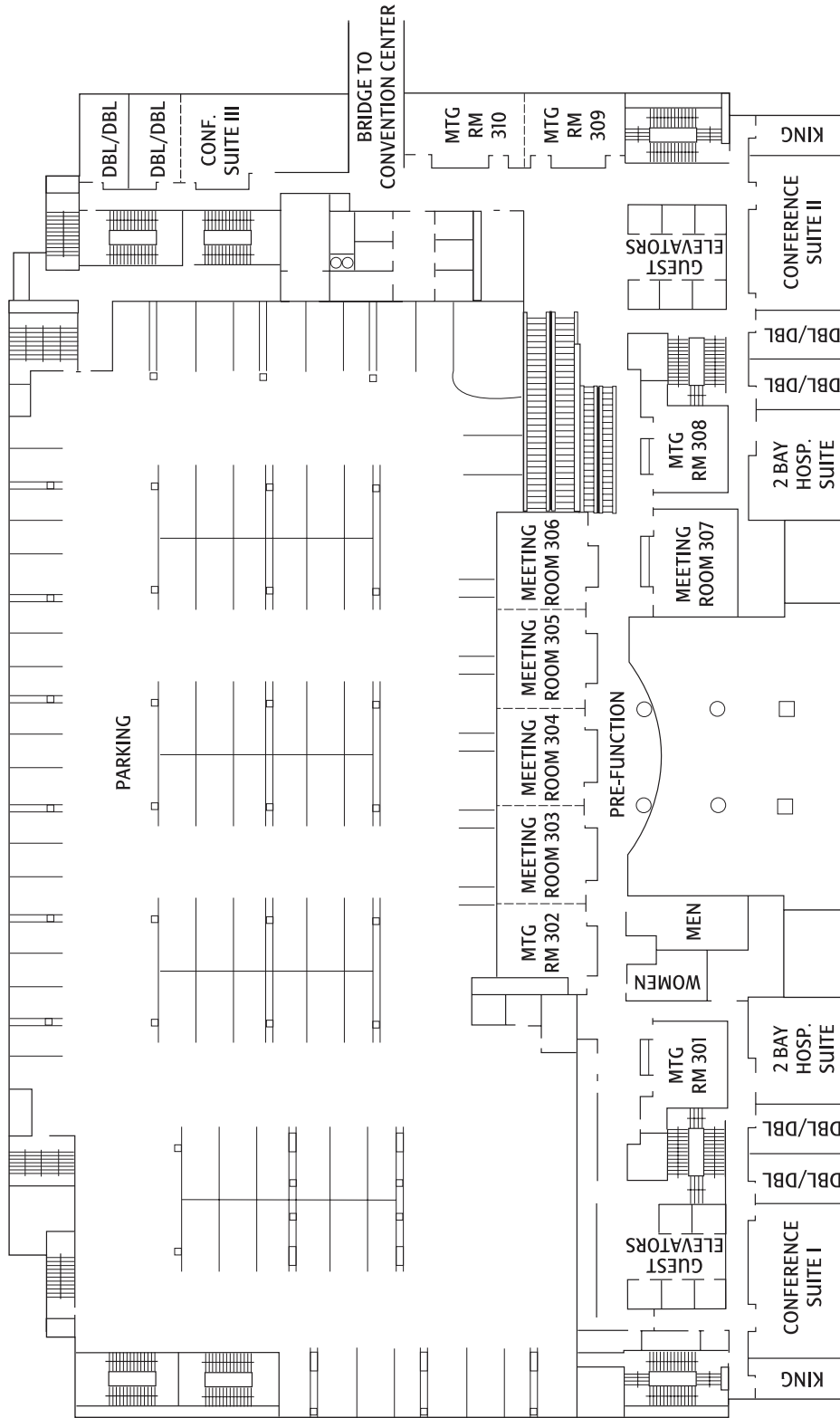
A Dual Model in Peer Leadership: Student and Faculty Fellow Programs in Community Engagement

SESSION LEADERS: Reva Curry, Executive Director, Stockton Center for Community Engagement; Jennifer Barr, Professor of Business Studies and Faculty Fellow; Jennifer Love, Student Fellow; Morgan Truncale, Student Fellow; Amy Albee, Student Fellow; all Richard Stockton College of NJ

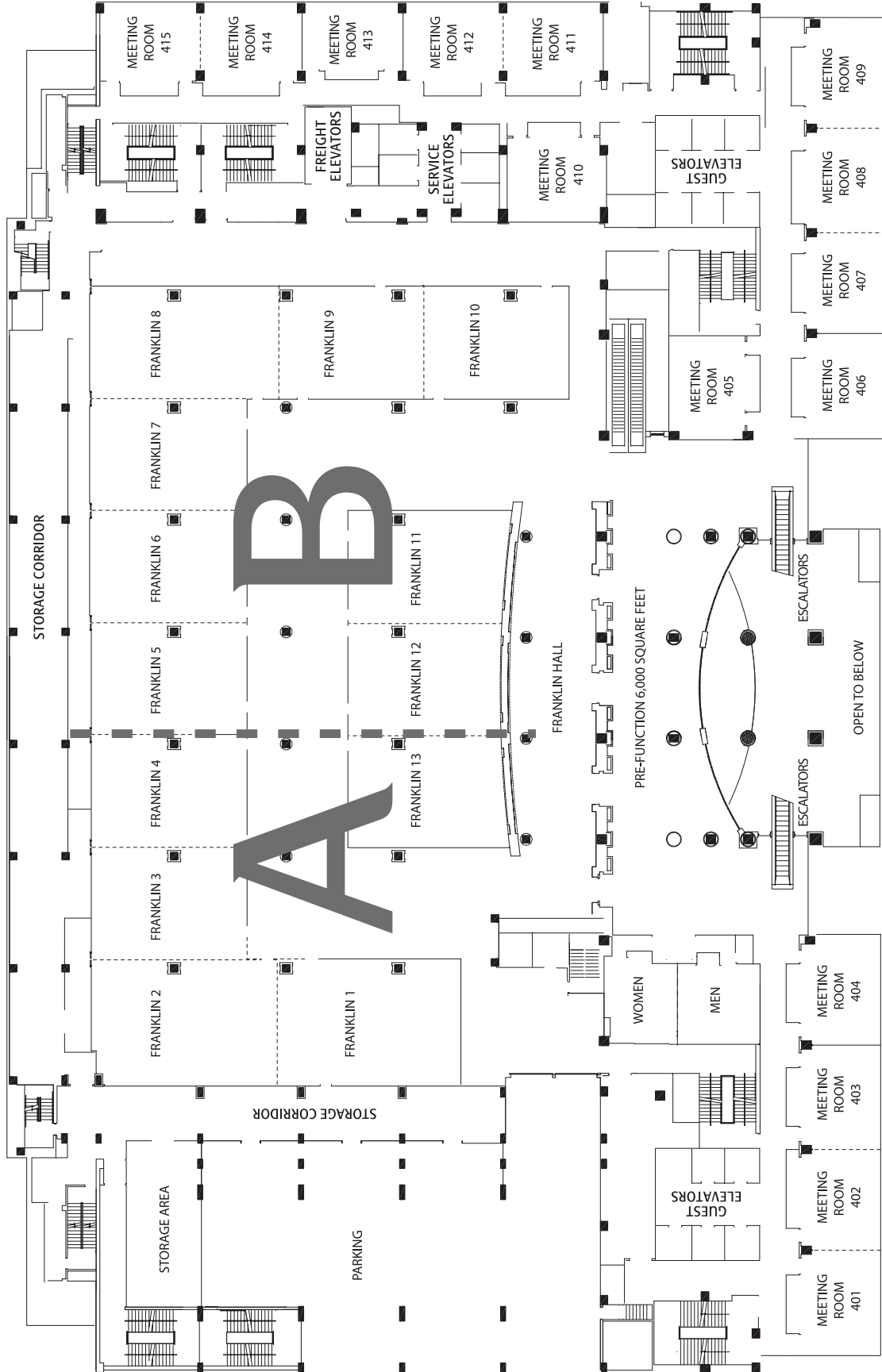
The Stockton Center for Community Engagement (SCCE) facilitates training, research, and educational enrichment in community engagement through the Community Partnership Student Fellows and SCCE Faculty Fellows programs. This workshop will examine the success of these programs in involving faculty and students in deeper levels of engagement through strategic peer leadership.

Maps of the Meeting Space

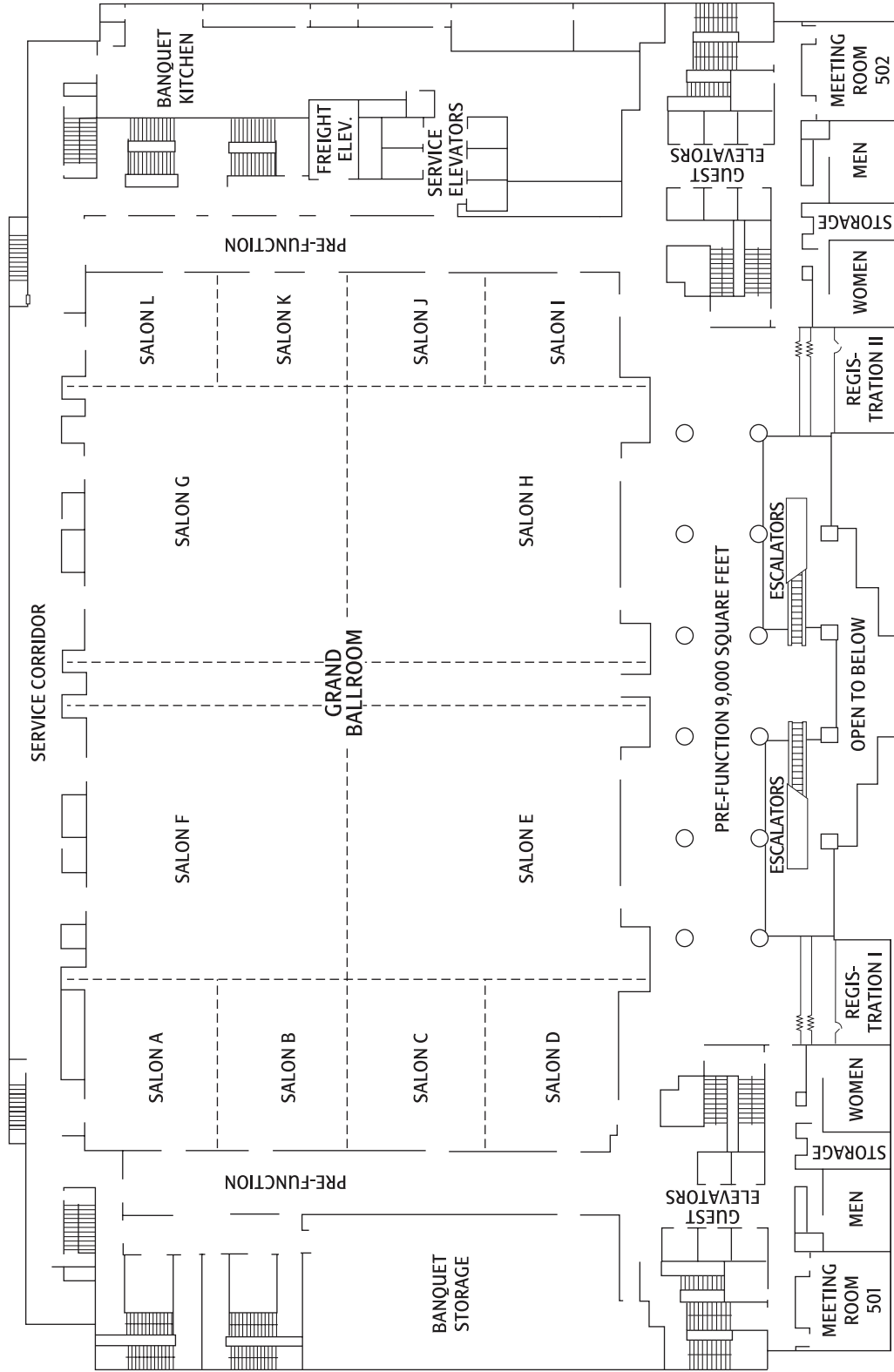
3RD FLOOR MEETING ROOMS AND CONFERENCE SUITES



4TH FLOOR MEETING ROOMS AND CONFERENCE SUITES



5TH FLOOR GRAND BALLROOM FLOOR PLAN



ERCC CONFERENCE STEERING COMMITTEE

THIS YEAR'S ERCC CONFERENCE STEERING COMMITTEE comprised Campus Compact directors and their associates from 11 states. Committee members contributed financially, embodied a true spirit of collaboration, and demonstrated a deep commitment to excellence and innovation, while balancing the many opportunities we each face in our own state Campus Compact work.

CONNECTICUT CAMPUS COMPACT: Saul Petersen, before 9/13 (Pre-Conference Institute A & Keynote)

FLORIDA CAMPUS COMPACT: Dee Dee Rasmussen, Mike Norris (Conference Support)

MAINE CAMPUS COMPACT: Sally Slovenski (Sponsorships)

MARYLAND/DC CAMPUS COMPACT: Madeline Yates (Resources)

MASSACHUSETTS CAMPUS COMPACT: Barbara Canyes (Pre-Conference Institute C)

CAMPUS COMPACT FOR NEW HAMPSHIRE: Debby Scire (Pre-Conference Institute C, Workshops, & Poster Session)

NEW JERSEY CAMPUS COMPACT: Saul Petersen, after 10/13 (Pre-Conference Institute A & Keynote)

NEW YORK CAMPUS COMPACT: Laurie Worrall (Pre-Conference Institute B, Workshops, & Poster Session)

PENNSYLVANIA CAMPUS COMPACT: Char Gray (Conference Organizer)

RHODE ISLAND CAMPUS COMPACT: Carie Hertzberg (Assessment Summit & Workshops)

VERMONT CAMPUS COMPACT: Carrie Williams Howe (Assessment Summit & Workshops)

Our deep gratitude goes to **Everett Herman**, who served as the ERCC Conference Manager. His grasp of both the world of higher education and how to create systems to streamline our coordinated work has been inestimable. Additionally, the patience, insight and eager commitment of **Amy Carraux Price** and **Michele Lowrey** from PACC's staff have enabled me to stay on track as the organizer. Thank you all!

Char Gray
Executive Director, Pennsylvania Campus Compact
2013 ERCC Conference Organizer

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