



Campus Compact
Eastern Region

**MOVING US
FORWARD:
EQUITY THROUGH
COMMUNITY
ENGAGEMENT**

6th Eastern Region Campus Compact conference
New York University
March 15-16, 2017

#ERCC2017



SCHEDULE OVERVIEW

PRE-CONFERENCE
WEDNESDAY MAR. 15

9:30AM-10:30AM

Coffee

 Refreshments/Networking

Coffee, tea, juices, and breakfast breads available.

Venue - Kimmel Center 914


9:30AM-11:30AM

Registration

 Registration

Venue - Lobby, Kimmel Center

10:30AM-4:30PM

 Pre-conference sessions (full-day)


12:30PM-1:30PM

Lunch

 Refreshments/Networking

Venue - Kimmel Center 914

1:30PM-4:00PM

 Pre-conference sessions (half-day)

CONFERENCE
WEDNESDAY MAR. 15

5:00PM-7:00PM

Opening Reception

 Refreshments/Networking

Poster presentations

 Exhibit

Sponsor exhibition

 Exhibit

Venue - Rosenthal Pavilion (Kimmel Center, 10th floor)

THURSDAY MAR. 16

7:30AM-2:45PM

Registration

 Registration

Venue - Lobby, Kimmel Center

7:30AM-3:30PM

Sponsor exhibition

 Exhibit

Venue - Eisner and Lubin Auditorium (Kimmel Center, 4th floor)

8:00AM-10:00AM

Breakfast Plenary Session: Advancing Equity in Higher Education

 Plenary

Venue - Eisner and Lubin Auditorium (Kimmel Center, 4th floor)

10:15AM-11:45AM

 Concurrent sessions I

12:00PM-1:00PM

Lunch

 Refreshments/Networking

Book signing

 Exhibit

Available for purchase: *The Community Engagement Professional in Higher Education: A Competency Manual for an Emerging Field* (Campus Compact, March 2017) by Lina Dostilio, Assistant Vice Chancellor, Community Engagement Centers, University of Pittsburgh

Venue - Eisner and Lubin Auditorium (Kimmel Center, 4th floor)

1:15PM-2:30PM

 Concurrent sessions II

2:45PM-3:30PM

Closing Panel: Our Future is in Your Hands: Reflections and Commitments from Tomorrow's Leaders

 Plenary

Venue - Eisner and Lubin Auditorium (Kimmel Center, 4th floor)

PRE-CONFERENCE SESSION DESCRIPTIONS

WEDNESDAY MAR. 15

10:30AM-4:30PM

Assessing and Enacting a Commitment to Diversity, Inclusion, and Equity on College and University Campuses

■ Pre-conference session (full-day)

Assessing and Enacting a Commitment to Diversity, Inclusion, and Equity on College and University Campuses

Using the NERCHE Self-Assessment Rubric for the Institutionalization of Diversity, Equity, and Inclusion in Higher Education, participants will examine a tool designed to encourage assessment and thoughtful dialogue on campuses about these critical issues facing higher education. Examples will be shared to demonstrate how the rubric facilitates an assessment and ways to strengthen institutional structures, policies, and practices around diversity, equity, and inclusiveness. Participants will have time to workshop within institutional team and with teams from other campuses to explore ways to use the NERCHE Rubric on your campus. This pre-con will focus on emerging practices, strategies for engaging campus leaders, and practical ways to expand diversity, equity, and inclusion on campuses.

Speakers

Alane Shanks

Visiting Scholar, NERCHE

Alane Shanks is the co-founder and president of The ARC Group, a consulting service with the expertise to help workplaces become effective multicultural organizations by fostering positive communication, awareness, and understanding of culture, race, gender, sexual orientation, and socio-economic differences. For over 30 years, Dr. Shanks has held leadership positions in private and public institutions of higher education in the Boston area, serving as Associate Dean of Educational Administration and Finance at Harvard Medical School, Vice President/CFO at Roxbury Community College, and President of Pine Manor College. Her dissertation and continuing research focus on best practices for recruiting and retaining students and faculty of color. Her administrative and consulting experience includes organization-wide strategic planning, realignment of resources to strengthen institutions, building strong and effective management teams, improving campus climate, and leading organizations through significant cultural change. Dr. Shanks earned her B.A. in English Literature from UC Santa Barbara, her Master's in Management of Human Services from the Heller School, Brandeis University, and her doctorate in higher education administration from UMass Boston.

Jenene Cook

Research Assistant, NERCHE, University of Massachusetts Boston

Jenene Cook is a graduate research assistant and doctoral candidate in the Higher Education Doctoral program at the University of Massachusetts Boston. She also serves as the Area Reference Person (ARP) for the Dorchester/Roxbury area in the Boston Re-evaluation Counseling (RC) region (www.rc.org), where she focuses on putting liberation theory into action for African-heritage people, people of color, women, young people, and care of the environment. She regularly leads classes, support groups, and workshops, and is active in the NGO "United to End Racism"; one of the most meaningful workshops occurred in 2011, when she co-facilitated "Healing the Damage Caused by Racism" at the National Race Amity Conference. In March 2016, Jenene led a workshop titled "Eliminating the Effects of Racism in the Environmental Movement" at the 2016 Local Environmental Action Conference held at Northeastern University. She is currently part of NERCHE's Project Inclusion team and is co-teaching a graduate course, "Effecting Changing in Higher Education: Strategies and Processes for Social Justice." In addition, she is writing a chapter for an Association for the Study of Higher Education (ASHE) manuscript titled Campus Sexual Violence: From Public Policy Development to Institutional Action. Jenene can be reached at Jenene.Cook001@umb.edu.

Venue - Kimmel Center 909

Equity-centered Community Engagement Professionals

Pre-conference session (full-day)

Equity-centered Community Engagement Professionals

Community Engagement Professionals (CEPs) are those individuals who are responsible for supporting the faculty, students, community partners, and institutions involved in community-campus engagement. This pre-conference workshop will convene the architects of four efforts to raise the visibility, clarify the characteristics, build the scholarly capacity, and build community amongst those who do CEP work. These efforts include the Michigan State graduate student certificate program, IARSLCE's Practitioner Scholar Forum, CEP Competency Model development under Campus Compact, and the Engagement Scholarship Consortium's Outreach and Engagement Professionals Network. The four facilitators will share how each of their efforts prioritize and attend to the concepts of equity, inclusion, and critical consciousness within CEP work. Participants will trace how their own understanding of equity has been developed and is evident within their work and then dream together about what a community of practice around equity-centered work might look like for CEPs near and far. We will identify the experiences, conversations, readings, and activities necessary to build an equity-centered approach to CEP work.

Speakers

Lina Dostilio

Assistant Vice Chancellor, Community Engagement Centers, University of Pittsburgh

Dr. Lina Dostilio is the Assistant Vice Chancellor of Community Engagement Centers at the University of Pittsburgh. In this role, she is responsible for developing a place-based strategy that leverages assets and involvement university-wide with neighborhood agendas. Her work as a nationally-recognized scholar-administrator is focused on multi-sector partnership development and the evolution of the community engagement profession within higher education. Dostilio was previously the director of the Center for Community-Engaged Teaching and Research at Duquesne University. In this capacity, she facilitated teaching and research collaborations that involved university stakeholders in public problem solving across an array of social and environmental issues. Under her leadership, Duquesne University's approach to community engagement evolved from the implementation of a service-learning requirement for undergraduates to a refined strategy of encouraging community-engaged teaching and research as a core priority of the University. Dostilio is currently the Scholar in Residence directing the Campus Compact's Project on the Community Engagement Professional, a national research project staffed by 19 research fellows across the country that has produced, "The Community Engagement Professional in Higher Education: A Competency Model for an Emerging Field (Stylus Publishing, 2017). She is a team member of the Next Generation Engagement Project, a collaboration between the New England Resource Center for Higher Education, AACSCU, and Imagining America and was an invited member of the civic learning roundtable discussions held by the U.S. Department of Education that led to the National Task Force report entitled, "A Crucible Moment: College Learning and Democracy's Future." In 2013, Dostilio garnered a competitive program grant from Bringing Theory to Practice (via the Association of American Colleges and Universities) to develop a programmatic model for civic learning at the undergraduate level. Dostilio has also served as past-chair of the Board of Directors of the International Association for Research on Service-Learning and Community Engagement and is on the editorial board of the International Journal for Research on Service-Learning and Community Engagement. She frequently consults with campuses that seek to institutionalize civic engagement, build their community engagement infrastructure, and to develop innovative partnership models.

Patrick Green

Director, Center for Experiential Learning, Loyola University Chicago

Patrick M. Green, Ed.D., serves as the Founding Director of the Center for Experiential Learning (CEL) at Loyola University Chicago, which houses the service-learning, academic internship, undergraduate research, and learning portfolio programs. He also serves as a Clinical Instructor of Experiential Learning and teaches a variety of experiential learning courses, engaging students in service-learning, community-based research, international service-learning, internship experiences, and undergraduate research. Dr. Green received his B.A. in History and Literature from Loras College (Dubuque, IA), his M.A. in History at Marquette University (Milwaukee, WI), and his Doctorate in Education from Roosevelt University (Chicago, IL), specializing in leadership in higher education. Dr. Green focused his research on experiential education, specifically community-based learning. He is working on a co-edited volume around the intersections of faculty development and service-learning/community engagement (Stylus Publishing, 2017). In addition, he recently co-authored a chapter entitled Paving New Professional Pathways for Community-Engaged Scholarship in the newly published Publicly Engaged Scholars: Next-Generation Engagement and the Future of Higher Education (Stylus Publishing, 2016). His recently published edited volume focuses on International Service-Learning, entitled Crossing Boundaries: Tension and Transformation in International Service-Learning (Stylus Publishing, 2014). His research has led to multiple publications and his scholarship has led to numerous presentations at national conferences. Dr. Green serves as the Past Chair on the Board of Directors of the International Association for Research on Service-Learning and Community Engagement (IARSLCE) and as an Engaged Scholar with National Campus Compact.

Diane Doberneck

Assistant Director, National Collaborative for the Study of University Engagement, Michigan State University

Diane Doberneck, Ph.D., is the assistant director at the National Collaborative for the Study of University Engagement and an adjunct assistant professor in the Liberty Hyde Bailey Scholars Program. Doberneck's research interests include outreach and engagement in promotion and tenure processes; faculty integration of outreach and engagement across their teaching, research, and service responsibilities; graduate student and faculty pathways to careers as engaged scholars; international community engagement; and effective strategies for teaching and learning community engagement. Informed by this research, Doberneck creates and supports the co-creation of professional development programs on community engagement—including Tools of Engagement (undergraduate students), the Graduate Certificate in Community Engagement (graduate students), and faculty development activities. In addition, she coordinates an international university-community partnership with the Tochar Valley Rural Community Network (Co. Mayo, Ireland) that enhances rural community vitality through community engagement. Together, Tochar Valley community members and MSU students assist communities in developing a deeper sense of place; individual, organizational and community capacities; and cultural and natural heritage assets. Doberneck won MSU's First Annual Curricular Service-Learning and Civic Engagement Award in the College of Agriculture and Natural Resources in 2008 and the H. Paul Roberts Award for Distinguished Service in Study Abroad Programs in 2011 for her international engagement work.

Tracy Dace

Assistant Professor, Parkland College

Tracy D. Dace is the Co-chair of the Outreach Engagement Professional Network (OEPN)'s Pre-conference Workshop Planning Committee. OEPN is affiliated with the Engaged Scholarship Consortium and is a networking space for professionals who span the boundaries between campus and communities. He is an Assistant Professor at Parkland College (Champaign, IL) and teaches courses in developmental English and reading. Tracy received his B.A. degree in Political Science from Alcorn State University and M.A. degree in Higher Education from The University of Mississippi. Tracy is a social justice educator and builds bridges between campus and community to achieve deeper community impact. In addition to his teaching duties, Tracy is the Founder and Visionary Director of DREAAM House, which is an educational justice program designed to reach, teach, and invest in Black boys. DREAAM, which stands for Driven to Reach Excellence and Academic Achievement for Males, is committed to reducing the achievement gap, disrupting the school to prison pipeline, and sustaining a culture of achievement, engagement, and behavioral health.

Venue - Kimmel Center 912

1:30PM-4:00PM

Collective Impact and Higher Education: Three Case Studies

■ Pre-conference session (half-day)

This pre-conference session follows up on the Collective Impact theme around which the ERCC 2015 conference was organized. This session features three concrete examples of how higher education has adapted the collective impact framework to respond to local communities:

Lehigh Valley Research Consortium (LVRC) brings together faculty from six comprehensive and two community college institutions in the Lehigh Valley Association of Independent Colleges (LVAIC). The LVRC's mission is to provide independent, reliable data collection and analysis in service to the health and well-being of the region. Included in LVAIC's work is a new three-part series of community Data Citizenship workshops designed to strengthen organizations' in-house data and research capacities within a broader Collective Impact framework.

30,000 Degrees, Staten Island - The Presidents of Wagner College, the College of Staten Island/CUNY, and the Vice Provost of St. John's University/Staten Island Campus have created a shared vision for supporting increasing the number of Staten Island residents who hold Bachelor's degrees. These institutions have partnered with four local high schools, to align existing community-based research and student civic engagement experiences along the P-16 pipeline toward one measurable goal: an additional 30,000 degree graduates by the year 2025.

Norwalk ACTS, CT - Having adopted the principles of Collective Impact and the StriveTogether methodology for building cradle to career civic infrastructure, the Norwalk ACTS Membership is helping the community build an integrated system to address the academic, social/emotional and health/wellness needs of Norwalk's children. Norwalk ACTS convenes community leaders and members around data and community level outcomes, in order to make decisions and drive actions that will have a measurable and positive impact on the lives of all of Norwalk's children.

Moderators

Matt Farley

Executive Director, Connecticut & Rhode Island Campus Compacts

Matthew is the third full-time Executive Director of CTCC since it was founded in 1997. Mr. Farley most recently held the position of associate director for community outreach, Department of Student Activities at the University of Connecticut (UConn), Storrs campus. In that post, Farley oversaw the coordination of non-credit bearing community service and service-learning initiatives that engaged over 2,500 students annually. During his ten years at UConn Farley has supported multiple community engagement initiatives including, in his current capacity as chair of the UConn's Public Engagement Forum, a university-wide group of faculty, staff and administrators committed to furthering UConn's public, land-grant mission. During Matt's tenure, UConn was recognized with three awards by the Higher Education Community Service Honor Roll sponsored by the Corporation for National and Community Service for the breadth and depth of student involvement in community service: Katrina Compassion Award (2006), General Community Service Award "With Distinction" (2011), and President's Award winner (2012). The Presidential Award is the highest honor that a university can receive for its work in service-learning programs, civic engagement, and commitment to volunteerism. Farley has a BS in Business Administration from Stonehill College and a Master's in Public Administration from UConn.

Speakers

David Levinson

President, Norwalk Community College

Dr. David L. Levinson has been president of Norwalk Community College (NCC) in Norwalk, Connecticut since August 2004. During his presidency, NCC completed a successful capital campaign for a new Science, Health and Wellness Center, became an Achieving the Dream Leader College, received a \$12.1 million Trade Adjustment Assistance Community College and Career Training (TAACCT) Health and Life Sciences Career Initiative grant, and was selected by MDC, Inc. as one of fifteen community colleges nationwide to receive funding from the Bill and Melinda Gates Foundation for a developmental education project. With the restructuring of higher education in the state of Connecticut in 2011, Dr. Levinson was appointed Vice President for the Connecticut State Colleges and Universities (CSCU) in addition to his presidency at NCC. Dr. Levinson is the general editor of *Education and Sociology: An Encyclopedia*, published by RoutledgeFalmer in 2002 and author of *Community Colleges: A Reference Handbook*, published by ABC-CLIO, 2005. His articles and reviews have appeared in *The American Prospect*, *The American Sociologist*, *Community College Journal of Research and Practice*, *Community College Week*, *American Journal of Sociology*, and *Contemporary Sociology*. The recipient of a Distinguished Teaching Award from the University of Massachusetts at Amherst, Dr. Levinson has also taught at: Bergen Community College; Merrimack College; Norwalk Community College; Teachers College, Columbia University; and Tufts University. Dr. Levinson holds a B.A. in Sociology from the State University of New York at New Paltz, and an M.A. and Ph.D. in Sociology from the University of Massachusetts at Amherst.

Crystal Vera-Montalvo

Executive Director, 30,000 Degrees: College Readiness for a Stronger Staten Island

Crystal Vera-Montalvo joined the 30,000 Degrees: College Readiness for a Stronger Staten Island coalition in 2015 as the partnership's first Executive Director. Leading a cross-sectoral effort to align community-based resources, and the intellectual capital of our local higher education institutions to the pre-school through college pipeline, Crystal brings a diverse range of civic professional experience to this collaboration. Prior to this role, she directed college civic engagement programs, local public health and development campaigns, and school to community partnerships. With a Master's Degree in Social Justice and Global Development from St. John's University/Rome Campus, Crystal is proud to link her personal aspirations as a parent and citizen with her professional goals-making opportunity more accessible to youth and community through education.

Hannah Stewart-Gambino

Professor, Lafayette College

Dr. Hannah Stewart-Gambino, Professor at Lafayette College, is the Director of the Lehigh Valley Research Consortium (LVRC) which brings together faculty from the six member institutions and two community colleges in the Lehigh Valley Association of Independent Colleges (LVAIC). Founded by faculty members in 2007, the LVRC's mission is to provide independent, reliable data collection and analysis in service to the health and well-being of the region. In addition to conducting research contracts for specific organizations, the LVRC partners with public, private, non-profit, and foundation leaders to contribute to the region's growing Collective Impact eco-system. This work takes several forms, including a new three-part series of community Data Citizenship workshops designed to strengthen organizations' in-house data and research capacities within a broader Collective Impact framework. Data Citizenship workshops are designed to empower all stakeholders in the region to participate meaningfully in collective decision-making by contributing to broad community understanding of data collection, sharing, analysis, and presentation.

Venue - Kimmel Center 905

1:30PM-4:30PM

Publicly Engaged Scholars

■ Pre-conference session (half-day)

Publicly Engaged Scholars Nick Longo, Professor, Public & Community Service Studies, Providence College Margaret Post, Visiting Scholar at NERCHE and Rockefeller Center for Public Policy, Dartmouth College This half-day workshop will examine the “next generation” of engagement in higher education beginning with the stories of participants through the lens of publicly engaged scholarship, and how our stories fit with larger trends in higher education. The workshop will then focus on using these experiences to develop strategies for better supporting engaged scholarship on campuses.

Speakers

Nicholas Longo

Professor of Public & Community Service Studies, Providence College

Nicholas V. Longo is chair of Public and Community Service Studies and professor of Global Studies at Providence College. He was formerly director of the Raise Your Voice Campaign for Campus Compact and program officer at the Kettering Foundation. His publications include: *Why Community Matters: Connecting Education with Civic Life* (SUNY Press) and several co-edited volumes, including *From Command to Community: A New Approach to Leadership Education in Colleges and Universities* (Tufts University Press) and *Publicly Engaged Scholars: Next Generation Engagement and the Future of Higher Education* (Stylus Publishing). Nick lives in Providence, Rhode Island with his wife, Aleida. Together, they have a great passion for educating the next generation of democratic citizens, starting with their children, Maya and Noah.

Margaret Post

Visiting Scholar, NERCHE and the Nelson A. Rockefeller Center for Public Policy, Dartmouth College

Margaret A. Post is a visiting scholar at the Nelson A. Rockefeller Center for Public Policy at Dartmouth College. Her research focuses on the role of nonprofit organizations in social policy change. She is author of *Grassroots Coalitions and State Policy Change* (2011) and is senior researcher with the Innovation Network, conducting a participatory evaluation with the Center for Community Change. Post has been a visiting scholar with the Next Generation Engagement Project at the New England Resource Center for Higher Education at the University of Massachusetts–Boston since 2010.

Venue - Kimmel Center 907

CONFERENCE SESSION DESCRIPTIONS WEDNESDAY MAR. 15

5:00PM-7:00PM

Poster presentations

Exhibit

Growing Opportunities for Equity and Engagement in Brockton through The Farm at Stonehill

Sara Morris, MACC AmeriCorps*VISTA Leader, Massachusetts Campus Compact

Bridget Meigs, Manager, The Farm at Stonehill College

Engaging All Students as Active Citizens in Our Democracy

Emily Giffin, Democracy Works Anjelica Smith, Democracy Works

Recognizing College Campuses for Increasing Student Voting Rates

Catherine Fish, Associate Director, ALL IN Campus Democracy Challenge

Community Agency and Reciprocity: A Case Study for a Successful Campus-Community Partnership

Dilania Inoa, Program Manager, Swearer Center for Public Service, Brown University

Emerson Wells, undergraduate student, Brown University

Collaboratory on Child and School Health

Edlira Kostallari, Graduate Assistant, Office of Public Engagement, University of Connecticut

Carol Polifroni, Director, Office of Public Engagement, University of Connecticut

Sandra M. Chafouleas, Professor of Educational Psychology, University of Connecticut

Presented by Julia Yakovich, Program Manager of Service Learning, University of Connecticut

Teaching Undergraduates Aging through Service Learning in an Intergenerational Lifelong Learning Environment: Implications for Educators, Practitioners and Academic Leaders

Laura Donorfio, Associate Professor, University of Connecticut

Jonathan Draper, Interim Director, Osher Lifelong Learning Institute, University of Connecticut

Presented by Julia Yakovich, Program Manager of Service Learning, University of Connecticut

UConn Cities Collaborative

Johanna deLeyer-Tiarks, Graduate Assistant, UConn Cities Collaborative, University of Connecticut

A Three-Pronged Approach to Assessing Civic and Community Engagement Outcomes on Diverse Groups of Students Laura Hill Rao,

Coordinator, Volunteer and Service Learning Center, Buffalo State University

Venue - Rosenthal Pavilion (Kimmel Center, 10th floor)

THURSDAY MAR. 16

8:00AM-10:00AM

Breakfast Plenary Session: Advancing Equity in Higher Education

Plenary

Moderators

Andrew J. Seligsohn

President, Campus Compact

Andrew J. Seligsohn is president of Campus Compact. Before joining Campus Compact in June of 2014, Seligsohn served as Associate Chancellor for Civic Engagement and Strategic Planning at Rutgers University–Camden, where he worked across the campus to develop the university's engagement infrastructure to maximize community impact and student learning. Seligsohn previously served as Director of Civic Engagement Learning in the Pace Center at Princeton University. He served as a faculty member in the Department of Political Science at Hartwick College, where he earned tenure and promotion to the rank of associate professor and was the elected chair of the faculty. Seligsohn also taught at both Princeton and Rutgers, and he has published articles and chapters on constitutional law, political theory, urban politics, and youth civic engagement. Seligsohn holds a Ph.D. in political science from the University of Minnesota and a B.A. in modern intellectual history from Williams College.

Speakers

Kevin Quigley

President, Marlboro College

The ninth president of Marlboro College, Kevin F. F. Quigley began serving in July 2015. Before coming to Marlboro, Kevin served as Peace Corps country director in Thailand, and as president and CEO of the National Peace Corps Association (NPCA), a global alumni organization for the more than 200,000 former Peace Corps staff and volunteers. In the latter role, he developed a community-based model to spark the agency's largest engagement ever, and helped secure passage of the Peace Corps Commemorative Act signed into law by President Obama. Kevin has a deep appreciation for academia, with degrees from Swarthmore College, National University of Ireland, Columbia University, and Georgetown University. He has been a Woodrow Wilson Visiting Fellow at 12 liberal arts colleges from 2004 to 2012, and a faculty-practitioner graduate instructor teaching about international studies and management from 1995 to 2011. Earlier, he was guest scholar at the Woodrow Wilson International Center for Scholars and the recipient of several other international professional fellowships. Kevin has served on the board of Swarthmore College and the American University of Afghanistan, as well as various international development organizations including the Institute for Sustainable Communities in Montpelier, Vermont. He is the author of *For Democracy's Sake: Foundations and Democracy Assistance in Central Europe* (Johns Hopkins University Press) and has published extensively on international and service issues, including a quarterly blog about Peace Corps and service-related issues in *The Huffington Post*. Kevin has a life-long interest in how education develops skills that expand opportunities, and in helping make public institutions more accountable. As the first executive director of the Global Alliance for Workers and Communities, he pioneered work with global companies like Nike and The Gap, the World Bank, and various universities and community-based organizations, seeking to improve the lives of production workers. He has also served as vice president for business and policy at the Asia Society, director of public policy at the Pew Charitable Trusts, vice chairman of the Advisory Committee on Voluntary Foreign Assistance for the U.S. Agency for International Development, and legislative director to Senator John Heinz.

Maurice Taylor

Vice President for University Operations, Morgan State University

Maurice C. Taylor is Vice President for University Operations and former Dean of the School of Graduate Studies at Morgan State University. He is the former Chair of the Graduate Record Examination (GRE) Board and the former Chair of the GRE Board's Minority Graduate Education Committee. Dr. Taylor is also the past President of the Council of Historically Black Graduate Schools (CHBGS). He is a member of the Board of Trustees of Juniata College (PA) where he earned the bachelor's (B.A.) degree. He earned a master's (M.A.) and doctorate (Ph.D.) degree in Sociology from Bowling Green State University and the juris doctorate (J.D.) from Duke University's School of Law. Dr. Taylor is a member of the Maryland Bar.

A.T. Miller

Vice Provost for Academic Diversity, Cornell University

A.T. Miller came to Cornell as Associate Vice Provost for Academic Diversity in July of 2011. He served as Faculty Director of the Center for Global and Intercultural Study and Coordinator of Multicultural Teaching and Learning at the University of Michigan from 2000-2011, and Director of Africana Studies at Union College from 1992-2000. He received his PhD in American Civilization from the University of Pennsylvania, and his A.B. from Davidson College in North Carolina. In addition to his commitments to social justice, AT is also a musician and poet.

Bonita Veysey

Professor and Vice Chancellor for Planning and Implementation, Rutgers University Newark

Bonita Veysey, Ph.D. is the Inaugural Director of the P3 Collaboratory for Pedagogy, Professional Development and Publicly-Engaged Scholarship and a Professor in the School of Criminal Justice at Rutgers University-Newark. Dr. Veysey has been an active faculty member since 1998 and during her time here has served as both the Associate Dean for Academic Programs and the Interim Dean of the School of Criminal Justice and as Vice Chancellor for Planning and Implementation. She has more than 30 years of applied research and evaluation experience in the public and private sectors as well as in academia. Her research to date focuses primarily on behavioral health and justice issues, including continuity of care and reentry; police interactions with persons with

mental illnesses; mental health and substance abuse treatment in jails and prisons; diversion and treatment services for youth with behavioral health problems; treatment and supervision of justice-involved girls and women; and the adult consequences of early childhood trauma. Dr. Veysey is the lead on all P3 Collaboratory activities and the primary liaison to the faculty, leadership of the Schools/colleges, and the Chancellor and Provost.

Venue - Eisner and Lubin Auditorium (Kimmel Center, 4th floor)

10:15AM-11:45AM

Asset-Based Approaches to Curriculum Development

Concurrent session I

Asset-Based Approaches to Curriculum Development Community Engagement Pedagogy for Peace, Justice, and Human Flourishing

At Wesley's Institute for Community Engagement, we have developed a pedagogy of community engagement that is contextually sensitive, inspired by scripture, and seeks collaboration with the Reign of God—a vision of a world of justice and righteousness, peace and reconciliation, human flourishing and the sustained wholeness of creation. We believe the values claimed by this prophetic vision help us to prepare leaders of the church that are engaged in their community. This pedagogy of engagement helps create leaders of churches that serve as anchor institutions and partners in community transformation. This pedagogy of engagement is used in our missional and urban fellows programs at the Institute for Community Engagement at Wesley Theological Seminary. We name this pedagogy the 4-I model of community engagement for ministry, based on the four reflective practices on which it is based: inquiry, imagination, incarnation, and immanence. Our 4-I model is inspired by the appreciative inquiry model (Whitney and Trosten-Bloom, 2003) but is adapted for ministry entrepreneurship in the context of community. Appreciative inquiry directs us to look to see what already exists and what is good about it with respect to the flourishing of the community. Asset mapping helps to direct us toward the tools and resources that exist in a community in a comprehensive way, including the entire range of assets from individual to groups to institutions to physical and financial resources. We report on the success and challenges of utilizing this pedagogy over the past seven years at Wesley.

Addressing Complex Community Health Issues through Academic Service Learning Partnerships

Our presentation answers the call from a maturing community-based learning movement for deeper civic engagement that is institutionally-supported and addresses authentic, complex community challenges (Kevin Kecskes, Engaged Departments, ch. 1). Presenters will first share their inter-departmental civic engagement model and the plan that gave rise to it; they will then lead the group in discussion and an exercise designed to yield ideas for projects that address complex community challenges. Presenters will share planning, implementation, reflection, and evaluation resources useful in creating a long-term, asset-driven curriculum designed to nurture leaders capable of working in community to mobilize assets to address significant community issues.

Speakers

Sam Marullo

Director of Research on Missional Communities; Professor of Sociology, Wesley Theological Seminary

Jonathan Handrup

Academic & Community Coordinator, Steans Center for Community-based Service Learning, DePaul University

Elizabeth Florez

Assistant Professor of Nursing, DePaul University

Luz Maria Rivera

Jugan Terrace, Facility Director

Sarah Bieber

Graduate student, School of Nursing, DePaul University

Venue - Kimmel Center 909

Course-Level ASL initiative as Strategy to Support Underrepresented Students

Concurrent session I

Students Develop Skills through Civic Engagement across Disciplines

At CUNY Queensborough Community College, many students are part of the historically underserved populations that have been deprived of economic opportunity. Success in higher education is one way to help level the playing field, but, unfortunately, many of these students drop out of college before gaining the advantages that college confers. In this presentation we address how Academic Service-Learning (ASL), a pedagogy embedded in civic engagement, can help retain these students. As these students engage in ASL projects they help their community partners, but perhaps more significantly, in the process, they help themselves; gaining academic knowledge important for success in their coursework, and general education skills that are important for career development. The underlying explanation is the added value of experiential learning in addition to theories. The success of this pedagogical approach will be demonstrated through institutional data showing that ASL students have higher retention rates than non-ASL students. This panel consists of faculty from three different disciplines; biology, business and psychology. Each faculty member incorporated a different ASL project with different community partners into their course syllabus. The commonality of the positive impacts of ASL on students will be addressed, including the deepening of student interest in course content, student realization that their coursework is relevant, improved communication skills, critical thinking, and the development of other skills essential for entering the workforce. Finally, students express increased interest in civic engagement; an important area of growth for these often disenfranchised populations.

How Global Diversity Learning Enhances Service Learning in Urban After School Programs of NYC

The presentation will discuss the importance of combining Global Diversity Learning and Service Learning experiences. Students in the Recreational Studies program and Queensborough CC will learn why combining both of these high impact practices are essential when working with children in urban public after school programs.

Speakers

Jason Demas

Instructor of Physical Education, Queensborough Community College, City University of New York (CUNY)

Sharon Ellerton

Associate Professor of Biology, Queensborough Community College, City University of New York (CUNY)

Sebastian Murolo

Assistant Professor, Queensborough Community College, City University of New York (CUNY)

Venue - Kimmel Center 405

First-Year Engagement

Concurrent session I

First-Year Engagement Understanding the Lasting Impact of First-Year Community Engaged Learning Experiences on Student Learning and Civic Identity

The College of New Jersey requires all first-year students to complete a minimum of 8 hours of “community-engaged learning” as part of their graduation requirement. Some students meet this requirement through activities embedded within a faculty-led first-year seminar, in which community engagement is designed to complement and enhance course content. Others complete 8 hours of community service with floor-mates from their residence hall, receiving same-day training from student leaders who contextualize the activities and provide structured opportunities for reflection. Our study evaluates the impact of these first-year experiences by asking juniors and seniors to self-report how their first-year CEL experience contributed to their experience at college. A random sample of juniors and seniors from two different years was surveyed (n = 593; response rate 49.7%). Our findings determined that Education majors indicated the greatest academic benefit from this early intervention, but most students indicated that the experience helped familiarize them with the area around the campus, helped the organizations with which they worked, and provided the students with an experience that was unique to TCNJ. We found that in 2013, there were statistically significant differences between those who completed the CEL requirement in a seminar and those who did not; however, this effect disappeared in 2015. We conclude that most students found their first-year CEL experience as valuable primarily for community-building on- and off-campus rather than for formal learning, leadership, or citizenship skills.

Moving Forward, Giving Back: Salem State University's First Year Day of Service

Civic Engagement/Service-Learning is a High Impact Practice (HIP) which as indicated by academic studies is particularly beneficial for first-generation, economically disadvantaged and under-represented minority students. Research by George Kuh and Andrew Furco show that increased participation in activities promoting student engagement/integration, such as community service and civic learning, improves overall retention rates. Kuh's research also shows strong positive effects between service-learning and first year students' self-reported personal gains and deep-learning experiences. In fall 2016, the Center for Civic Engagement and the First Year Experience office collaborated on Moving Forward, Giving Back: First Year Day of Service (MFGB). MFGB was an opportunity for 180 first year and transfer students to begin their college experience two days early. Joined by student leaders, faculty, staff and alumni, 300 participants went into six local communities and worked on 32 community service projects. By assembling diverse MFGB teams a structure and support system was established to help students feel engaged, accepted, active and accomplished. As a result of MFGB first year students built new and important connections with classmates and the community which made their transition to college more enjoyable and successful. Join the MFGB organizers to learn more about the initiative and how a similar program could be implemented on your campus. Participants will also learn about the successes and challenges with the MFGB implementation, review early data from surveys and focus groups, and discuss using high impact practices to improve equity with underserved students.

Speakers

Michael Nordquist

Executive Director, Center for Community Engaged Learning and Research, The College of New Jersey

Cynthia Lynch

Director, Center for Civic Engagement, Salem State University

Diane C. Bates

Professor of Sociology and Anthropology, The College of New Jersey

Mathew Chetnik

Director, First Year Experience, Salem State University

Venue - Kimmel Center 808

Institutional Structures to Support Civic Engagement and Equity

Concurrent session I

#doGOODWP: Collaborative Approaches to Building Community and Civic Engagement with an Emphasis on Equity, Social Justice and Leadership

What is the role of deep collaboration amongst divisions (Student Development, Academic Affairs, Institutional Advancement, etc.) in developing an inclusive community and civic engagement program that supports diversity, equity, social justice and leadership? We present and discuss aspects of a unique, non-centralized, cross-divisional design for building community and civic engagement employed at William Paterson University (WP), a public, regional comprehensive university serving a highly diverse student population that is both suburban and urban, residential and commuter. WP is creating and marketing a virtual center for community and civic engagement that connects students, faculty, staff, and community partners with each other and with resources and support structures in a way that promotes collaboration and integrates programming focused on equity, social justice and leadership with community and civic engagement programming. During this session, we will engage participants in: assessment of the level of collaboration at their institution; exploration of strategies for improving collaboration; development of linkages amongst diversity, leadership and community engagement programming; and assessment of incentives and support systems for both faculty and students.

Breaking Down Barriers to Community Engagement: A Shift to an Investment-Equity Model of Student Leadership

This session will explore the challenges, opportunities, and insights that staff and students at Brown University's Swearer Center for Public Service discovered as we identified and mitigated structural barriers to creating a diverse and equitable community within our center. Specifically, we will use our transition from a privilege-based, emergent student leadership model to an investment-equity student leadership model as a concrete answer to addressing those barriers and yielding a more diverse community. Facilitators will use our center's transition as a case study and will provide insight and feedback from staff, students, and community partners. Participants will have the opportunity to work through thought-exercises to identify and interrogate similar structural barriers within their own campuses and imagine ways to incorporate student leadership models that have equity as their focus.

Speakers

Jonathan Lincoln

Associate Provost for Curriculum and International Education, William Paterson University

Juan Carlos Carranza

Program Manager, Swearer Center for Public Service, Brown University

Donna Minnich Spuhler

Director, Campus Activities, Service & Leadership, William Paterson University

Betsy Shimberg

Assistant Dean of the College for Engaged Scholarship; Director of Student Development, Swearer Center for Public Service, Brown University

Venue - Kimmel Center 912

Institutional-Level ASL as Strategy to Support Underrepresented Students

Concurrent session I

Empowering Racially Minoritized Students through Service-Learning

Despite increasing access to higher education, troubling ethnic disparities in graduation rates persist. One promising avenue to explore in this regard is the pedagogical method of service-learning. Studies have not only found a relationship between service-learning and retention more generally (Reed, Rosenberg, Statham, & Rosing, 2015), but have also found such a relationship exists when disaggregating data by low-income first generation status or ethnicity (Lockeman & Pelco, 2013; Mungo, 2015; York, 2013). Studies also point towards the value that students of color place on the existence of service-learning within courses (Christensen, Stritch, Kellough, & Brewer, 2015; Lockeman & Pelco, 2013). This study sought to further explore the service-learning experiences of racially minoritized students in order to better understand how and why service-learning might be an effective avenue through which achievement gaps can be addressed. Quantitative data collected from over 1,100 students demonstrated that students of color responded even more favorably to service-learning than White students. Interviews revealed that study participants found service-learning to be valuable because: 1) it resonated with their learning preferences; 2) they could personally relate to course content as well as the people and experiences at service-learning sites; 3) it enabled students to integrate service and social responsibility with academics; and 4) it empowered students who were struggling to build confidence and feel that they belong in a highly selective college. Overall, students appreciated faculty members and teaching approaches that viewed them as assets and through the valuable contributions they can bring to the learning experience.

STEM Education: Pathways to Civic Engagement and Equity at Tufts University

The growing popularity of “civic engagement” programs in American higher education presents innumerable growing opportunities for students while also challenging universities to push in creative and sustainable measures. At Tufts University, the Center for STEM Diversity (CSD) and the Jonathan M. Tisch College of Civic Life sought to do just that through the creation of the STEM Ambassadors program as a pathway to civic engagement. The STEM Ambassadors are a cohort of eleven first-generation, low-income, Tufts students that have a passion for anything Science, Technology, Engineering or Math focused. Ambassadors engage in outreach to high school students—of a similar demographic—while undergoing professional development, community building, and learning about civic life and educational equity issues. The success of this initiative points to a vision that STEM has no color, race, socioeconomic status, sexual orientation, or even citizenship status. The collective partnership between Tufts CSD—created in 2008 to address inequities in STEM—and the Tisch College of Civic Life proves that tailored and intentional initiatives can advance equity. During the past six months alone, the STEM Ambassadors presented to over 700 high school students, visited over 35 classes, and participated in numerous workshops. In addition to an overall increase in STEM interest collected through pre and post survey data, the program has undoubtedly increased self-efficacy and leadership amongst the ambassadors. In this panel presentation, participants will learn about these Tufts programs, the challenges and successes, and gain new ideas for connecting STEM education with community engagement.

Speakers

Isabelle Jenkins

Associate Director, Donelan Office of Community Based Learning, College of the Holy Cross

Kristin Finch

Associate Director, Center for STEM Diversity, School of Engineering, Tufts University

Jessica Grant

AmeriCorps VISTA Service Leader, Massachusetts Campus Compact

Venue - Kimmel Center 406

National Collaboration for Service-Learning at Community Colleges

Concurrent session I

National Collaboration for Service-Learning at Community Colleges In Service to the Humanities: Synthesizing Civic Engagement Practices with Campus-Based Cultural Resources to Connect Community College Students to the Humanities

In 2010, the Kupferberg Holocaust Resource Center and Archives (KHRCA) at Queensborough Community College, CUNY (QCC) received a transformative challenge grant from the National Endowment for the Humanities (NEH) to create a national demonstration model on effective incorporation of campus-based cultural resources into the humanities curriculum. This program is all the more remarkable due to QCC's status as a minority-serving community college in one of the most diverse counties in the United States. This panel will draw on five years of colloquia to offer best practices in synthesizing civic engagement practices with campus-based cultural resources to connect community college students to the humanities.

Speakers

Marisa Hollywood

Assistant Director, Kupferberg Holocaust Center, Queensborough Community College, City University of New York (CUNY)

Cary Lane

Assistant Professor of English, Queensborough Community College, City University of New York (CUNY)

Steven Dahlke

Assistant Professor of Music, Queensborough Community College, City University of New York (CUNY)

Danny Sexton

Assistant Professor of English, Queensborough Community College, City University of New York (CUNY)

Venue - Kimmel Center 803

Student Leadership and Civic Engagement

Concurrent session I

Student Leadership in the Community Engaged Classroom

There is a growing literature on student leadership in civic and community engagement (Battistoni 2011, Zlotkowski 2006) but much of the literature focuses on student contributions institutionally. There is still much to be done to fully understand the leadership role a student can have in developing and delivering community-engaged classes. This research explores the collaborative process of redesigning a community-engaged student fellow program at Siena College. First, we, the program director and student fellow, studied national models of student leadership in course design to understand best practices and develop a typology of strategies. Next, we developed a multi-semester course design model incorporating the student, faculty and community partner into all stages of course design and implementation. Finally we recruited two students and two faculty members to work together to implement this model. Preliminary observations demonstrate clear guidelines for how to recruit and support faculty and student candidates so that all participants feel equal and valued in the process.

Engaged Leadership: A Sustainable Model of Student Leadership Development through Community Engagement

We will present and discuss a campuswide project that supports students in integrating their leadership education and community engagement. Student leadership development is a foundational and enduring aspect within the field of community engagement. The equity imperative of locating agency within students means that we must not view students merely as recipients of knowledge. Through a newly created Certificate in Engaged Leadership, Engaged Cornell is responding to the challenges of sustainability and institutionalization, and supporting students in integrating learning in their coursework and co-curricular projects. By creating electronic portfolios and assessment tools for each certificate stage based on critical reflection with a mentor, we are tackling the challenges of measurement in a process-oriented manner that disrupts notions of positional leadership. The presentation will focus on how Cornell students are responsible for

directing their own learning and leadership journeys, and how the certificate supports them in identifying, scaffolding and sequencing their community engaged learning. Institutionally, the projects bridges the curricular and co-curricular divide by convening faculty and staff who lead courses and projects. Overall the engaged leadership framework supports a sustainable, more equitable and inclusive approach to community engagement and leadership through a participatory framework for faculty, students, alumni, staff, and community partners. Join us for a paired presentation with our friends at Siena College to explore mentoring, institutionalization, and what we think students should be learning through their engagement experiences.

Speakers

Ruth Kassel

Assistant Director, Center for Academic Community Engagement, Siena College

Mike Bishop

Director of Student Leadership Initiatives, Engaged Cornell, Cornell University

Katherine Burt

Undergraduate student and CETL Fellow, Siena College

Venue - Kimmel Center 905

Supporting Access and Success for Underrepresented Students

Concurrent session I

Beyond Queer Inclusivity: Transforming Institutional Policies and Practices Towards QTPOC K-12 Student Well-Being and Success

In this workshop, participants will learn how to discuss institutional barriers that prevent QTPOC students from feeling safe and achieving at their schools. Workshop participants will share examples of institutional policies and practices that adversely impact the lives and education of QTPOC students. This workshop will allow participants the opportunity to both troubleshoot and skill share with educators or other individuals who work with the K-12 population. Together participants will generate knowledge, skills, and techniques that address policy issues at their school through group discussions and a share-out. Workshop attendees will also receive a resource sheet for additional tips and support. This session is intended for people who serve as educators or administrators in K-12 educational environments or work with K-12 students in community organizations.

Speakers

Justin Fernando

Director, Science & Technology Entry Program (STEP), Office of Diversity Affairs, New York University School of Medicine

Terrell James

*AmeriCorps*VISTA Leader, Massachusetts Campus Compact*

Venue - Kimmel Center 907

1:15PM-2:30PM

An Equity Frontier: 2-Year & 4-Year Higher Education Partnerships Expressed Through Civic Leadership Transfer Pathways, Engagement Cohorts, and More

Concurrent session II

Few community college students have access to opportunities that develop their skills as engaged citizens in comparison to those at four year degree-granting colleges and universities. Taken a step further, when the demographics of community college student population is considered through this lens, the result clearly points to an inequality of opportunity to contribute meaningfully to society, given that community colleges educate the most minority, low income, and first-generation students. Partnerships between neighboring 2-year and 4-year institutions of higher education – taking several forms such as engagement cohorts and civic leadership transfer pathways – enhance the ways in which civic engagement is helping to level the ‘opportunity playing field’ for college students of varying socio-economic, educational, and racial backgrounds. The panel will provide several current examples of such leveling partnerships that expand ideas of merit to include civic leadership experiences. We then explore ways of embedding specific 2-year/4-year partnerships in multi-year

community engagement programs such as Bonner's. Finally, the panel will engage the audience in imagining more ways in which such partnerships can and should be created.

Speakers

Claire King

Assistant Professor of Experiential Education, Stella and Charles Guttman Community College, City University of New York (CUNY)

Amy Koritz

Professor of English; Director of the Center for Civic Engagement, Drew University

Lori Moog

Director, Service Learning and Community Outreach, Raritan Valley Community College

Glen Sherman

Associate Vice President and Dean of Student Development, William Paterson University

Saul Petersen

Executive Director, New Jersey Campus Compact

Venue - Kimmel Center 909

Exploring Identity, Community, and Complexity through Reflection

Concurrent session II

Exploring Identity, Community, and Complexity through Reflection Jillian Volpe White, Director of Academic Engagement, Florida Campus Compact Experience alone is insufficient for learning; in order to learn, students must think about and make meaning of experience through reflection. While some programs include robust reflection, many courses and programs might benefit from targeted reflection that challenges students to consider their identity, the community, and complex social issues. At a large research institution in the southeast, faculty and staff are implementing a four-session reflection curriculum that uses written exercises, videos, and discussions. In this interactive session, participants will learn about the elements of the curriculum, engage in a reflective activity, and explore the possibilities and pitfalls of this approach to reflection.

Speakers

Jillian Volpe White

Director of Academic Engagement, Florida Campus Compact

Venue - Kimmel Center 406

Faculty Fellows Program Integration of Diversity Module: Faculty to Student Social Justice Awareness

Concurrent session II

The UConn Service Learning Faculty Fellows Program was started in 2008 and has gone through several iterations. The most prominent and long lasting goals of the fellows program is to develop faculty to implement intentional learning experiences for their students while concurrently developing relationships with pertinent community partners through a social justice/equity lens. An important piece of this goal is being realized this coming fellows year (Jan. 2017) with the new Diversity Module that has been developed for the faculty teaching SL courses. Additionally, a supplemental Student Diversity Module will also be utilized for any SL designated courses at UConn. It is imperative that our faculty and students are readily prepared to integrate into diverse communities; the Fellows program is a prime space for this diversity module to be piloted. This ERCC workshop will enable participants to discuss the faculty fellow process and how we as practitioners intersect with faculty as they enter into an unknown and sometimes overwhelming pedagogy, in addition to discussing how our faculty can become harbingers of social justice and equity on each of our campuses. All this, while reviewing a new Diversity Module to enable others to institute a similar curriculum within their Fellow Programs.

Speakers

Julia Yakovich

Program Manager of Service Learning, University of Connecticut

Johanna deLeyer-Tiarks

Graduate Assistant, UConn Cities Collaborative, University of Connecticut

Venue - Kimmel Center 405

Many Paths to Engagement: Enhancing Programs that Extend and Deepen Impact

Concurrent session II

In this workshop, the presenter will propose broadening and deepening ideas and practices around impact by examining the tensions and possibilities of social innovation and civic engagement practices. Models of courses that use multiple forms of engagement and rely on critical examination of equity in engagement will be discussed, as well. For example, if a class focused on the social problem of payday lending as its class project, a typical service-learning project (volunteering) may focus on working with a local consumer counseling agency to help clients avoid payday loans and build up credit scores. To extend and deepen this work, students could work on advocacy (public work and advocacy) and legislative reform to change payday lending regulations. Or students could work with emerging organizations that offer loans of their own at lower rates with innovative community-based funding streams (social innovation). The point here is that too often faculty limit student work to volunteering when other forms of engagement may create greater impact and afford more equity. Participants will work in small groups to develop broadened perspectives on engagement. Each small group will reflect on their work and create models where their work can be extended and broadened. A model social impact toolbox developed by Enos will be shared and built upon in the workshop. This work is put in the context of important developments in the fields of social innovation and civic engagement with growing attention being paid to the ways in which these practices are organized on campuses. Campus culture is key here. The ways in which faculty and staff define and practice engagement have clear impacts on how students see citizenship and social innovation. Our students should be broadly educated in social impact, understanding the methods, practice and theories of engagement.

Speakers

Sandra Enos

Associate Professor of Sociology; Coordinator of Service-Learning and Social Entrepreneurship, Bryant University

Venue - Kimmel Center 907

Student Learning for Civic Capacity: Designing and Assessing Community Engagement Practices

Concurrent session II

Queensborough Community College (QCC) has been involved in a 3-year national project entitled: "Student Learning for Civic Capacity: Stimulating Moral, Ethical, and Civic Engagement for Learning that Lasts." This Teagle Foundation funded project led by Dr. Robert Franco of Kapiolani Community College aims to better position community colleges to stimulate sustained student moral, ethical, and civic engagement for learning that will increasingly matter to them as they take leadership roles in the integrated local, national, and global communities they will inhabit. QCC, along with 5 other community colleges across the nation, invited faculty from multiple disciplines to incorporate pedagogies that enable students to engage in dialogue and experiences that foster education for a thoughtful citizenry. Presenters will share strategies for addressing the 'big questions' related to diversity and equity in their course design and assessment. By implementing high impact practices as instructional modalities, Queensborough faculty help students in developing skills and competencies within and beyond the classroom. While engaging in experiential learning and structured reflection activities, students discover how their disciplinary knowledge can have an impact on societal issues. The academic service-learning program at QCC has largely emphasized using a service experience to help students master the disciplinary knowledge through engaged learning in the community. This project encourages students to examine complex issues related to equity and diversity. QCC's Global & Diversity Learning (GDL) is integrated with Academic Service Learning (ASL) in engaging students and faculty in conversations and actions that will promote communities that are sensitive to the needs of all of its members.

Speakers

Meghmala Tarafdar

Assistant Professor of English, Queensborough Community College, City University of New York (CUNY)

Elizabeth DiGiorgio

Assistant Professor of Art and Design, Queensborough Community College, City University of New York (CUNY)

Isabella Lizzul

Assistant Professor of Health and Physical Education, Queensborough Community College, City University of New York (CUNY)

Rezan Akpinar

Assistant Professor of Health and Physical Education, Queensborough Community College, City University of New York (CUNY)

Venue - Kimmel Center 905

The Campus Action Plan: So, How's That Going on Your Campus?

Concurrent session II

One of the signature events that various Campus Compact institutions are engaged in during the 2016-17 academic year is creating and then executing a Civic Action Plan (CAP). Representatives from many of those institutions have attended one or more Campus Compact events, but it would not be surprising to learn that uncertainty about the CAP remains. In this session, panelists will examine what they've been able to accomplish during this academic year vis-a-vis a CAP, and what are their important next steps. Significant time in this session will be reserved for participants and the audience to share ideas about successes and frustrations during the CAP preparation process.

Speakers

Mary McGuire

Assistant Professor of Political Science; Director, Institute for Civic Engagement, State University of New York (SUNY) Cortland

Lynnette Young Overby

Director of Undergraduate Research and Experiential Learning; Professor of Theatre, University of Delaware

John Suarez

Coordinator of Service Learning, Institute of Civic Engagement, SUNY Cortland

Laura Hill Rao

Coordinator, Volunteer and Service Learning Center, Buffalo State University

Anthony Moretti

Associate Professor of Communication, Robert Morris University

Venue - Kimmel Center 912

2:45PM-3:30PM

Closing Panel: Our Future is in Your Hands: Reflections and Commitments from Tomorrow's Leaders

Plenary

Moderators

Andrew J. Seligsohn

President, Campus Compact

Speakers

Kevin Kenneally

*AmeriCorps*VISTA Leader, Vermont Campus Compact*

Sparkle Prevard

Undergraduate student, Stockton University

Lucio Perez

*AmeriCorps*VISTA alumni, Pennsylvania Campus Compact*

Magdalena Tsiongas

*AmeriCorps*VISTA, Maryland-D.C. Campus Compact*

Venue - Eisner and Lubin Auditorium (Kimmel Center, 4th floor)

THANK YOU

TO OUR 2017 SPONSORS



ERCC and SOCIAL MEDIA



#ERCC2017

With the increasing intersection of social media and academia, we would like to encourage ERCC attendees to use this year's hashtag **#ERCC2017** to link posts about the conference on sites such as Twitter, Instagram, and Facebook. Whether your posts are about airport rideshares or program content, use of the #ERCC2017 hashtag will cultivate an online community that will archive our event in a dynamic and communal way.

Of course, with such informal and participatory media, the message is up to individual users. The ERCC planning committee expects that posts using the hashtag will maintain the same level of professional decorum that one would assume in more traditional communication and in person at the conference itself.

We encourage ERCC attendees to “live tweet”—that is, to post quotes or highlights of program content in order to share them with a broader audience—sessions they may attend and provide a few reminders to that end. Please attribute speakers by their full name (and, if applicable, social media handle) in every post. If speakers would prefer not to be mentioned in social media, they should make such an announcement at the time of their session. In all cases, please do not post photos or video of sessions without explicit permission of the speakers involved.

For your convenience, the Twitter handles of the ERCC member organizations are as follows:

@NYCampusCompact
@CTCampusCompact
@CompactNH
@PACCompact
@MarylandDCCC
@MACampusCompact
@RICampusCompact
@NJCampusCompact