PUTTING OUR PASSION to WORK

SERVICE-LEARNING & CIVIC ENGAGEMENT CONFERENCE
University of Baltimore
April 5, 2014

#SLCE2014

mdccc.org/slce
2014 Service-Learning & Civic Engagement Conference

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#SLCE2014

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Conference Agenda

8:00 - 9:00  Check-in and breakfast
             Thumel Business Center Atrium

9:00 - 9:20  Official Welcome
             Law Center Moot Court Room

9:20 - 10:00 Morning Plenary
            Law Center Moot Court Room

10:15 - 11:15 Morning Sessions
             Thumel Business Center (various)

11:25 - 12:30 Lunch
             Thumel Business Center lower level/first floor

12:45 - 1:30  Project Showcase
               Thumel Business Center first floor

1:45 - 2:45  Afternoon Sessions
              Thumel Business Center (various)

3:00 - 3:30  Awards Ceremony and Raffle
              Thumel Business Center Auditorium

3:30 - 3:45  Closing
              Thumel Business Center Auditorium
Conference Goals

In order to provide opportunities for growth, professional development, and field exploration, the Service-Learning and Civic Engagement Conference will:

1. Examine the latest thinking about how colleges and universities interpret and advance their civic missions.

2. Strengthen the capacity of Baltimore, Maryland, and Washington, D.C., campuses to create, and sustain community partnerships.

3. Provide opportunities for students, faculty, staff, and community partners to collaborate, network, and develop their capacity to lead transformative service experiences.

History

In the mid-1990’s, The Shriver Center, UMBC’s center for applied learning experiences, administered a Learn & Serve America grant through the Corporation for National & Community Service, for a consortium of area colleges, and universities. This grant supported several conferences in the Baltimore area. Ten years later in 2008, UMBC hosted a similar event, “Solutions Through Service.” This event was planned and implemented by members of the Shriver Living Learning Center (SLLC), with also twenty-nine UMBC students who live, learn, and serve together. UMBC’s Office of Undergraduate Education and the Baltimore Collegetown Network were co-sponsors.

The conference has grown in both size and scope since 2008. Members of the conference’s Planning Committee now include staff and faculty of 15+ institutions of higher education throughout Maryland and DC, as well as community partners, and students. Subsequent conferences have been hosted by the University of Baltimore (2009), Towson University (2010), Stevenson University (2011), and Coppin State University (2012). The last few conferences have reached maximum capacity (250 attendees).

With the culmination of the 6th Annual SLCE Conference back at UMBC in 2013, Maryland-DC Campus Compact took a greater role in supporting and sponsoring future conferences.
Welcome

Greetings and Welcome,

Thank you for joining us for the seventh annual Service-Learning and Civic Engagement Conference here at the University of Baltimore.

We are delighted to host this conference for the second time. This is an exciting time for community engagement and experiential learning at UB. We are continuing to find new and innovative ways to put our passion to work through community partnerships, through enhanced resources for faculty, and through more intentional collaboration among faculty, staff, and students, all aimed at deepening our ties with our unique, and vibrant Baltimore community.

This conference will provide opportunities for networking, collaboration, sharing best practices, and developing new ideas. It’s also a celebration of the great passion we have for this type of work, and the care we take in doing community engagement and experiential learning. We join each other in recognizing that this work is best achieved through collective efforts, and is most successful when we partner in creative, and unique ways—whether that’s through an alternative spring break, an internship at a non-profit organization, a mentoring program, or any of the other programs, and offerings you’ll hear about today.

So please enjoy this day, engage in new ideas, and perspectives, and join us in putting our passion to work!

Sincerely,

Anthony Butler
Conference Chair

Kelly McPhee
Conference Co-Chair

Kristen Tull
Conference Co-Chair
Rev. Heber Brown, III is the pastor of Pleasant Hope in Baltimore, a community-oriented church that embraces service, performing arts, and radical displays of hospitality.

Rev. Brown has demonstrated a deep commitment to social justice and peace-making concerns, which grants him the opportunity to travel the nation, speaking to churches, college groups, and civic organizations about issues such as poverty, racism, white privilege, the prison industrial complex, worker’s rights, environmental justice, sexism, and global justice concerns.

As a part of his ministry to the church-at-large, he is on a mission to help launch the next wave of change makers by transforming Sunday Schools into Freedom Schools – places where churchgoing youth are motivated by their faith to serve their community and engage in some of society’s greatest challenges. He also created Orita’s Cross, an African centered church school curriculum.

Rev. Brown, is a regular voice in media and his dedication to service has been publicly recognized. He is the recipient of numerous awards including the Ella Baker Freedom Fighter Award, the Kingdom Ambassador Award, and the Afro American Newspaper’s “25 Under 40 Emerging Black History Leaders” award. In 2011, Urbanite Magazine identified him as one of the “Change Makers of Baltimore City.”

He earned his B.S. degree in Psychology, from Morgan State University located in Baltimore, a Master of Divinity degree from Virginia Union University, located in Richmond, and expected to graduate with his Doctorate of Ministry degree, from Wesley Theological Seminary. (Washington, D.C.) in May 2014.
Shawnice Jackson is a young professional committed to the advancement of positive youth development through mentoring, service, and advocacy. She currently works as a Youth Engagement Consultant for the Aspen Forum for Community Solutions. Shawnice advocates on the national level by actively serving as a Council Member with the National Council of Young Leaders, Advisory Board Member with The Opportunity Youth Network, and a Leadership Council Member with The Opportunity Youth Incentive Fund.

As a native of East Baltimore, Shawnice graduated from Eastern Technical High School, and is currently in her senior year at University of Baltimore, majoring in Human Services Administration. Post graduation, she plans to pursue advanced degrees in School Counseling and Urban Education Leadership.

As an alumna of Public Allies Maryland, she has served as a Project Coordinator for Mentoring Children of Incarcerated Parents, a Baltimore Ris-ing program, and as volunteer and Provider Relations Coordinator at Big Brothers Big Sisters of the Greater Chesapeake. Shawnice was recently invited to speak at the Corporation for National and Community Service’s 20th anniversary celebration. She continues to give of her time in support of the well being of young people in her community. As a court-appointed special advocate for abused and neglected children with CASA Baltimore City, and volunteer Big Sister, Shawnice hopes one day to begin her own youth development program, and to become Superintendent of Baltimore City Public Schools.
# Morning Sessions

The BC Auditorium is on the first floor. All other sessions are on the second (200s) or third (300s) floor.

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<td>Crossing Neighborhoods, Crossing Cultures</td>
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The Prince George's County Virtual Community Center

Deborah Slosberg, Coordinator Leadership and Community Service-Learning, University of Maryland College Park
Dr. Craig Slack, Assistant Director, Adele H. Stamp Student Union, University of Maryland College Park
Hillary Lindeman, Interim Executive Director, The Human Services Coalition (HSC), Prince George's County
Lauren Mistretta, Student, University of Maryland College Park

This session’s goal is to introduce participants to the power of the virtual world, that can have on the advancement of social change. The Prince George’s County Virtual Community Center (PGCVCC) Project is focused on providing a one-stop community center that consists of all human resource nonprofits in the county. With this virtual community center, people in need will be able to find and access resources such as local food banks, domestic violence shelters, and tutoring programs. In addition, the PGCVCC will serve as a volunteer hub helping local nonprofits gain access to the volunteers they need. In this workshop we will walk through the three stages of this project: 1. Creating a database of all active human-resource nonprofits, 2. Creating a web based tool enabling community members to find both the direct services and volunteer opportunities, and 3. Promoting PGCVCC to citizens, service providers, government officials, and potential volunteers.

Social Change Leadership...the Story of One Class' Activism

Andrea M. Leary, Ph.D., Affiliate Assistant Professor, Loyola University Maryland
Dr. Cynthia Campbell, Literacy Services Director, Baltimore Reads
Madelyn Fagan, Loyola student, 2014
Cory Hodson, Loyola student, 2015
Carolanne Chanik, Loyola student, 2014

“Social Change Leadership...the Story of One Class' Activism” will illustrate how a group of seven students, working with Baltimore Reads and their students, engaged in reciprocal, project-based service. Within one semester, the Loyola students wrote articles, edited other service students’ pieces, re-designed, edited, and published in the Baltimore Reads Gazette, a 16-page, full colored newspaper. In addition, they organized and collated a book project, Dare to Believe, which is being published this semester. This workshop will offer ideas for faculty, students, and community partners. We will illustrate how to initiate large, project-based services, and take it through publication. The Loyola students will speak to what motivated them and how this experience affected them. For partners especially, Dr. Cynthia Campbell, the Literacy Services Director at Baltimore Reads, will talk about how our work together affects Baltimore Reads and creates social change.
Career Pathways and Trends for SLCE Practitioners  
Madeline Yates, Executive Director, Maryland-DC Campus Compact  
Barbara Jacoby, University of Maryland, College Park  

From our perspectives as the Executive Director of MDCCC, as early practitioners of SLCE, and as keen observers of the field, we will share our views of how the field is changing, what opportunities there will be for those of us who are dedicated to it, and how we can prepare for new opportunities as they arise. We will also reflect on the values that brought us to this work and how we can draw on them as we face our daily challenges and contemplate our futures in the field.

Service-Learning is a Career! Marrying Teaching, Research, and Service While Staying Sane (and Employed) in Academia for SLCE Faculty  
Alison Rios Millett McCartney, Associate Professor, Political Science, Towson University  

Do I focus on teaching, research, or service? That crucial question guides every professor’s career, but what if a choice were unnecessary? This workshop explores how all three can be pursued through presentation and discussion of specific, sample activities that can be used for any civic engagement/service-learning course in any discipline and for any student population. Pulling on my recent publication and experience in reviewing journal articles, we explore best practices in course design, assignments, and assessment that can lead to peer-reviewed publication. As students are also a part of the research process, I also discuss how students can engage in advanced research to enhance their studies, their civic engagement, and their post-graduate opportunities. Finally, we review how civic engagement education can expand students’ (and educators’) understandings of the global-local connections in policy and politics, thus furthering the development of global citizenship.

Alternative Breaks: A Local Approach  
Sarah Grannemann, Alternative Breaks Coordinator, The Johns Hopkins University Center for Social Concern  

The Alternative Breaks program at the Johns Hopkins University Center for Social Concern has taken a local approach – keeping all of our alternative break programs in Baltimore to make an impact on the surrounding community and connect students with local community partners. This workshop will provide an opportunity to talk about our results and experiences, discuss different approaches to alternative breaks, and share best practices and challenges. This
will be participatory workshop designed for students, faculty/staff, and community partners to talk about designing high-impact alternative break programs, and how to extend the experience beyond the break itself.

Students Exploring Social Justice Before the Year Even Begins  
Alyson Bodner, Program Director, Student Organizations and Leadership, Georgetown University (Center for Social Justice, Research, Teaching and Service)

The First Year Orientation to Community Involvement (FOCI) program is an intensive pre-orientation program for incoming first-year students which focuses on serving as an introduction to community service, volunteer activism, and social justice issues in the Washington, D.C. community. FOCI is designed to create space for students in which they can engage in community service, discover and reflect on diverse populations, perspectives, and roles in the Georgetown and Washington, D.C. communities, develop the capacity for leadership, and become part of a community committed to personal growth through service and reflection. This workshop will explore FOCI’s goal of serving as an introduction to community service, volunteer activism, and social justice issues in the Washington, D.C. community. Participants will examine techniques that are used to implement these ideas, and will discuss ways in which similar programs or transferable ideas can be implemented on their campuses.

New Research from the Montgomery College-Public Schools Collaborative  
Jim Walters, Director of Student Life - TP/SS, Montgomery College

The purpose of this study and this workshop is to examine the impact of the English for Speakers of Other Languages (ESOL) Student Service Learning (SSL) Club on academic and non-academic outcomes for students receiving ESOL services during 2012–2013 in six high schools in Montgomery County Public Schools (MCPS). The ESOL SSL Club convenes regularly outside the students’ instructional day. As part of the regular club meetings, participating students were led by facilitators to identify needs in the community and address them through service-learning opportunities. The objectives of the ESOL SSL Club are to—

- increase the number of SSL hours earned toward the graduation requirement,
- promote school attendance,
- increase grade point average (GPA) and raise course grades,
• increase passing rates on high school assessments (HSAs),
• increase literacy skills,
• increase engagement in community activities,
• increase engagement in school activities, and
• increase understanding of college and career expectations.

Supporting Student Staff to Make a Difference
Joakina Stone, Erickson Hall Community Director, UMBC
Virginia Byrne, UMBC, Student Life Coordinator for Leadership Development & Education
Benjamin Chukwurah, Student, UMBC
Ahmed Eissa, Student, UMBC

Paraprofessional staff members within Residential Life have a huge impact on and responsibility to their community. But are they leaders? Yes, they have positional leadership by the nature of their jobs, but what is it that they do that allows them to be called leaders? Learn about how UMBC incorporated leadership and civic education models into Residence Life, transforming 25 students into social change agents.

Crossing Neighborhoods, Crossing Cultures
Easten Law, Instructor, American University
Adriana Dugguem, Student, American University
Alex Braun, Student, American University
Penelope Buchter, Student, American University

Intercultural fluency is increasingly needed by all people, but such skills cannot be fostered through knowledge alone. This workshop highlights intercultural praxis methodology and local community engagement as a means of building the skills and character necessary to internalize intercultural theory. Student testimonies and survey assessments will highlight how community observation in some of DC’s most multicultural neighborhoods alongside service learning with organizations working amongst local residents contribute to a deepening of self-awareness and the role of cultural identity in community formation and cultural conflict. Participants in this workshop will also be encouraged to find ways to integrate intercultural learning objectives in their own community-based learning curriculum.
Putting Our Passion to Work

Project Showcase

These will be held in small conference rooms on the first floor of the Thumel Business Center. These fast-paced, informative sessions will last for about 10-15 minutes, and will be offered a total of three times during the Project Showcase period. Moderators will assist with transitions. During this period, participants can also attend poster sessions in the BC Atrium or network in BC room 003.

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<td>Campus Kitchens: Service-Learning for Business Students</td>
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<td>Leadership for the Common Good: What it Really Takes</td>
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All About Maryland-DC Campus Compact AmeriCorps VISTA
Maryland-DC Campus Compact VISTA’s and VISTA Leader

This showcase will feature posters of all 2013-2014 Maryland-DC Campus Compact AmeriCorps VISTA projects, descriptions of upcoming 2014-2015 projects, and information about applying to become a Maryland-DC Campus Compact AmeriCorps VISTA or applying for a Maryland-DC Campus Compact AmeriCorps VISTA project on your campus.

Incorporating the Inside-Out Prison Exchange Program into Criminal Justice Curriculum
Andrea Cantora, Assistant Professor, University of Baltimore

This showcase will illustrate a new course offered in the School of Criminal Justice. The “Contemporary Corrections” course begins with a critical analysis of the issues related to being incarcerated and working in prisons. Several class sessions are joined with students at Jessup Correctional Institution. These sessions are modeled after the National Inside-Out Prison Exchange Program. The Inside-Out Prison Exchange Program, is an opportunity for a small group of students from University of Baltimore and a group of residents at the Jessup Correctional Institution to exchange ideas and perceptions about crime and corrections. It is a chance for all participants to gain a deeper understanding of the criminal justice system through the marriage of theoretical knowledge and practical experience. To create a sense of community in the classroom, students will engage in reflective journaling, group discussions, and other activities designed to create a safe space to discuss often sensitive and controversial issues.

Teaching Inter-Professional Education through Service-Learning
Carey Borkoski, Assistant Lecturer, Bloomberg School of Public Health, Director of Master’s in Public Policy Program, Johns Hopkins University
Emily Frosch, MD, Associate Professor of Psychiatry and Behavioral Sciences, Johns Hopkins School of Medicine

This showcase will present an overview of the JHU SOURCE (Student Outreach Resource Center) Service-Learning Faculty Fellows Program and how it led to the subsequent development and implementation of an inter-professional service-learning course. Pairing student engagement with community partners and a classroom setting focused on inter-professional dialogue provides tremendous opportunities to enhance learning, awareness and
professional development, towards understanding and addressing community needs. This presentation will also facilitate a discussion with faculty and students to discuss the value of this approach, additional opportunities to integrate inter-professional education to promote civic engagement and challenges that must be considered when developing these types of student experiences.

**Inaugural Social Justice Leadership Training Institute for Students**  
*Amanda Munroe, Social Justice Curriculum and Pedagogy Coordinator, Georgetown University (Center for Social Justice, Research, Teaching and Service)*  
*Nicole Centeno, Operations Officer Center for Social Justice Research, Teaching and Service*

This session will showcase The Social Justice Leadership Training Institute (SJLTI) at Georgetown University, which is a new initiative co-organized by the Center for Social Justice Research, Teaching, and Service (CSJ); the Center for Multicultural Equity and Access (CMEA); and the Kalmanovitz Initiative for Labor and the Working Poor (KI). This 8-week, skills-building Institute is an intentionally small-group, intensive experience for a cohort for 12 undergraduate students (freshman through seniors) who demonstrate a strong dedication to social action. By responding to requests from students for opportunities to strengthen skills for prompting social change, each SJLTI session invites a guest expert to train students in skills such as community organizing, diversity awareness, technology and social change, effective facilitation for managing intergroup conflict, and more. The Institute seeks to introduce students to major skills and privileges reflective practice, offering them an opportunity to build their own capacities, and to reflect on living with a social justice ethos.

**A Novel Approach to Developing Empathy: Using Fiction to Teach Skill and Emotion**  
*Marilynn Edlins, Assistant Professor, University of Baltimore*

Research shows that current college students have lower levels of empathy than students of previous generations. Many have lamented what this loss means for individual students, the classroom setting, and society at large. Fortunately, rather than an innate trait, empathy is a skill that students can learn and develop; however this task is not immediately clear for professors and community leaders. This project explores the use of fiction as a way to foster empathy in undergraduate students through the question: can the use of fiction improve students’ understanding of the concept of empathy, as well
as their ability to apply empathy in a real life scenario? I will present evidence from my undergraduate fiction-based project, as well as current literature on empathy, to argue that fiction can be an effective way to foster empathy in college students.

**Campus Kitchens: Service-Learning for Business Students**  
*Susan Callahan, Faculty Advisor, University of Maryland Eastern Shore*

Campus Kitchen’s is a national student leadership model found in over 30 universities nationally. We will outline the match between the Hotel Restaurant Program from UMES and how this works into our curriculum, as well as include what other programs are doing around the county.

**Leadership for the Common Good: What it REALLY Takes**  
*Elizabeth Robinson, President, Emergence International, Inc.*  
*Dr. Vivianne Friday, Iowa Western Community College*  
*Joel Stanley, Iowa Western Community College*

Emerge! is a unique curriculum and tool to empower program staff, faculty, and youth leaders to holistically develop leadership. This interactive workshop invites participants to re-connect with their personal leadership journey as leaders of leaders, explore the impact of shifting from “expert power” to “personal presence power,” and consider Emerge!’s principles and practices to “make leaders for life.” Developed over 25 years working with emerging leaders in Central America, Kosovo, Kenya, and the Middle East, the Emerge! programs promotes leadership development as a journey—not an activity. Emerge! helps youth shift their inner story from “I’m not a leader” to “I’m a leader” by integrating and building on diversity, emotional, and stewardship intelligences. Emerge!’s methodology includes creating learning environments that emphasize presence and shared -discovery. Emerge! can be used as a stand-alone course or adapted as a tool-kit to compliment service learning and community engagement programs.
All posters will be on display in the BC first floor Atrium.

**Service Learning While Abroad**  
*Ryan King-White, Assistant Professor, Towson University*

**Peer Health Exchange**  
*Emily Meyer, Co-Coordinator, American University*  
*Janelle Walsh, American University*

**Integrating Experiential Learning in an Online Course: Lessons Learned**  
*Lorenda A. Naylor, PhD, MPH, MPA, Associate Professor and Program Director GVPP, University of Baltimore*

**Do Something Now: Taking Change from Your College Campus to Your Community**  
*Viktoria Ivanova, American University*  
*Julia Branco, University of Baltimore*

**Cherry Hill Learning Zone**  
*Ruth Farfel, MDCCC AmeriCorps VISTA for Cherry Hill Projects, Towson University*

**Moving Beyond "Tokenism"**  
*Shawnice N. Jackson, Community & Youth Advocate, University of Baltimore, National Council of Young Leaders*

**Benefits of and for College Students Who Participate in Civic Engagement**  
*Chante Harris, American University*

**The "Scholarship" of Community Service**  
*Lisa Ward, Founder & President, The Scholarship Center*

**Building Roots that STEM Into Success!**  
*Mia A. Simms, AmeriCorps VISTA Program Coordinator, Communities In Schools of the Nations Capital*

**Mission: I'm Home and the House Stevenson University Built**  
*Stevenson University*
# Afternoon Sessions

The BC Auditorium is on the first floor. All other sessions are on the second (200s) or third (300s) floor.

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Turning Volunteers into Agents of Change
Victoria Downey, Student, Loyola University Maryland
Gabrielle Smith, Student, Loyola University Maryland, Class of 2015

This workshop will encourage other student leaders to continue on their path of service, using reflection to transform a simple service experience into an ongoing social justice discussion that lasts well beyond a few hours of volunteering. Participants will engage in an activity and standard reflection to impart ideas they can use to encourage more meaningful service experiences at their own respective schools.

It’s More Than Just Tutoring: The DC Reads Literacy Initiative, Community Partnerships, and Student Leadership
Robin Adams, Assistant Director, Center for Community Engagement & Service, American University

Learn how to build strong and sustainable partnerships between universities and nonprofit partners, that support K-12 students in improving academic performance for students in underserved communities. We will examine the partnership between American University’s DC Reads program and 9 community partners, both schools and community based organizations. Participants will have the opportunity to learn the key elements in creating successful collaborations, such as a shared mission, shared leadership, governance, complementary partnerships, student leadership, engagement, education training, college awareness initiatives, utilizing campus resources, the roles of assessments in measuring the impact of our work and improve student outcomes. Community partners and student leaders will also discuss their successes, challenges, administrative consideration, and best practices.

Collaboration on Campus: How Civic Engagement and Community Service work together
Mesha Byrd, Coordinator of Community Outreach Programs, Towson University
Scott Hackett, Coordinator of Civic Engagement, Towson University
Corinne DeRoberts, Coordinator of Community Service, Towson University

At Towson University, Community Service and Civic Engagement Initiatives are run out of different departments. Come see how we're able to work together on various service-learning initiatives, political, and environmental initiatives and general community service projects.
Assessment and Evaluation of Active Citizenship
Gretchen Mielke, Graduate Assistant, Alternative Breaks, American University

Assessment and evaluation are important parts of ensuring that campus programs are successful in their mission of encouraging active citizenship and promoting social change. Using American University’s Alternative Break Program as a case study, this workshop will highlight tools to measure active citizenship such as project logic, theory of change, log frames, work breakdown schedules, and means of evaluation, to determine if active citizenship on campuses is being produced in intended ways. AU Alternative Break will serve as a model, demonstrating tools that can be modified to serve other campuses’ programs.

Mission: I'm Home and the House Stevenson University Built
Morgan Somerville, Student Employment Manager, Stevenson University
Art Fifer, Assistant Professor-Information Systems, Stevenson University
Romas A. Laskauskas, Assistant Professor International Business, Stevenson University
Nancy Wolfe, Admissions Counselor, Stevenson University

The 2014 Stevenson University Alternative Spring Break Trip Celebrates its Sixth Anniversary of Home Rebuilding and Community Outreach in New Orleans With a Record Number of Volunteers. In 2009, 24 volunteers from Stevenson University travelled to the New Orleans area to begin rebuilding homes following the terrible devastation to the area caused by Hurricane Katrina. The original “Alternative Spring Break” trip was organized by Morgan Somerville, an SU staff member and two SU faculty members, Art Fifer and Romas Laskauskas. Every year thereafter, the number of volunteers continued to increase (39 in 2010, 45 in 2011, 67 in 2012) and in Spring 2013, on the 5th anniversary of the original trip, 104 volunteers from Stevenson University travelled to New Orleans to rebuild homes.

Developing Men and Women to Serve Others
Bridget O’Loughlin, Graduate Assistant, Georgetown University (Center for Social Justice, Research, Teaching and Service)
Alyson Bodner, Program Director, Student Organizations and Leadership, Georgetown University

While many service-immersion trips are planned and led by faculty
and staff, Georgetown’s Alternative Spring Break (ASB) program is unique in that students create, plan, lead, and help administer eighteen service-immersion trips to communities around the country. Through planning both thematic and logistical aspects of their trips, liaising with community partners, and leading members of the Georgetown community in service, solidarity, and reflection, ASB leaders create a foundation of skills and abilities that will translate to future work for social justice. This workshop/project showcase, will not only give participants the opportunity to learn more about the best practices behind Georgetown’s model of student leadership development, but also provide a framework for both student and faculty/staff participants to brainstorm incorporating more opportunities for student leadership development into their existing programs and projects.

**Have You Ever Thought of Starting a Non-Profit?**  
*Madeline Yates, Executive Director, Maryland-DC Campus Compact*

The session will be an interactive presentation and then discussion. We will explore the "bigger picture" of connecting participants' passion and vision to the needs of the world, and then move into the brass tacks, processes, and realities of implementing that vision.

**Rethinking Service: Student Leadership for Civic Action**  
*Lindsay Johnson, Associate Director, Community-Based Learning & Community Service Programs, Goucher College*  
*Dr. Cass Freedland, Director of Community-Based Learning, Goucher College*

The Student Leaders for Civic Action program (SLCA) is a leadership experience for upperclassmen interested in an advanced volunteer role with Goucher College’s Community Service programs. This program includes ongoing educational opportunities focused around social justice, community building, and civic engagement. The training modules have been designed according to best-practice literature around campus-community partnerships, and ground the SLCA team in standards of practice that are responsible and ethical, and allow for a deeper understanding of race and cultural competence. Furthermore, the intensive nature of the training program allows the participants to develop an on-campus cohort, and create a community of student leaders invested in thoughtful civic action.

This workshop will explore the theoretical underpinnings of the SLCA program design, and outline the critical elements of successful
student leadership programs for undergraduates. In particular, this workshop will highlight ways to integrate the traditional community service paradigm with social change praxis.

Community Engagement and Sustainability Education  
*Darien Ripple, Experiential Learning Program Manager, University of Baltimore*

This session will note best practices in community engagement by examining a collaborative experiential learning endeavor involving a special projects course focusing on sustainability education. The course is designed to engage students in experiential methods of learning by researching, analyzing, and enacting sustainable living practices. In particular, this session will focus on a student project that collaborated with two elementary schools situated in different socio-economic areas. One school located in an upper-middle class planned community and the other a Title One school. Students were asked to think about principles of ecological design in the planning process. As a result, students developed a project to create two outdoor classrooms drawing from the individual resources of each school, and developed education plans in accordance with the State Board of Education learning objectives. This paper will provide insight into an organic education model by means of a reflective narrative from multiple voices.
Conference Awards

Faculty Award for Outstanding Service-Learning

- Extensive experience in developing and teaching a service-learning course or a course with a service-learning component. Evidence of innovative ways of employing a reflective teaching methodology to connect community service-learning with academic study.
- Evidence of efforts to reach out to other faculty to encourage and help them integrate service-learning into their courses.
- Demonstrated leadership that promotes community service-learning within one’s discipline or the college or institution.
- Evidence of engaged scholarship, such as research, published materials, presentations on service-learning, or community-based research.

2014 SLCE Faculty Award Winner

Dr. Mona Becker, McDaniel College

Geologist, Dr. Mona Becker, received her B.S. from Millersville University (1994), her M.S. from Virginia Tech (1996) and her Ph.D. from the State University of New York at Stony Brook (2001). Dr. Becker is an Assistant Professor and Department Chair of the Environmental Studies Department at McDaniel College. She teaches Environmental Problem Solving, Environmental Geology, Environmental Chemistry, and Climatology along with other environmental science courses and takes frequent excursions into the field with students to explore environmental topics firsthand.

An avid proponent of service-learning, not only has Dr. Becker coordinated with local organizations through service learning in every class, she has also incorporated service learning into her research on stream water health in McDowell County, West Virginia. She encourages students to become involved on every level in their communities.

Staff Award for Outstanding Civic Engagement

- Evidence that the staff nominee has gone beyond standard occupational duties in their role to their community in collaboration with a service-learning or civic engagement initiative.
Evidence of efforts to reach out to other staff, faculty, and/or students to encourage and help them integrate civic engagement or service-learning in their respective role.

Demonstrates leadership that promotes civic engagement or service-learning within one’s campus and seeks to meet community needs.

2014 SLCE Staff Award Winner

Ray Shiu, Georgetown University

Ray Shiu is the Associate Director of Georgetown University’s Center for Social Justice Research, Teaching and Service (CSJ). In that role, he is responsible for the overall management of CSJ’s staff-run and student-run social justice community-based service, including student development, community and university outreach, and fiscal and administrative management. CSJ’s social justice work encompasses a wide range of services, from literacy tutoring programs to youth mentoring and from English language tutoring for the immigrant community to music and dance enrichment. Ray originally joined CSJ as Special Programs Coordinator in 2004 and served as Program Director for Student Leadership and Special Programs from 2006-12. Originally from Modesto, CA, Ray received his bachelor of science in genetics from the University of California, Davis. After college, he moved to New York City and worked at a research center at the Columbia Business School as a program and financial officer. While at Columbia, Ray earned a Master of Arts in Higher Education, with a concentration in academic and student development from Columbia University’s Teachers College.

Undergraduate Student Award for Civic

*All nominees must have been enrolled as at least part time undergraduate students in the fall of 2013.

- Evidence that the student nominee(s) have gone above and beyond in their service to community in collaboration with a service-learning or civic engagement initiative.
- Evidence that the student nominee(s) have demonstrated leadership that engages students in meaningful service and seeks to meet community needs.
Julia Branco attended Montgomery College and graduated in 2010 with an Associates of Arts in General Studies. While at Montgomery College, she co-founded the Do Something Now Club, with the purpose of educating students about issues of social justice around the world and raising funds for communities in need. Before continuing her college career, she spent 3 months in Brazil working with children and victims of human trafficking. Upon transferring to the University of Baltimore in 2012, she became involved in helping to engage students in community service opportunities. She is now a student engagement assistant and co-chair of the Leadership and Service Council. She is also completing an internship as a community organizer in partnership with Greater Homewood Community Corporation. After graduation in the spring of 2014, she will be travelling to Thailand, where she will teach English, community organization and report writing to Burmese Refugees.

Jennifer Johnson, American University

Jennifer Johnson is a senior at American University in Washington, DC pursuing a BA in International Relations with a minor in Spanish language and area studies and a certificate in Spanish translation. Jennifer's areas of interest and study include migration in Latin America and Latin American immigrant communities in the United States, which has led her to several incredible service learning opportunities both at home and abroad. During her time at American University Jennifer has volunteered as a math tutor for the Spanish GED at The Next Step Public Charter School (TNSPCS), helping young immigrant women prepare for their Spanish GED exams. While studying abroad in Puebla, Mexico she volunteered with the NGO Fundación Origen Nakú, living and working in a rural indigenous village to implement sustainable development projects aimed to help local women and children. This year Jennifer has been volunteering at the Central American Resource Center (CARECEN), teaching a weekly class that prepares elderly Spanish-speaking immigrants to take their
Citizenship exam in Spanish. Jennifer is a member of the Honors program and the Global Scholars program at American University, and will graduate May 2014.

Graduate Student Award for Civic Engagement
*All nominees must have been enrolled as at least part-time graduate students in the fall of 2013.
  • Evidence that the student nominee(s) have gone above and beyond in their service to community in collaboration with a service-learning or civic engagement initiative.
  • Evidence that the student nominee(s) have demonstrated leadership that engages students in meaningful service and seeks to meet community needs.

2014 SLCE Graduate Student Award Winner
Sarah Grannemann,
Johns Hopkins University

Sarah Grannemann received her B.S. in Geoscience from Denison University in Granville, Ohio in 2008. From 2008 to 2012, she was a geologist for EA Engineering, Science, and Technology, Inc., an environmental consulting firm. At EA, Sarah focused on dredged material management and issues of water quality. Her projects took her across the mid-Atlantic region and to the Midwest to work with clients. Sarah also helped lead the EA Sustainability Group focused on brainstorming and implementing recycling and reuse practices within EA. Her experiences with environmental cleanup projects inspired her to enroll in the Global MBA program at The Johns Hopkins University Carey Business School to proactively approach the impact of businesses on the community and environment.

In 2013, Sarah was a Climate Corps Fellow through the Environmental Defense Fund where she focused on energy efficiency and sustainability projects. Currently, Sarah is the Alternative Breaks Coordinator at the JHU Center for Social Concern. She is also the Co-President of The Johns Hopkins Carey Net Impact Chapter where she helps to create opportunities for students to engage with the community and the environment to make a difference in challenging problems facing our world.
Community Partner Recognition Award

- Demonstrated evidence of efforts to reach out to faculty and students to encourage and assist them in the integration of service-learning into university and college curricula.
- Demonstrated leadership that promotes and embraces service-learning within their organizations.
- Demonstrated excellence in the supervision and mentoring of service-learning students in meaningful service opportunities, and the development of reflection opportunities for students that connects real community needs with academic study.

2014 SLCE Community Partner Award Winner

*The Incentive Mentoring Program (IMP), Johns Hopkins University*

The Incentive Mentoring Program (IMP) is a community of students and volunteers working together towards mutual growth. Students from the Academy for College and Career Exploration (ACCE) and Paul Laurence Dunbar High School are selected during their freshman year based on poor academic performance and the existence of challenges outside of the classroom. IMP matches high school students with hundreds of Johns Hopkins University undergraduate and graduate volunteers, as well as dedicated individuals from the Baltimore community, who come together to provide stability for IMP students. However, IMP’s family structure supports everyone involved, not just the students, but the volunteers themselves and the broader community.

Accepting the award on behalf of IMP is Anirudh “AJ” Jangalapalli. As Communications Officer for the Incentive Mentoring Program, AJ oversees all PR and marketing functions of the organization including its Annual Report, Quarterly Newsletter, and social media engagement strategies. For his work with IMP, AJ was honored with the 2013 IMPact Leader Award. AJ is also a Senior Associate at JMI Equity, a $2B growth equity firm based in Baltimore, where he is responsible for valuation and diligence on new investments and leading operational initiatives within JMI’s portfolio. AJ leads JMI’s Education Technology market work and has evaluated over 150 EdTech platforms for JMI. He also helped build startup Dash4Teachers, a mobile app focused on improving teacher-parent communication.
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