EDUCATION FOR DEMOCRACY: INNOVATING IN COMPLEX TIMES

2019 BIENNIAL CONFERENCE

MARCH 25-27, 2019 | THE OMNI HOTEL | PROVIDENCE, RI
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1. Download the "Attendee Mobile" App through Google or ITunes and Search "ERCC 2019"

2. Scan this QR code directly on your device

Join the Conversation

Don't forget to share reflections and photos from the conference on social media using #ERCC2019. Follow @Campus_Compact and your regional Compacts to follow the conversations!

About Campus Compact

Campus Compact is a national coalition of 1,000 colleges and universities committed to the public purposes of higher education. As the only national higher education association dedicated solely to campus-based civic engagement, Campus Compact enables campuses to develop students' citizenship skills and forge effective community partnerships.

Eastern Region Campus Compact (ERCC) is comprised of state and multi-state Compacts serving Connecticut, Delaware, District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, and Vermont. The Compacts that make up ERCC collaborate on member services including the regional conference.
Greetings colleagues:

Welcome to the 2019 Eastern Region Campus Compact biennial conference. This year’s theme, Education for Democracy: Innovating in Complex Times, is both an acknowledgement of the challenges we face as well as the importance of higher education’s role and responsibility to actively building a just and inclusive democracy, economy, and society.

This is our 7th Eastern Region conference and, as in past years, this conference is a space to not only honor the current work in the field, but to also critically examine it. Innovation requires us to think and act differently. The field of civic and community engagement is challenged to respond, contribute, and lead change-making efforts on and off campus that improve our communities and democracy. As a result, our scholarship and practice must evolve. We are compelled to develop new educational opportunities and processes that provide solutions to complex problems and advance our common purposes of educating students for civic and social responsibility and improving communities.

I want to draw your attention to just a few key aspects of our program:

- Our featured speakers will explore different topics that are shaping higher education civic and community engagement work. Our keynote speaker, Danielle Allen, will set the stage with a look at the primary factors impacting American democracy and higher education. Plenaries will focus on important areas that are impacting our shared work – social innovation, local political engagement, technology, and engaged scholarship.
- The program will include approximately 100 total workshops, panels, and posters by faculty, staff, students, and community partners.
- A number of sponsors and programs will be exhibiting during the conference. We encourage you to visit each table to learn about their work and how they can support yours.
- We are excited to integrate the Lynton Colloquium into this year’s conference. The Colloquium, which is sponsored by the Swearer Center at Brown, is an annual event focused on engaged scholarship.

Please join us in thanking our Changemaker Sponsors, the Swearer Center at Brown University and the Collaboratory, and our Champion Sponsor, University of Connecticut Humanities Institute, without whom our conference would not be possible.

Since its inception, this conference has always sought to be a space where practitioners, scholars, students, and community partners can continue to re-envision and shape our shared work. We hope the next three days brings you multiple opportunities to share knowledge, reflect, and connect with colleagues.

Sincerely,

Matt Farley
Director, Campus Compact for Southern New England
Conference Chair
Agenda-at-a-Glance

Monday, March 25, 2019

7:00 AM – 8:30 AM: Breakfast
8:30 AM – 11:30 AM: Pre-Conference Sessions
11:30 AM – 12:30 PM: Lunch
12:30 PM – 1:45 PM: Conference Opening & Keynote
1:45 PM – 2:00 PM: Break
2:00 PM – 3:00 PM: Concurrent Session I
3:00 PM – 3:15 PM: Break with Refreshments
3:15 PM – 4:15 PM: Concurrent Session II
4:15 PM – 4:30 PM: Break
4:30 PM – 5:30 PM: Plenary
6:00 PM – 7:30 PM: Opening Reception at RISD

Tuesday, March 26, 2019

7:00 AM – 8:30 AM: Breakfast
8:30 AM – 9:15 AM: Plenary
9:15 AM – 9:30 AM: Break
9:30 AM – 11:00 AM: Concurrent Session III
11:00 AM – 11:15 AM: Break
11:15 AM – 12:15 PM: Concurrent Session IV
12:15 PM – 1:30 PM: Lunch
1:30 PM – 3:00 PM: Concurrent Session V
3:00 PM – 3:30 PM: Break with Refreshments
3:30 PM – 4:30 PM: Concurrent Session VI
4:30 PM – 4:45 PM: Break
4:45 PM – 5:45 PM: Plenary

Wednesday, March 27, 2019

7:00 AM – 8:00 AM: Breakfast
8:00 AM – 8:30 AM: Lynton Colloquium Opening
8:30 AM – 8:45 AM: Break
8:45 AM – 9:45 AM: Concurrent Session VII
9:45 AM – 10:00 AM: Break with Refreshments
10:00 AM – 12:15 PM: Plenary
12:15 PM – 12:30 PM: Closing
Monday, March 25, 2019

7:00 AM – 8:30 AM  Breakfast  Narragansett Ballroom

8:30 AM – 11:30 AM  Pre-Conference Sessions

Community Colleges as Civic Power Plants: Generating, Harnessing, and Spreading Civic Power  Verdis Robinson (Campus Compact)  Bristol

Democracy & Diversity: Complex Times Demand Complex Strategies  Elaine Ikeda (California Campus Compact) and Marisol Morales (Campus Compact)  Kent

Dialogue Tools for Addressing Community Conflict and Transforming Relationships  Michaela Grenier (Sustained Dialogue Campus Network)  Washington

Intersecting Educational Development & Community Engagement: Research-Informed Strategies  Becca Berkey (Northeastern University) and Emily Rountree (University of Kansas)  Newport

11:30 AM – 12:30 PM  Lunch  Narragansett Ballroom

12:30 PM – 1:45 PM  Opening & Keynote  Narragansett Ballroom

Opening Remarks
Matt Farley and Andrew J. Seligsohn (Campus Compact)

Keynote Address - Restoring Democracy: How You Can Help!
Dr. Danielle Allen (Harvard University)

Dr. Danielle Allen is a compelling analyst of history and contemporary events and a leader in higher education. She is currently Director of the Edmond J. Safra Center for Ethics at Harvard University as well as James Bryant Conant University Professor. Before joining Harvard, she was UPS Foundation Professor at the Institute for Advanced Study in Princeton, the first African American faculty member to be appointed to the Institute that was Einstein’s home for two decades. She is also a contributing columnist for the Washington Post.

Dr. Allen is the author of six books, including Our Declaration: a reading of the Declaration of Independence in defense of equality, which won the Francis Parkman Prize from the Society of American Historians and the Chicago Tribune’s Heartland Prize for Nonfiction, and CUZ :The Life and Times of Michael A. (2017). She is a member of the American Academy of Arts & Sciences and the American Philosophical Society and a 2001 winner of a MacArthur Foundation Fellowship.
## Monday, March 25, 2019

1:45 PM - 2:00 PM  
**Break**

### 2:00 PM – 3:00 PM  
**Concurrent Session I**

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<tr>
<td>Advocacy Education: Empowering Students to Be Agents of Change</td>
<td><strong>Providence III</strong></td>
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<tr>
<td>Katelyn Adams and Cynthia Lynch (Salem State University)</td>
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<tr>
<td>Building Civic Capacity for Colleges and Communities</td>
<td><strong>Waterplace III</strong></td>
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<td>Peter Sawyer (Hudson Valley Community College)</td>
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<td>Creating a Shared Story: One College’s Journey to Become A Place-Based Institution</td>
<td><strong>Providence I</strong></td>
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<td>Jezaya Rivera, Ciara McCready, and Charlene Elvers (Springfield College)</td>
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<td>Deliberative Pedagogy and Community Engagement: Making the Connection</td>
<td><strong>South County</strong></td>
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<td>Nicholas Longo (Providence College), Sara Drury (Wabash College), and Timothy J. Shaffer (Kansas State University)</td>
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<td>Developing a Campus-Based Educational Program for Underrepresented High School Students: Seizing Opportunities and Overcoming Obstacles</td>
<td><strong>Newport</strong></td>
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<td>Terri Greene Henning and Dan Forbes (Saint Anselm College)</td>
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<td>Educating for Transformation and Impact</td>
<td><strong>Providence IV</strong></td>
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<td>Sherri Sklarwitz, Mindy Nierenberg, Sara Allred, Maggie McMorrow, and Jessye Crowe Rothstein (Tufts University)</td>
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<td>Engaging Students Through Global Citizenship Education</td>
<td><strong>Waterplace II</strong></td>
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<td>Mary Ellen Lynch (Mary Ellen Lynch Consulting &amp; Roger Williams University)</td>
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<td>Implementing Civically Engaged Classes with Long-Term Community Partnerships</td>
<td><strong>Washington</strong></td>
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<td>Jyl Josephson (Rutgers University-Newark)</td>
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### SPONSORED SESSION

**Infusing Community Engagement Data Into Your Institutional Strategy**  
Lisa Keyne (TreeTop Commons, LLC and Collaboratory), Lauren Wendling (TreeTop Commons, LLC and Collaboratory), and Emily Janke (University of North Carolina Greensboro)

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<td>Making the Connection: The Impact a Student’s First Semester has on Engagement</td>
<td><strong>Kent</strong></td>
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<td>Tasia Cerezo (Campus Compact for Southern New England) and Kirsten Kortz (Northern Essex Community College)</td>
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<td>Moving from Traditional to Critical Service Learning: A Shared Examination of Pedagogies, Practices, and Partnerships</td>
<td><strong>Waterplace I</strong></td>
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<td>Justin Evanovich (University of Connecticut)</td>
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<td>Transforming Engagement Center Culture: Innovative Inclusion and Equity Programming</td>
<td><strong>Providence II</strong></td>
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<td>Nicole Lora and Christine Drew (Saint Anselm College)</td>
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### 3:00 PM – 3:15 PM  
**Break with Refreshments**  
Outside Narragansett Ballroom
Concurrent Session II

3:15 PM – 4:15 PM

Campus Coalitions for a Diverse and Equitable Democracy
Kelsie George (Scholars Strategy Network), Kathryn Quintin (Young Invincibles), Caleigh Rockwal (Providence College), Connie Jorgensen (Piedmont Virginia Community College), and Adam Westbrook (Suffolk University)

Creating Context-Rich Service-Learning for Partnering with Communities Impacted by Poverty
Lynn Donahue and Kristen Love (St. John Fisher College)

Creating Social Value: Using The Strengths of Your Institution to Develop Your Surrounding Community
Christina Barry and Lisa Thomas (Babson College)

Developing Representative and Relevant Youth Development Programs: Strategies and Practices to Enhance Representation in University Staffing
Patricia Bellamy-Mathis and Joaneet Mata (University of Connecticut)

Educating for Democracy: Crafting a Social, Racial & Economic Equity Lens for Community Engagement
Carlene Fonseca, Keith Morton, Melissa Mardo, Maia Bailey, Leslie Hernandez, and Stachel Roberts (Providence College)

Engaging in Civil Discourse with the Community on Divisive Political Topics
Tom Ancona (Bowdoin College) and Craig Freshley (Make Shift Coffee House)

Initiating and Sustaining a Cutting-Edge Open Format Faculty Fellowship Program
Robert Shea, KC Ferrara, Susan Bosco, and Catherine Forsa (Roger Williams University)

SPONSORED SESSION
It Takes Data to Tell the Story
George Luc and Brian Halderman (GivePulse)

Language in Motion: Building Bridges to Community and to the World
Deb Roney (Juniata College) and Sarah Crawford (Elizabethtown School District)

Making Community Connections Count on Campus
Jaclyn Novak (Northampton Community College)

Retention, Graduation, and Community-Engaged Learning
Laura Hill Rao (SUNY Buffalo State College)

Supporting Our Future Innovadores
Jeronima Nix (Breakthrough Providence)

Tools to Engage Student Voters: Lessons from UAlbany, TurboVote, and CEEP
Angie Smith (Democracy Works), Cheryl Simmons (University at Albany), and Courtney Cochran (Campus Election Engagement Project)

Executive Board Room

4:15 PM – 4:30 PM
Break
Social Innovation & Community Engagement: Evolving Towards Collaboration or Competition?
Marina Kim (Ashoka), Onyeka Obiocha (Yale University), and David Scobey (Bringing Theory to Practice).
Moderated by Eric Schwarz (College for Social Innovation)

Innovation is a buzzword that is everywhere - workplaces, media, job postings, and even in new centers and initiatives in colleges and universities. Yet, is innovation actually a good thing? And is it compatible with the principles of effective community engagement? For students and educators that seek to advance responsible social impact in communities, what are the opportunities for social innovation to be an effective approach to community impact, and where do we need to address the valid critiques of its limitations from community engagement professionals? And what will the future of social innovation and community engagement be in higher ed: collaboration or competition?

The Opening Reception will take place at the Rhode Island School of Design's Student Success Center at 20 Washington Place. Shuttles will be running every 15 minutes from the Omni Hotel to RISD between 5:30 PM – 7:45 PM to transport participants, or participants can choose to walk (10 minutes).
Being an Advocate for Service: Salve Students Take a Deeper Dive into Service
Kathleen Rendos and Kelly Powers (Salve Regina University)

Building Capacity Between Two Organizations: The Tisch College of Civic Life-Generation Citizen VISTA Partnership
Sherri Sklarwitz and Allison Horowitz (Tufts University)

Campuses for Environmental Stewardship: An Emerging Model for Interdisciplinary Service-Learning
Sally Slovenski (Maine Campus Compact)

Creating Roadmaps to Authentic Service-Learning Outcomes
Debra A. Harkins and Lynne-Marie Shea (Suffolk University)

Exploring Modality and Timing of Measurement of Student Mentor Impact
Joanna Gonzalves (Salem State University)

Feeding Two Birds with One Hand: Civic Engagement as Integrative Learning
Julia Camp and Maia Bailey (Providence College)

Global New London Summer Practicum
Angela Barney, Rachel Black, Kim Sanchez, and Rebecca McCue (Connecticut College)

Institutionalizing Community Engagement
Vanessa Farzner (University of Massachusetts Lowell)

Leveraging Technology to Enhance Program Management and Growth
Becca Berkey, Lisa Roe, and Chelsea Lauder (Northeastern University)

Mapping Women in Higher Education Civic Engagement Leadership in New England
Elaine Ward, Shannon Zelek, Suzanne Rose, Emiley Dionne, and Jasmine Garver (Merrimack College)

Strengthening the Capacity of Local Community Organizations to Deliver and Sustain Organized Sport Opportunities for Local Youth
Kerri Heffernan (Brown University)

Strengthening University Networks, On and Off Campus
Katie Elmes, Matthew Alvarado-Ross, and TJ Madan (Worcester Polytechnic Institute)

Supporting First-Generation Student Success at a 4-Year College Campus
Gerrit Boldt (University of Massachusetts Lowell)

The Benefits of Service-Learning: A Comparison of Lower and Upper Division Courses
Michael Figuccio (Farmingdale State College SUNY)

URI Service Corps - Break for Change: Creating Sustainable Student & Servant Leadership Opportunities
Amy Albert, Mary-Kate McGeary, and Victoria Stabile (University of Rhode Island)
Activism, Misinformation, and Higher Education’s Place in All of It: How Has Technology Impacted Democratic Learning & Engagement

Adam Gismondi (Tufts University)

Considering the many ways in which technology has changed higher education can be daunting. During this plenary, we'll look at a few specific ways in which digital advances, including the growth of social media, have impacted learning and engagement in our democracy, and how we might start to make sense of it as higher education professionals.
Faculty Service-learning Mentoring: Helping Each Other Navigate Higher Education Challenges
Debra Harkins, Elizabeth Robinson, Cynthia Irizarry, and Jessica Mak (Suffolk University)

Fostering Intercollegiate Collaboration through National Service
Glenn Cerosaletti (University of Rochester) and Eden Kainer (Philadelphia Higher Education Network for Neighborhood Development). Moderated by Breanna Datesman (Campus Compact for New York and Pennsylvania)

From Inception to Projection: Student Assessment Processes in Civic Engagement Programs and Service Learning
Sherri Sklarwitz (Tufts University), Maggie McMorrow (Tufts University), and Julia Yakovich (University of Connecticut). Moderated by Jennifer Rosales (Georgetown University)

Multiple Perspectives on Assessing Service-Learning
Kelley Hobbs and Justina Oliveira (Southern New Hampshire University)

Re-Organizing Community Engagement for Stronger Partnerships
Megan Faver Hartline, Joe Barber, Erica Crowley, and Carlos Espinosa (Trinity College)

The Hartford Heritage Project: Connecting Students with Place Through Innovative Course Design
Jeffrey Partridge and Hamish Lutris (Capital Community College)

Verbing the Noun: Lessons on Developing Engagement Gap Year Programs
Shelby Taraba, Autumn Cox, Olivia Anderson Call, Tyler Stanley, Alexandra Conis (James Madison University). Moderated by Olivia Stevens (James Madison University)

11:00 AM – 11:15 AM Break
Application and Interpretation of Morrison and Wagner’s Faculty Typology: How Can It Support Faculty Professional Development?
Colleen Cicotta and Syeisha Byrd (Syracuse University)

Beyond the Ballot: Activating Deeper Democratic Engagement Within the University
Betsy Shimberg (Brown University) and Tom Kerr Vanderslice (Generation Citizen)

Classroom Exercises That Prepare Students for Community Engagement
Chad Raymond (Salve Regina University)

Cradle to Career…Collective Impact in a ‘Uniquely Urban’ Small Upstate NY Community
Trina Newton (Geneva City School District)

Democratizing Classrooms: Moving from Community Advisors to Co-Instructors
Mary Alice O’Connor (half full, llc) and Dwight Giles Jr. (Providence College)

Digital Service Learning: Leveraging Technology to Expand Service and Community
Lance Eaton (Brandeis University) and Danielle R. Leek (Bunker Hill Community College)

Fostering the Next Generation of Civically-minded Student Affairs Professionals through Graduate Curriculum Development
Elaine Ward, Emily Wall, Shannon Zelek, Suzanne Rose, Emiley Dionne, and Jasmine Garver (Merrimack College)

Harnessing the Power of Experiential Learning Data for Student Success: A Collaborative Approach
Nuala Boyle and Nicholas LaMendola (Nazareth College)

Incorporating Community Engagement in Faculty Reward Policies
Isabelle Jenkins (College of the Holy Cross), Emily Janke (University of North Carolina Greensboro) and John Saltmarsh (University of Massachusetts Boston)

Innovating in Community Partner and Faculty Development: Video Workshops and a Taxonomy for Quality Community Engagement
Laura Hill Rao and Joy Guarino (SUNY Buffalo State College)

Making Service-Learning More Ethical with Indigenous Research Practices
Adrienne Jones Daly (University of Rhode Island)

Sowing Change: A Collaborative Network Approach to Addressing Food Insecurity
Derek Martin (Susquehanna University), Pam Frontino (Susquehanna University), and Kyle Bray (Bucknell University)

SPONSORED SESSION
The Theory and Practice of 'Encounters: a forum for public dialogue'
Brendan Kane, Dana Miranda, and Hilary Bogert-Winkler (University of Connecticut)
Community Engagement & First-Year Students: Fostering Personal, Civic & Academic Growth
Jennifer Mantle, (Monmouth University), Linda Sacks (Monmouth University), Lynn Siracusa (Monmouth University) and Sally Gomaa (Salve Regina University)

Community-Engaged Learning and Research for a Democratic Food System
Rachel Black (Connecticut College), Alice Julier (Chatham University), and Susan Clark (Virginia Tech)

Community-Led Research for Civic and Democratic Engagement
Erin DeCou (Smith College), Priscilla Morales (Community Partner), Joesthes Gonzalez (New North Citizens Council), Nancy Jimenez Zigler (Smith College), and Yesenia Valentin (Community Partner)

Engaging Politically Disenfranchised Students in Governance
Esther Nir and Jennifer Musial (New Jersey City University)

Fitting the Pieces: Puzzling Civic Engagement on (and Beyond) our Campus
Elizabeth Richards (Southern New Hampshire University), Rane Hall (Southern New Hampshire University), and Theo Dunfey (Global Citizen’s Circle)

High Impact Learning Across the Disciplines: Creating Service-Learning and Community-Engagement Courses
Shlomit Flaisher-Grinberg (Saint Francis University), Elizabeth Mansley (Mount Aloysius College), Tricia McFadden (Saint Francis University), and Angela Balog (Saint Francis University). Moderated by Lisa Georgiana (Saint Francis University)

How Can We Strengthen Our Network of Scholars, Practitioners, and Partners So Our Collective Work Can Be Enhanced and Amplified?
Kati Corlew, Tim Surrette, and Sharon McMahon Sawyer (University of Maine at Augusta). Moderated by Alyra Donisvitch (University of Maine at Augusta)

Stakeholders’ Voices in Service Learning
Marit Murray (Suffolk University), Debra Harkins (Suffolk University), Mary William (Ceeds for Change), Kerry Pottinger (Mattahunt Elementary-Boston Public Schools), and Alejandro Viquez-Salas (Suffolk University)

The Liberal Arts Action Lab Model: Partnering Across Institutions in Place-Based Research
Megan Brown (Trinity College), Jeffrey Partridge (Capital Community College), Jack Dougherty (Trinity College), and Garret Forst (Trinity College)

Transformative Models for K-12/University Partnerships: Place-Based Engagement and Program Design
Madeline Yates (Campus Compact Mid-Atlantic), James Walters (Campus Compact Mid-Atlantic), Andrea Canuel (Fairfield University), and Annie Wendel (Sacred Heart University)

Using Stanford’s Diagnostic Tool to Advance the Understanding of Students’ Experiences With, Interest In, and Attitudes Toward Pathways to Social change
Sarah Worley (Juniata College), Tammy Bean (Cedar Crest College), and Justin Dandoy (University of Pittsburgh)

Valuing Community Engaged Scholarship in Tenure and Promotion at Liberal Arts Colleges
Alan Bloomgarden (Mount Holyoke College), John Saltmarsh (University of Massachusetts Boston), and Jeffrerson Singer (Connecticut College)
Tuesday, March 26, 2019

3:00 PM - 3:30 PM  Break with Refreshments  Outside Narragansett Ballroom

3:30 PM – 4:30 PM  Concurrent Session VI

**SPONSORED SESSION**

**A Conversation with The Carnegie Elective Community Engagement Classification Team**
Georgina Manok (Brown University), George Luc (GivePulse), Mathew Johnson (Brown University), and John Saltmarsh (University of Massachusetts Boston)

**Bristol**

**Building Multi-Institutional Partnerships for College Access & Readiness**
Caitlin Fritz (Philadelphia Higher Education Network for Neighborhood Development), Candace Eaton (University of Pennsylvania), and Tia Rideout (District of Philadelphia)

**Providence III**

**Bursting Our Political Bubbles in the Age of Political Polemics: An Interdisciplinary, Collaborative & Ignatian Approach**
Julie Schumacher Cohen, Teresa Grettano, and Jessica Nolan (University of Scranton)

**Providence IV**

**Civic Art: The Convergence of Creativity, Design, Community, and Action for Social Change**
Sara Allred and Mindy Nierenberg (Tufts University)

**Providence II**

**Creating a Community of Voters: How to Build a Cross-campus Culture of Democratic Participation**
Robyn Worthington, Emily Brown, and Erin Smith (Bristol Community College)

**Waterplace II**

**Creating Equity Through Community-Engaged Student Opportunities: A Discussion About Engaging First Generation, Working, and Commuter Students in Service**
Heather Whitney, Julia Hvoslef, and Tanairi Sorrentini (University of Massachusetts Boston)

**Waterplace III**

**Entering Spaces across difference: The 3 H Model for Course-community Partnerships**
Meghan Doran and Shari Johnson (Simmons University)

**Waterplace I**

**From Co-Curricular to Curricular -- A New Experiential Learning Model. Lessons from the Three-year "Semester in the City" Pilot Crafted by College for Social Innovation and 14 Local Colleges and Universities**
Eric Schwarz (College for Social Innovation), Fiona Wilson (University of New Hampshire), and Rich Davino (Becker College)

**Newport**

**Innovative Collaborations: Building Coach-faculty Partnerships to Serve the Civic Mission of the University**
Kerri Heffernan and Mary Wright (Brown University)

**Washington**

**Inspiring Civic Action Through Project-Based Service Learning**
Shelley Nicholson (Mount Wachusett Community College)
Learning Circles in the Classroom and Co-Curricular Activities
Sharyn Lowenstein (Lasell College)

Moving the Margins to the Center: Homeless Outreach as an Essential & Disruptive Practice
Sara Melucci (House of Hope CDC), Megan Smith (Boston University School of Social Work), and Craig Kaufmann (Brown University)

Rethinking Service Learning: Using and Assessing Critically-Engaged Civic Learning to Promote Student Learning and Meaningful Social Change
Cynthia Lynch (Salem State University), Robert J. Awkward (Massachusetts Department of Higher Education), Jake Lefker (North Shore Community Development Coalition), and Sara B. Moore (Salem State University)

How Can Universities Contribute to Local Democracy?
Alicia Jiggetts (University of Richmond), Nina Johnson (Swarthmore College), David Levinson (Norwalk Community College), Cynthia K. Orellana (University of Massachusetts Boston), and Jenn Steinfield (City of Providence). Moderated by Andrew Seligsohn (Campus Compact)

Regardless of the commitment of higher education institutions to non-partisanship, our colleges and universities--like all social institutions in the United States--are inevitably affected by the forces of politics. While that has always been true, the deep and bitter divisions of the current national landscape intensify the challenges of preparing students for full participation and of engaging beyond the campus in pursuit of public goods. In this context, opportunities for creating positive change and building the skills of democracy are often found at the local level. This session brings together researchers and practitioners for a discussion of the opportunities and challenges of local engagement. Can we bring students into local efforts for change? How do we treat community residents who are not students with respect as we do so? How do we recognize the autonomy of students as we bring them into public work? How do the political interests of the institution affect these efforts?
## Wednesday, March 27, 2019

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<td>Breakfast</td>
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<td>8:00 AM – 8:30 AM</td>
<td>Lynton Colloquium Framing</td>
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<td>Introduction and Framing Remarks</td>
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<td>Laurie Walker (University of Montana) and John Saltmarsh (University of Massachusetts Boston)</td>
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<td>Decolonizing Approaches to Engagement: Lessons from Indigenous Perspectives</td>
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<td>Engaging Authentically in Communities On- and Off-Campus</td>
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<td>Marisol Morales (Campus Compact), Sara Shuman (La Salle University), Marquita Taylor (Yale University), and Samantha Frisk (University of Southern Maine)</td>
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<td>Enhancing and Enjoying Data Collection: An examination of learning and practices around data collection to showcase and empower youth voice</td>
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<td>Cassandra Therriault, Jenna Stone, and Joanee Mata (University of Connecticut)</td>
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<td>Problem Solving Challenges in Community Engagement</td>
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<td>Re-Imagining Assessment for Democracy and Social Justice</td>
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<td>Sarah Stanlick (Lehigh University) and Georgia Nigro (Bates College)</td>
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<td>Sustaining Partnerships in a Multi-Year Community Based Research Project</td>
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<td>M. Ann Howard (Rochester Institute of Technology) and Tunya Griffin (Marketview Heights Collective Action Project/Fifth Street Block Club)</td>
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<td>Transforming Teaching and Learning through Change-based Civic Engagement</td>
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<td>Laura O'Toole (Salve Regina University), Neyda DeJesus (Women’s Resource Center), Niko Merritt (Sankofa Community Connection), Nancy Gordon (Salve Regina University), Esther Alarcon-Arana (Salve Regina University), and Chris Gross (Fab Newport)</td>
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<td>What Engaged Scholarship Can Learn from Activist Scholarly Traditions</td>
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<td>Jesús Hernández (Brown University), Raúl Gutiérrez (Holyoke Community College), Nina Johnson (Swarthmore College), and Jessica Lee (Georgetown University)</td>
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Voices of Engaged Knowing: Language, Identity, and Engaged Scholarship
Brook Danielle Lillehaugen (Haverford College), Felipe Lopez (Zapotec poet and scholar), and Sabea Evans (Haverford College)

This plenary session will begin with a presentation by 2018 Lynton Award recipient Brook Danielle Lillehaugen, Haverford College Assistant Professor and Chair of Linguistics, and her community and student collaborators, Felipe H. Lopez and Sabea Evans, reflecting on the Ticha Project, its social and political context, and spaces for knowledge co-creation. Following the presentation, participants will consider questions related to the Colloquium theme and implications for their own engaged work in facilitated conversations at their tables, then bring their questions and insights into an integrative discussion with the panelists, past Lynton Award recipients, and Eastern Region Campus Compact's Engaged Scholars.

Discussion Facilitation
Julie Plaut (Brown University) and Jesús Hernández (Brown University)

Colloquium Closing
Mathew Johnson (Brown University) and Marisol Morales (Campus Compact)

About the Ernest A. Lynton Award & Colloquium
Sponsored by the Swearer Center at Brown University in partnership with the Coalition of Urban and Metropolitan Universities (CUMU), the annual Ernest A. Lynton Award for the Scholarship of Engagement for Early Career Faculty recognizes a full-time faculty member who is pre-tenure at tenure-granting campuses or early career (i.e., within the first six years) at campuses with long-term contracts, and who connects their teaching, research and service to community engagement. The Lynton Award emphasizes community-engaged scholarly work across faculty roles. The scholarship of engagement represents an integrated view of faculty roles in which teaching, research/creative activity and service overlap and are mutually reinforcing, is characterized by scholarly work tied to a faculty member's academic expertise, is of benefit to the external community, is visible and shared with community stakeholders and reflects the mission of the institution. Community engagement is defined by relationships between those in the university and those outside the university that are grounded in the qualities of reciprocity, mutual respect, shared authority and co-creation of goals and outcomes. Such relationships are by their very nature trans-disciplinary (knowledge transcending the disciplines and the college or university) and asset-based (where the strengths, skills and knowledges of those in the community are validated and legitimized).

Each year, the Lynton Colloquium features recipients of the national Lynton Award for Early Career faculty. This year, the Brown University's Swearer Center partnered with the Eastern Region Campus Compacts to bring the Colloquium to the conference. The theme of this year's Lynton Colloquium is “Voices of Engaged Knowing.” The 2019 Colloquium half-day relates closely to the conference theme, “Education for Democracy” while focusing on the inclusion of diverse voices in community engaged scholarship. The Colloquium will explore how the voices of students and community partners are in dialogue with faculty to collectively construct meaning in courses, research, and creative activity. Presenters and participants will examine the inclusion and exclusion of voices that historically and often presently experience being discounted, delegitimized, and marginalized through teaching, learning and research practices. As such, the Colloquium will seek to examine education as a political space that reflects wider social and economic inequalities.
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