

## Thursday, June 12, 2014

7:30 a.m. – 5:00 p.m.	Conference Registration
9:00 a.m. – 12:00 p.m.	Pre-Conference Workshops
1:30 p.m. – 1:45 p.m.	Conference Opening and Welcome
1:45 p.m. – 2:30 p.m.	Opening Plenary Session
2:45 p.m. – 3:45 p.m.	General Interest Sessions
4:00 p.m. – 5:00 p.m.	General Interest Sessions
5:15 p.m. – 6:30 p.m.	Evening Panel
6:30 p.m. – 7:30 p.m.	Reception with Poster Sessions

## Schedule At-A- Glance

## Friday, June 13, 2014

7:15 a.m. – 5:00 p.m.	Conference Registration
7:15 a.m. – 8:15 a.m.	Continental Breakfast
8:15 a.m. – 9:15 a.m.	Morning Plenary Session
9:30 a.m. – 11:30 a.m.	Mini-Institutes
11:30 a.m. – 1:00 p.m.	Conference Break
1:00 p.m. – 2:00 p.m.	General Interest Sessions
2:15 p.m. – 3:15 p.m.	General Interest Sessions
3:30 p.m. – 4:30 p.m.	General Interest Sessions
4:45 p.m. – 5:45 p.m.	General Interest Sessions
6:00 p.m. – 7:30 p.m.	Reception: Sponsored by Florida Campus Compact & Miami Dade College

## Saturday, June 14, 2014

7:15 a.m. – 11:00 a.m.	Conference Registration
7:15 a.m. – 8:15 a.m.	Continental Breakfast
8:15 a.m. – 9:15 a.m.	Closing Plenary Session
9:15 a.m. – 9:30 a.m.	Book Signing: Senator Bob Graham
9:30 a.m. – 10:30 a.m.	General Interest Sessions
10:45 a.m. – 11:45 a.m.	General Interest Sessions

# Pre-Conference Workshops

9:00 a.m.–12:00 p.m.

Thursday, June 12, 2014

7:30 a.m. – 5:00 p.m.

**Conference Registration**

9:00 a.m. – 12:00 p.m.

**Pre-Conference Workshops**

You must be registered to attend pre-conference workshops. Workshops are an additional fee.

**Picasso**

## Bridging the Gap to Develop a Civic-Minded Institution: An Institutional Self-Assessment Model



*Level: Intermediate || Theme: Assessment of Civic Learning and Democratic Engagement*

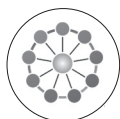
**J.R. Jamison**, Associate Director – Indiana Campus Compact

**Maggie Stevens**, Executive Director – Indiana Campus Compact

The value of civic-mindedness is growing on college campuses, but are we prepared for the shifts needed with the institutional structure? Indiana Campus Compact will take you on a journey of exploring an institutional planning rubric that brings together Academic/Student Affairs to guide institutional work in and with communities. Aggregate data from over 20 campuses that completed the rubric will be shared, and participants will test the rubric and learn how to lead the process on their campuses.

**Tenor**

## Engaging Academic Affairs in Aligning Civic Learning Across the Institution



*Level: Intermediate || Theme: Partnering with Academic Affairs*

**Char Gray**, Executive Director - PA Campus Compact

**Debby Scire**, Executive Director - Campus Compact of New Hampshire

In order for institutions to embrace the renewed call to civic learning and truly embed it in their culture and practices (see A Crucible Moment), it must be inculcated across the institution. While today academic service learning and co-curricular service experiences abound at institutions, civic learning is the key to building an active citizenry committed to the public good. "Civic learning...any learning that contributes to student preparation for community or public involvement in a diverse democratic society...explicitly direct and purposeful (MJCSL Workbook, p.38)." Through this institute, leaders from both student and academic affairs will have an opportunity to: create shared understanding of institutional cultures across divisions; gain insight into current trends shaping civic and community engagement such as civic learning; identify opportunities to leverage partnerships across the institution to align civic learning; create common understanding of language associated with community engagement and civic learning; develop an action plan for implementation. This institute is designed for institutional teams of at least one representative from each division i.e. student affairs, academic affairs.

2:45 p.m. – 3:45 p.m.      General Interest Sessions

## Conference Schedule

2:45 p.m.–3:45 p.m.

### Concerto Ballroom A

#### Assessing Community Service Events for Evidence of Student Development of Civic-Mindedness



*Level: Basic || Theme: Assessment of Civic Learning and Democratic Engagement*

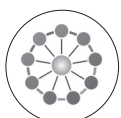
**Kristin Norris**, *Director of Assessment, Center for Service and Learning – IUPUI*

**Jen Halford**, *Program Director for Community Service and Civic Engagement at the IUPUI Center for Service and Learning and the Office of Student Involvement – IUPUI*

Educating for democracy. Graduating responsible citizens. Teaching the public purposes of our disciplines. All of these are related to civic learning and democratic engagement, but how do we accomplish this? This session will share best practices, assessment tools, and survey findings from 3 campus-wide service events (N=>800), which provides insights into how students develop civic-mindedness. Participants should be prepared to discuss how institutions can assess and provide evidence of civic learning and democratic engagement on their campus.

### Concerto Ballroom D

#### Connecting Students Beyond the Campus: Regional Collaborations for Social Change



*Level: Intermediate || Theme: Promising Practices in Civic Learning and Democratic Engagement*

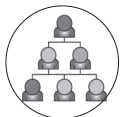
**Marianne Magjuka**, *Director of Campus Life – Wake Forest University*

**Andrew Wiemer**, *Director of the William R. Butler Center for Volunteer Service and Leadership Development – University of Miami*

The Atlantic Coast Conference sponsors an annual symposium that aims to develop a community of undergraduate students who understand the relationship between global and local issues and work to create innovative initiatives for social change. This session will provide an overview of the symposium, regional collaborations, and the ways in which the experience fosters a sense of individual and collective social responsibility. We will share resources for extending student learning beyond the symposium. Attendees will identify ways in which they can create similar programs within their institutional and regional contexts.

### Picasso

#### Seeing U.S. Through Their Eyes



*Level: Intermediate || Theme: Assessment of Civic Learning and Democratic Engagement*

**Linda Major**, *Assistant to the Vice Chancellor, Student Affairs and Director, Center for Civic Engagement – University of Nebraska-Lincoln*

**Nancy Mitchell**, *Director, Undergraduate Education – University of Nebraska-Lincoln*

**Kris Baack**, *Director, Leadership Development – University of Nebraska-Lincoln*

**Linda Moody**, *Director, Service Learning – University of Nebraska-Lincoln*

The purpose of this presentation is to share lessons learned from a University of Nebraska-Lincoln (UNL) sponsored institute on civic engagement involving 20 foreign students representing four southern African countries. The UNL Institute on Civic Engagement, supported by the U.S. State Department, provided a multifaceted environment for visiting students to learn about American government, history, and society while equipping them with the leadership and management skills necessary to become engaged citizens and leaders in their own communities.

## Conference Schedule

2:45 p.m.–3:45 p.m.



Thursday, June 12, 2014 — *continued*

**Chamber**      **Students Learning and Leading in the Center for Civic Engagement**

**Level:** *Intermediate*   ||   **Theme:** *Promising Practices in Civic Learning and Democratic Engagement*

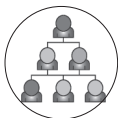
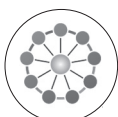
**Christie Zwahlen**, *Assistant Director, Center for Civic Engagement – Binghamton University*

**Allison Alden**, *Director, Center for Civic Engagement – Binghamton University*

This presentation will focus on the democratic processes used to administer Binghamton University's Center for Civic Engagement, where students, professional staff, and community members are regarded as equally important contributors to the educational and administrative processes. Discussions topics will include the strategies, challenges and intricacies involved in the recruitment, hiring, training and supervision of student staff who help run the Center's most important events and programs, insights gained along the way and tangible tips to implement a similar program at other institutions. Examples of excellent student-led events and programs will be shared as well as the specific processes used to facilitate personal and professional growth within the office.

**Soprano**

**The CUNY Service Corps: Utilizing Experiential Learning Strategies to Create Program Culture**



**Level:** *Intermediate*   ||   **Theme:** *Partnering with Academic Affairs*

**Rachel Stephenson**, *University Director, CUNY Service Corps – The City University of New York*

**Valerie Chow**, *Associate Director - The City University of New York*

**Ofronama Biu**, *Partnership Development & Engagement Specialist – The City University of New York*

**Melissa Fernandez**, *Student Outreach & Support Specialist – The City University of New York*

With only 9 months to plan and launch the CUNY Service Corps at the City University of New York in 2013, CUNY prioritized the utilization of experiential learning strategies in key program areas such as student selection, training, and support as well as service placement supervision in order to create an authentic program culture of civic engagement, professional identity, and ongoing reflection. Join this workshop to explore these concrete strategies and experience effective community-building activities.

**Tenor**

**Walk Before You Run: A Beginner's Guide to Establishing Civic Engagement on Your Campus**



**Level:** *Basic*   ||   **Theme:** *Promising Practices in Civic Learning and Democratic Engagement*

**Morgan Lewing**, *Director of Civic & Student Engagement – Texas A&M University-Central Texas*

**Brandon Griggs**, *Dean of Students – Texas A&M University-Central Texas*

Civic engagement and democratic learning have the ability to drastically change any campus. However, the initial development and the question of "where do I start?" can be very daunting. This interactive session will help participants that are new to arena of civic engagement develop their own philosophical approach by identifying best practices and practical application of current literature. Furthermore, presenters will intentionally focus on the identification of possible civic engagement mechanisms that can help integrate student and academic affairs priorities.

4:00 p.m. – 5:00 p.m.      General Interest Sessions

## Conference Schedule

4:00 p.m.–5:00 p.m.

### Chamber

#### Certificate in Civic Engagement and Global Citizenship – A Collaborative Affair



*Level: Basic || Theme: Partnering with Academic Affairs*

**Brenda Whiteside**, Associate Vice-President, Student Affairs – University of Guelph

**Laurie Schnarr**, Director, Student Life - University of Guelph

The University of Guelph has a long history of engagement with communities in addressing issues of local and global importance. However, traditionally, the academics focused on curriculum and student affairs staff focused on co-curricular activities. This session will discuss how student affairs and academic staff collaboratively designed an integrated certificate program in Civic Engagement and Global Citizenship and both the design and implementation challenges arising from a collaborative program that involves a team of both academics and student affairs professionals.

### Concerto Ballroom A

#### Creating a Plan to Assess Student Leadership and Development



*Level: Basic || Theme: Assessment of Civic Learning and Democratic Engagement*

**Jennifer Eustaquio**, Program Director – Stanford University

Assessing student development and learning in CLDE is essential in ensuring high quality programming; supporting student strategies and reflection; and supporting students' developing professionalism. This presentation focuses on the importance of clear goals and expectations and the utilization of different data collection methods for more well-rounded assessments. We will also define types of assessments, find a purpose to assess, and study an example assessment plan.



### Tenor

#### Engaging Students in Politics: Building a Skill Set for Democratic Participation



*Level: Intermediate || Theme: Promising Practices in Civic Learning and Democratic Engagement*

**Kevin Tucker**, University Director Student Life – City University of New York

**Anthony Maniscalco**, Director Edward T. Rogowsky Internship Program – City University of New York

**Kisha Fuentes**, Coordinator, Malave Leadership Academy – City University of New York

This session will discuss two CUNY programs that develop students' leadership skills through experiential activities within the public policy sector. One program provides leadership development experiences within legislative institutions; the other focuses on how to advocate to government stakeholders. One program is strictly co-curricular; the other has academic credit options. Attendees will be involved in a discussion of the program components: how they can be improved and how they may want to implement similar initiatives on their campuses.



## Conference Schedule

4:00 p.m.–5:00 p.m.



Thursday, June 12, 2014 — *continued*

**Soprano**

**No Center, No Course, No Problem!**

*Level: Basic || Theme: Engaging Diverse Students*

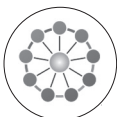
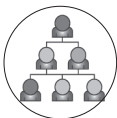
**Stephanie Reynolds**, *Coordinator of Student Affairs – Chatham University*

**Zauyah Waite Ph.D.**, *Vice President of Student Affairs and Dean of Students – Chatham University*

As a small private liberal arts, single gender institution, Chatham University promotes civic learning and democratic engagement without the centralized benefit of a center for civic engagement or a curricular service learning requirement. Student affairs staff at Chatham have made a creative and strategic effort to enhance our students' understanding and implementation of civic learning and democratic engagement by complementing academic course work with a program known as the Emerging Leaders Institute. This session will generate discussion about launching, implementing and assessing a campus-wide initiative.

**Picasso**

**Reimaging Food and Reimaging Relationships: Building a Framework for Integrating Student Learning**



*Level: Intermediate || Theme: Partnering with Academic Affairs*

**Kris Pierre**, *Senior Director for Academic & Community Partnerships – Northeastern Illinois University*

**Barbara Cosentino**, *Associate Director – Student Leadership Development – Northeastern Illinois University*

**Maria Genao-Homs**, *Director Latino/a Resource Center – Northeastern Illinois University*

**Frank Ross**, *Vice President for Student Affairs – Northeastern Illinois University*

This session will examine how faculty and staff in an academic college and a student affairs division at a diverse urban institution have worked to link student learning to the importance of civic engagement. Presenters will share how a common theme focused on a critical public issue provided a framework to connect learning across organizational boundaries and into the community. We will also examine the rewards and challenges involved in such partnerships and share the lessons learned from our experiences.

**Concerto  
Ballroom D**

**The Continuum of Learning and Critical Reflection: Serve, Connect, Learn**



*Level: Basic || Theme: Promising Practices in Civic Learning and Democratic Engagement*

**Char Gray**, *Executive Director – PA Campus Compact*

*"The function of education is to teach one to think intensively and to think critically-intelligence plus character—that's the goal of education." - Martin Luther King, Jr.*

Drawing on several learning theories, this session will assist practitioners to map out how learning is activated by critical reflection through various forms of service along the continuum of service, from curricular to co-curricular. Practitioners will examine case studies which illustrate different types of service experiences, from exploratory to generative. Additionally, they will have hands-on guidance in designing developmentally appropriate critical reflection to enhance learning and support students in identifying, exploring, prioritizing, and reframing their experiences.



5:15 p.m. – 6:30 p.m. Evening Panel

Symphony  
Ballroom III-IV

## Perspectives on Community Partnerships: Lead Institutions Reflect with their Community Partners

Three local community partners will share their partnership experience with The University of Miami, Florida International University, and St. Thomas University. The topics covered by the panel will broadly include themes around relationships between campus and community; mutually beneficial partnerships, assessment, and the shared role of educating students to be citizens and participate in our democracy. The panel will begin with brief introductions from the partners and their partnering institutions and then allow for questions.

## Conference Schedule

5:15 p.m.–6:30 p.m.  
6:30 p.m.–7:30 p.m.



**HandsOn Miami** inspires, equips and mobilizes people to take action to positively effect change in Miami-Dade County. We believe in the potential that we all have to “Be the Change”, and we create meaningful and inclusive opportunities that ensure everyone can contribute regardless of age, ability or availability. We coordinate and manage more than 18 high impact volunteer opportunities that put people at the center of change in our local communities every month.



The **Coalition of Immokalee Workers (CIW)** is a community-based farmworker organization struggling to end poverty, exploitation, and modern-day slavery in the fields. Over the past two decades, CIW has led the nationwide Campaign for Fair Food, reaching agreements for improved wages and working conditions with twelve of the largest corporate retailers on the planet, including Taco Bell, McDonalds, and Walmart. Today, the CIW's Fair Food Program is transforming Florida's agriculture industry and helping to ensure dignity and respect for tens of thousands of farmworkers.



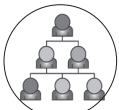
**Branches**  
Grow Deeper, Climb Higher

**Branches** has made a positive impact in the community for over 40 years by delivering on its mission to serve, educate and inspire people through student, family and financial stability services. Branches provides long-term, holistic services for motivated individuals and families through after-school, youth development and financial stability services. Branches helps people grow deeper and climb higher in life by building a foundation through education so they can achieve their goals and fulfill their potential.

6:30 p.m. – 7:30 p.m. Reception with Poster Sessions

Pool Terrace

## Creating and Running a Community Partner Mini-Grant



**Level: Basic** || **Theme: Community Partnerships**

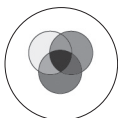
**Will Harrison**, Program Assistant – Drexel University's Lindy Center for Civic Engagement

Currently in its third year, the Lindy Center for Civic Engagement's Community Partner Grant provides funds to support innovative ideas that address community issues and promote collaboration between non-profit partners and Drexel students, faculty, and administration. This presentation will explore how universities may develop and enact a community mini-grant, as well how to evaluate partner proposals. Attendees will also learn about the impact that small grants can have on the local community.

## Conference Schedule

6:30 p.m.–7:30 p.m.

8:30 a.m. – 9:15 a.m.



Thursday, June 12, 2014 — *continued*

### Cross-Cultural Involvement: Review of International Student Community Engagement in Higher Education

**Level:** Basic || **Theme:** Engaging Diverse Students

**Xi Yu**, Research Assistant – University of Minnesota-Twin Cities

This study explores community engagement and service learning among international students in the US. The poster presents findings from an integrative review on the facts of international student's community engagement, based on an exploration of data results from Student Experience in the Research University (SERU) and international student services. It also provides practical recommendations for student affairs professionals to encourage international students to be involved in community engagement for student development, as well as involving domestic students across a whole campus.

### Displays of Civic Mindedness: An Assessment of Democracy Plaza

**Level:** Intermediate || **Theme:** Assessment of Civic Learning and Democratic Engagement

**Anne Weiss**, Service Learning Scholar, Ph.D. Student – IUPUI

The debate regarding the civic mission of higher education institutions has generated a strong focus on quantifying the outcomes of student affairs practices which support this mission. Yet no previous study has undertaken an analysis of how engagement in intentional spaces on a college campus support students' civic mindedness. This study looks at the public, communicative actions appearing at Democracy Plaza (IUPUI) in order to form a foundation for understanding the process and performance of civic mindedness.

### Faculty Perspectives on Service Learning: A Ten-Year Qualitative Study

**Level:** Intermediate || **Theme:** Partnering with Academic Affairs

**Jay Cooper**, Associate Professor of Education – Grand Valley State University

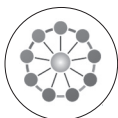
This poster session reports on qualitative data collected on faculty following ten years of engagement in service learning. Themes addressed include why faculty become involved in service learning, impact on promotion and tenure, challenge and rewards of engaging in the pedagogy, and what sustained them in their work. The role of service learning in civic learning and democratic education will also be addressed.

### Student Affairs & Academic Affairs Collaboration Through Service-Learning Faculty Fellows

**Level:** Intermediate || **Theme:** Partnering with Academic Affairs

**Dennis McCunney**, Director, Volunteer and Service-Learning Center – East Carolina University

Community engagement is a core component of East Carolina University's mission. Research shows that high quality service-learning can deepen student learning and enhance relationships with the local community. Historically, ECU has offered limited, personalized educational opportunities for faculty interested in enhancing their knowledge of service-learning pedagogy. As such, a Faculty Fellows program was developed to introduce faculty to service-learning. This poster session will present survey results about program effectiveness and suggested action items relative to academic and student affairs collaboration.





- 7:15 a.m. – 8:15 a.m.      **Continental Breakfast**  
Overture Foyer 1
- 7:15 a.m. – 8:15 a.m.      **Lead Institution Breakfast**  
TBA    *By invitation only.*
- 8:15 a.m. – 9:15 a.m.      **Morning Plenary Session**

**Symphony  
Ballroom III-IV**

**Morning Plenary Session: Creating Campus Climates that Support Civic Learning and Democratic Engagement**

**Robert Reason, Ph.D.**, *Associate Professor of Student Affairs and Higher Education, Iowa State University*

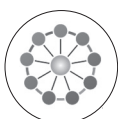
Using data from the Personal and Social Responsibility Inventory (PSRI), Reason will explore the relationships between campus climates and cultures and students' development of civic learning and democratic engagement. The discussion will focus specifically on the strong relationships between positive learning environments, high impact practices, and students' learning that are transferrable to attendees' own campuses.

**9:30 a.m. – 11:30 a.m.      Mini-Institutes**

Mini Institutes provide an opportunity to delve deeper into one topic. These sessions last two-hours and are meant to provide an interactive learning experience during the event.

**Concerto  
Ballroom D**

**Civics, Citizenship, and Saving the Democracy**



*Level: Basic    ||    Theme: Promising Practices in Civic Learning and Democratic Engagement*

**Dee Dee Rasmussen**, *Executive Director – Florida Campus Compact*

**Michael Norris**, *Director of Member Services – Florida Campus Compact*

Do you want to increase the number of informed, thoughtful, and public-minded citizens well prepared to contribute to the diverse, dynamic, globally connected United States? John Dewey said, "Democracy has to be reborn in every generation and education is its midwife." After a timely review of basic civic knowledge, we will delve into the contexts in which democracy is both deeply valued and deeply contested. The goal of this session is to help you provide your students with civic learning opportunities that include knowledge, skills, values, and the capacity to work with others on civic and societal challenges. Adapted from *A Crucible Moment: College Learning and Democracy's Future* (2012, Washington DC: Association of American Colleges and Universities)

## Conference Schedule

9:30 a.m.–11:30 a.m.



Friday, June 13, 2014 — *continued*

**Tenor** Democratic Dialogue for Civic Learning in Co-Curricular Activities

*Level: Basic || Theme: Promising Practices in Civic Learning and Democratic Engagement*

**Daniel Blaeuer**, Assistant Professor – Florida International University

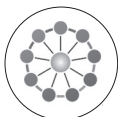
**Eric Feldman**, Coordinator Office of Global Learning Initiatives – Florida International University

**Beverly Dalrymple, Ed.D.**, Executive Director Center for Leadership & Service – Florida International University

The mini-institute is designed for participants who aspire to develop democratic dialogue initiatives on campus. The workshop introduces the theory of democratic dialogue and presents national assessment data on the value of co-curricular opportunities and collaborations. The workshop presents two models of democratic dialogue that have proven successful in Miami, Florida. The workshop will discuss practical considerations in student affairs/academic affairs partnerships in implementing democratic dialogue. Participants will gain the opportunity to workshop their own initiatives in break-out sessions with presenters.

**Soprano**

**Powerful Pathways in Creating Change: The Intersection of Social Entrepreneurship and Community Engagement**



*Level: Basic || Theme: Promising Practices in Civic Learning and Democratic Engagement*

**Micki Meyer**, Lord Family Director of Community Engagement – Rollins College

**Chrissy Garton**, Director of Social Innovation – Rollins College

College students are deeply passionate about leveraging their education for social change. How can we as educators promote a shared vision of “changemaking” on campus that unites key faculty, staff, students and community partners in goals and experiences that cross disciplines and sectors? This interactive session will explore ideas and practices of establishing collaborative models for social entrepreneurship and civic engagement in order to successfully integrate changemaking across your campus.



**Picasso**

**Promising Practices for Engaging Students in Politics**



*Level: Basic || Theme: Promising Practices in Civic Learning and Democratic Engagement*

**Margaret Brower**, Program Administrator – NSLVE

**Abby Kiesa**, Youth Coordinator and Researcher – CIRCLE

This session offers universities and colleges an opportunity to learn about student registration and voting rate patterns across campuses based on findings from CIRCLE’s National Study of Learning, Voting, and Engagement (NSLVE). The NSLVE research team will present an analysis of voting activity on NASPA CLDE campuses. Following this presentation, there will be an interactive discussion of promising practices that encourage political participation. During this discussion, different case studies will be shared from NSLVE’s qualitative research study and one campus from NASPA’s Lead Initiative will share its own promising practices for engaging students.



**Concerto  
Ballroom A**

**More than Counting Hours: Assessing Meaningful Civic Outcomes**



*Level: Advanced || Theme: Assessment of Civic Learning and Democratic Engagement*

**Robert Reason**, Associate Professor of Student Affairs and Higher Education – Iowa State University

**Cassie Barnhardt**, Assistant Professor – University of Iowa

Join two experienced researchers, Dr. Robert Reason and Dr. Cassie Barnhardt, as they lead a conversation on how to use data to revitalize and lead a national conversation about higher education's role in developing college students' sense of personal and social responsibility, help campuses assess and refine environments that encourage such development, and engage students in activities.

**Chamber**

**Using TurboVote to Institutionalize Voter Engagement On Your Campus**



*Level: Basic || Theme: Promising Practices in Civic Learning and Democratic Engagement*

**Adrienne Lever**, Senior Director for Strategic Partnerships – TurboVote

**Sam Novey**, Director of Partnerships – TurboVote

With a federal election quickly approaching this fall, it's important for institutions to understand how new technology gives institutions the opportunity to move towards providing every student with all the information and materials he or she needs to vote in every election from local to presidential. This session will introduce the voter engagement platform TurboVote and outline the new exciting partnership between NASPA, AASCU and TurboVote. During the first half of the session, TurboVote staff will go through the technical nuts and bolts of the system and answer questions about how it works. In the latter half, administrators from LEAD institutions who have successfully implemented TurboVote will discuss the tactics they've used successfully. Finally, the session will end with a brief planning workshop for schools to figure out how to implement TurboVote on their campus for fall semester.



**11:30 a.m. – 1:00 p.m. Conference Break**

**1:00 p.m. – 2:00 p.m. General Interest Sessions**

**Concerto  
Ballroom A**

**"But Knowing and Being There are Different Things:"  
An Examination of Service-Learning**



*Level: Basic || Theme: Assessment of Civic Learning and Democratic Engagement*

**Lauren Murray**, Graduate Student – University of Central Florida

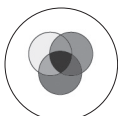
**Jarrad Plante**, Graduate Student – University of Central Florida

Many researchers have identified the many benefits of service-learning, including increased social integration and feelings of belonging on campus, and improved academic performance. By engaging in grounded theory methodologies, the researchers sought to discover what ten undergraduate students really learned as a result of their international service-learning experiences. In this presentation, participants will learn about how to apply grounded theory methodologies to their own assessment activities and the outcomes of this investigation of the learning associated with service-learning.



## Conference Schedule

1:00 p.m.–2:00 p.m.



Friday, June 13, 2014 — *continued*

**Picasso**

**Hot Topics: Student-to-Student Cultural Dialogues**

*Level: Intermediate || Theme: Engaging Diverse Students*

**Henry Ward**, *Director Intercultural Advancement – Loyola Marymount University*

**Maria Grandone**, *Executive Director Ethnic and Intercultural Services – Loyola Marymount University*

**Brittany Rosario-Gregory**, *Intercultural Facilitator – Loyola Marymount University*

**Alexander Holmes**, *Intercultural Facilitator – Loyola Marymount University*

Loyola Marymount University has created one of its most innovative and effective methods of cultural engagement, the Intercultural Facilitator (IF) Program. The IF Program is a diverse cadre of 25 highly skilled students who engage other students in meaningful exchanges of ideas. The IFs understand conflict is a part of developing healthy relationship and they provide a coordinated effort to address a variety of social issues and concerns. This is a powerful practice that encourages dialogue, debate and understanding.

**Tenor**

**Infusing Civic Learning into Career Services' Programs, Assessment and Operations.**



*Level: Intermediate || Theme: Promising Practices in Civic Learning and Democratic Engagement*

**Amy Bravo**, *Assistant Dean, Career Services – New York Institute of Technology*

**John Hyde**, *Dean, Career Services – New York Institute of Technology*

Career Services is more than a placement office. It can create programs that educate global citizens that apply classroom learning to public problem solving. This session outlines the creation and success of internship, work-study, and civic engagement programs that prepare students, faculty and employers for professional and community success.

**Concerto  
Ballroom D**

**Moving Beyond the “Like” button- New Ways to Engage in Social Change**



*Level: Basic || Theme: Promising Practices in Civic Learning and Democratic Engagement*

**Ryan Murphy**, *Director of Service-Learning – Chestnut Hill College*

**Emily Schademan**, *Director of Student Activities – Chestnut Hill College*

Participants will examine the ways in which people engage in “passive activism.” This concept is operationalized as methods of civic engagement and social change that do not require traditional forms of participation like community service, but rather rely heavily on low-intensity participation techniques such as clicking “Like” on Facebook. This program will help professionals work with their student leaders to embrace a more active form of social justice engagement, and inspire those around them to do the same.

## Conference Schedule

1:00 p.m.–2:00 p.m.  
2:15 p.m.–3:15 p.m.

### Soprano

#### Sustaining Partnerships in Sustainable Development: The St. Thomas University/Port-de-Paix, Haiti, Global Solidarity Project



*Level: Intermediate || Theme: Community Partnerships*

**Anthony Vinciguerra**, *Director, Center for Community Engagement – St. Thomas University*



How can universities leverage their limited resources to both optimize student learning as well as support long-term community impact in developing countries? The St. Thomas University/Port-de-Paix, Haiti, Global Solidarity Partnership provides one model of how multiple levels of engaged scholarship can be project-focused to enhance student learning, empower local communities, and support long-term development.

### Chamber

#### What are Students Learning and How Do We Help? - Four Themes for Practitioner Reflection



*Level: Intermediate || Theme: Promising Practices in Civic Learning and Democratic Engagement*

**Steve Mills**, *Associate Director, Center for Leadership and Social Change – Florida State University*



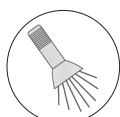
**Jillian White**, *Service-Learning Coordinator – Florida State University*

Community engagement can be a deeply impactful component of a student's experience. However, we know learning is not only the result of the engagement itself, but often requires guided reflection as a catalyst for growth and understanding. In this highly interactive session, student affairs practitioners will explore four themes that result from students' engagement in the community, and discuss best practices and frameworks for helping students make the most of these experiences.

**2:15 p.m. – 3:15 p.m. General Interest Sessions**

### Concerto Ballroom A

#### Assessing Campus Climate: The Personal and Social Responsibility Inventory



*Level: Advanced || Theme: Assessment of Civic Learning and Democratic Engagement*

**Kevin M. Hemer**, *Research Assistant – Iowa State University*

**Joshua J. Mitchell**, *Research Assistant – Iowa State University*

**Robert D. Reason**, *Associate Professor of Education – Iowa State University*

This session features a presentation examining using campus climate for assessment focusing on personal and social responsibility. It will build around the Personal and Social Responsibility Inventory, a partnership of the Association of American Colleges and Universities (AAC&U) and Iowa State University. The presentation will examine the five dimensions of personal and social responsibility, take a look at using campus climate to assess personal and social responsibility, and begin a discussion of effective ways to conduct assessment on campus.

## Conference Schedule

2:15 p.m.–3:15 p.m.



Friday, June 13, 2014 — *continued*

**Picasso**

**Election 2014: How to Help Your Students Register and Vote**

*Level: Basic || Theme: Promising Practices in Civic Learning and Democratic Engagement*

**Michael Burns**, *National Director – Campus Vote Project*

Campus Vote Project will discuss ways that student affairs professionals can institutionalize reforms on campus that will empower students with the information they need to vote in the 2014 elections. The presentation will give a brief legal background related to student voting, including the Higher Education Act's requirement that schools provide voter registration and a look at the wide range of nonpartisan election activities that colleges and universities are allowed to engage in to encourage student registration and voting.



**Tenor**

**Measuring Student Community Engagement - The National Assessment of Service and Community Engagement**



*Level: Intermediate || Theme: Promising Practices in Civic Learning and Democratic Engagement*

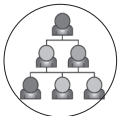
**Pete Cichetti**, *Assistant Director, National Assessment of Service and Community Engagement*

**Micki Meyer**, *Lord Family Director of Community Engagement – Rollins College*

The National Assessment of Service and Community Engagement (NASCE) is a survey of undergraduate students – conducted by the Siena College Research Institute – that measures an institution's overall levels of community engagement by evaluating the rate, frequency, and depth of student community service activities, as well as perceptions of, motivations for, and obstacles to serving. To date Siena has administered the NASCE at more than 50 colleges and universities across the country, with a combined dataset of over 30,000 student responses.

**Soprano**

**Staying on the Same Page: Incorporating a Tiered Model for Transparent Partnerships**



*Level: Intermediate || Theme: Community Partnerships*

**Scott Ball**, *Community Partner Coordinator – Weber State University*

One of the challenges in creating sustainable partnerships between universities and community agencies is managing shifting responsibilities and expectations. The tiered partnership structure at Weber State has allowed for these to be addressed by both, community organizations and the university, leading to truly collaborative partnerships. During this session, we will explore basic information about the tiered partnership structure utilized at Weber State, but the focus will be how to use clearly defined tiers to ensure reciprocity between campus-community partnerships.



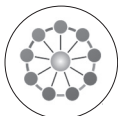
## Conference Schedule

2:15 p.m.–3:15 p.m.

3:30 p.m.–4:30 p.m.

### Chamber

#### The Impact of Immersion: Academic/Student Affairs Partnerships to Advance Civic Learning



**Level:** *Intermediate* || **Theme:** *Partnering with Academic Affairs*

**Chris Hutchison**, *Director, Student Engagement – Chapman University*

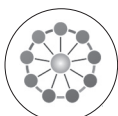


**Justin Koppelman**, *Assistant Director of Student Engagement for Civic Engagement Initiatives – Chapman University*

This program will highlight an example of a unique collaborative partnership involving student affairs, academic affairs, and a community non-profit to enhance and expand, students' understanding of, and commitment to, civic learning and engagement. Employing the principles of engaging academic experiences and student development theory, Chapman University's "Leadership Through the Eye of the Storm" travel course uses the Hurricane Katrina catastrophe as the lens to critically examine leadership, social change, and civic engagement, while building students' capacity to take action.

### Concerto Ballroom D

#### The Impact of a Mandatory Service Component at Two Mexican Higher Education Institutions



**Level:** *Intermediate* || **Theme:** *Promising Practices in Civic Learning and Democratic Engagement*

**Alicia Canton**, *Director of Student Affairs – Universidad de Monterrey*

**Enrique Ramos**, *National Student Affairs Director – Tecnológico de Monterrey*

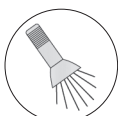


Many institutions of higher education share the purpose of educating socially responsible citizens. In Mexico, where 52 percent of the population lives below the national poverty line, the higher education system plays a key role in promoting change. Mexico is one of the few countries that has a mandatory service component for students enrolled in higher education. This requirement benefits marginalized sectors of society while raising students' awareness and deepening their sense of social responsibility. How is the component operationalized? What benefits do students get from engaging? The cases on how two higher education institutions manage the mandatory service component will be presented as well as findings from a research study that shows the benefits of the component for the student.

**3:30 p.m. – 4:30 p.m. General Interest Sessions**

### Picasso

#### Developing Political Engagement Through Connecting Course Objectives to Current Events



**Level:** *Intermediate* || **Theme:** *Promising Practices in Civic Learning and Democratic Engagement*

**Christopher Jensen**, *Director – Towson University*



Developing political engagement beyond voting for college students is not always easy. Through the Collegiate Readership Program, the Office of Civic Engagement assessed the degree to which reading the newspaper assisted students in developing an awareness of political engagement. This workshop will discuss the program and results will be presented on how it has enhanced the students overall course experience and to what degree the readership program has developed Civic and Political Engagement competencies.

## Conference Schedule

3:30 p.m.–4:30 p.m.



Friday, June 13, 2014 — *continued*

**Concerto  
Ballroom A**

**From Volunteering to Active Citizenship: Transforming a  
Campus Climate**

*Level: Intermediate || Theme: Assessment of Civic Learning and Democratic Engagement*

**Lauren Loeffler**, *Director, Career Services – University of West Florida*

**Benjamin Stubbs**, *Associate Director, University Commons and Student Involvement – University of West Florida*

The University of West Florida (UWF) adopted the social change model as a way to frame leadership programs at the Institution. In order to evaluate the students' commitment to the seven C's of leadership, the Multi-institutional Study of Leadership was administered. Results from that assessment showed that UWF students scored lowest in the area related to citizenship. This knowledge, coupled with the university's quest for Carnegie Community Engagement Classification, provided the platform by which Student Affairs began to reframe "volunteering" and focus on active citizenship and social responsibility. Leadership and service programs are being created to address and assess these efforts. This program tracks the journey from Volunteering to Active Citizenship, citing the evidence that initiated this shift, strategies for fostering Active Citizenship, and the ways in which the University will assess these efforts.

**Chamber**

**Spring Cleaning: Dusting Away the Cobwebs of Volunteer Services to Make Room for Better Citizens**



*Level: Basic || Theme: Promising Practices in Civic Learning and Democratic Engagement*

**Jordan Smith**, *Coordinator of Civic Engagement & Orientation – Coastal Carolina University*

Volunteerism has long been the go-to catalyst for encouraging "good citizenship" in higher education, but democracy and civility are no longer buzzwords for the modern college student. We will pick apart the dynamic rebranding at Coastal Carolina University that was necessary to modernize a volunteer-centric program and create a wider model that connects the entire campus with democratic responsibility. This tell-all session will help you navigate the messy nuances of collaboration that are involved when rejuvenating any civic engagement movement.

**Tenor**

**Strategic Civic Engagement Opportunities with TurboVote**



*Level: Basic || Theme: Promising Practices in Civic Learning and Democratic Engagement*

**Adrienne Lever**, *Senior Director for Strategic Partnerships – TurboVote*

**Sam Novey**, *Director of Partnerships – TurboVote*

TurboVote's platform is innovative online platform that offers a "one-stop-shop" online voter registration and engagement service to students. During the session, NASPA institutions partnering with TurboVote will share best practices for institutionalizing voter engagement on their campuses and demonstrate how they used TurboVote to advance civic action as a life-long practice. The goal of this session will be to a) present a clear picture of the opportunities for institutions to play a significant role in promoting civic learning through strategic voter engagement efforts, b) support institutions in their effort to understand and comply with the mandate under the Higher Education Act(s) to make a "good faith" effort to register their students to vote and c) outline the ways institutions can use TurboVote as a tool to conduct voter engagement in a cost-effective, time-efficient way.

 **TurboVote**

## Conference Schedule

3:30 p.m.–4:30 p.m.  
4:45 p.m.–5:45 p.m.

### Concerto Ballroom D

#### Two Models for Promoting Civil Dialogue Around Democratic Issues



**Level:** *Intermediate* || **Theme:** *Promising Practices in Civic Learning and Democratic Engagement*

**Anne Weiss**, *Service Learning Scholar, PhD Student – IUPUI*

**Emma Humphries**, *Assistant in Citizenship – University of Florida*

Presenters will describe two models for promoting civil dialogue around important democratic issues on a college campus—Democracy Plaza at IUPUI and The Civil Debate Wall at the University of Florida (UF). This session offers important insights for practitioners seeking to promote not just civil dialogue, but also a culture of civility and democratic engagement, on their respective campuses. Whether armed with a budget of one million or one thousand dollars, campuses can and should create spaces for meaningful dialogue.

### Soprano

#### UM Civic Scholars Program: An Innovative Student Affairs and Academic Affairs Partnership



**Level:** *Intermediate* || **Theme:** *Partnering with Academic Affairs*

**Robin Bachin**, *Charlton W. Tebeau Associate Professor of History and Assistant Provost for Civic and Community Engagement – University of Miami*

**Andrew Wiemer**, *Director of the William R. Butler Center for Volunteer Service and Leadership Development – University of Miami*

Civic learning provides students with an opportunity for hands-on, experiential, and transformative education. During this session, presenters explore the challenges and successes of an innovative civic learning initiative, the UM Civic Scholars Program, and offer strategies for addressing these issues through collaborative programming between student affairs and academic affairs. This presentation provides a model for a cohesive program that aims to reward students for community engagement at the curricular and co-curricular levels and ties together students' experiences in a comprehensive way.

**4:45 p.m. – 5:45 p.m. General Interest Sessions**

### Picasso

#### CLEWS for Building Community Leaders: Can Civic Participation Increase Retention?



**Level:** *Intermediate* || **Theme:** *Promising Practices in Civic Learning and Democratic Engagement*

**Mark Wagner**, *Director, Center for Service Learning and Civic Engagement – Worcester State University*

In September 2012, The Center for Service Learning and Office of Residence Life welcomed a (first) living learning community at WSU. As designed, the Community Leadership Experience, called CLEWS, invites students who apply with a 2.7 – 3.2 GPA and who have indicated on their applications an interest in service. Our preliminary goals include smoothing the transition from home to college, encouraging campus citizenship, and supporting social change. In September 2013, we welcomed our second CLEWS cohort and also welcomed the original cohort into a sophomore seminar on Community Leadership. This presentation will review the assessment of our first two years and create interactions with the audience in creating innovative programming aimed at retention and civic engagement on campus.

## Conference Schedule

4:45 p.m.–5:45 p.m.



Friday, June 13, 2014 — *continued*

Concerto  
Ballroom D

Controversy and Civility within Campus Demonstrations:  
Creating a Culture of Democratic Engagement

*Level: Intermediate* || *Theme: Promising Practices in Civic Learning and Democratic Engagement*

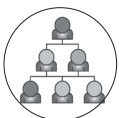
**Pam Rault**, *Director of Student Health Services – University of New Orleans*

**Dale O'Neill**, *Director of Student Involvement and Leadership – University of New Orleans*

Student affairs professionals play a vital role in preparing students for responsible citizenship. Through participation in campus protests, students at the University of New Orleans have had the ability to embrace their right to freedom of expression. However, repeated controversies have made this institution re-evaluate its approaches to fostering democratic engagement. In this session, presenters will describe best practices to creating a campus-wide ethos for civic engagement that encourages students to engage in demonstrations in a civil and educational manner.

Chamber

Giving Civic Engagement a “Beach Front” Location



*Level: Intermediate* || *Theme: Promising Practices in Civic Learning and Democratic Engagement*

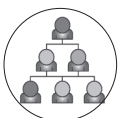
**Jonathan Hilsher**, *Director of Civic Engagement – Alfred State College*

**Greg Sammons**, *Vice President for Student Affairs – Alfred State College*

The physical location and accessibility to spaces dedicated to student community engagement is important component of inspiring involvement and building a campus culture of civic engagement. Strategically placed and oriented spaces can also be leveraged to build civic capacity and public scholarship through partnering with community organizations and other divisions within the campus. Learn promising practices and clear takeaways on leveraging and/or repurposing space to support your civic mission and enhance student success.

Soprano

Head, Heart, Hand: Global Civic Engagement at an Access Institution



*Level: Basic* || *Theme: Engaging Diverse Students*

**Dr. Maria Arvelo Lumpkin**, *Head, Heart, Hand: Global Civic Engagement Partnerships Around the World – Georgia Gwinnett College*

Georgia Gwinnett College (GGC) graduates are inspired to contribute to the local, state, national and international communities, and are prepared to anticipate and respond effectively to an uncertain and changing world. One of the strategic goals of GGC's Office of Internationalization has been to increase the number of GGC students participating in education abroad programs across disciplines; and expand student participation in a broad range of other international opportunities including but not limited to internships, research fellowships and global civic engagement/service learning. In addition, the Office of Student Involvement at GGC plays a major role in fostering, supporting and coordinating community engagement and service learning efforts for GGC faculty, staff and students with the local, regional and national community. This session is designed to share best practices of GGC's global civic engagement partnerships that builds congruent bridges between academic and student affairs at an access institution.

**Concerto  
Ballroom A**

**Reinvent Reflection through Digital Storytelling:  
The Pedagogical Strategy and How-To**



*Level: Basic || Theme: Assessment of Civic Learning and Democratic Engagement*

**Kristin Norris**, *Director of Assessment - IUPUI*

**Anne Weiss**, *Service Learning Scholar, Ph.D. Student - IUPUI*

**Jen Halford**, *Program Director, Community Service and Civic Engagement - IUPUI*



Digital storytelling is a pedagogical strategy that incorporates technology to facilitate the reflection process in a way that enables students to organize their experiences in a way that results in deeper learning. Participants will learn about this pedagogy, the importance of this practice in documenting student development, and research findings that indicate their value in providing evidence of civic growth and development.

**Conference  
Schedule**

4:45 p.m.–5:45 p.m.

**Tenor**

**Student Poll Worker Programs: Giving Students Hands-On Experience With Democracy**



*Level: Basic || Theme: Promising Practices in Civic Learning and Democratic Engagement*

**Michael Burns**, *National Director – Campus Vote Project*



Working at a polling place on Election Day can provide students with a valuable lesson about how democracy functions, increase long-term enthusiasm in the democratic process, and ensure that student voters' rights are protected. The Fair Elections Legal Network, a nonpartisan voting rights organization, interviewed college administrators who managed student poll worker programs around the country. This session will feature lessons learned and best practices for recruitment, retention, training and collaborating with election officials.



**6:00 p.m. – 7:30 p.m.**

**Reception**

*Sponsored by Florida Campus Compact  
and Miami Dade College*

The Freedom Tower  
600 Biscayne Boulevard  
Miami, FL 33132



Florida | **Campus Compact**



Join Florida Campus Compact and Miami Dade College for fellowship in the historic Freedom Tower. For many thousands of immigrants, the historic tower provided nothing less than their freedom from Castro and the hardships Cuba had come to give them. It rightly earned its name of Freedom Tower.



The Tower is located a short 0.7 mile walk south of the Hilton Hotel on Biscayne Boulevard in the heart of downtown Miami's nightlife. Stop by the reception with colleagues on your way to experience all that Miami has to offer in fine dining, shopping, and nightlife! Meet in the hotel lobby following the final general interest session of the day to walk or share cabs with fellow conference attendees. *For those requiring accommodations for mobility, please let a conference staff member know. Conference staff will arrange for transportation and an escort for an alternative entrance into the building.*



## Morning Plenary

8:15 a.m.–9:15 a.m.

Saturday, June 14, 2014

7:15 a.m. – 8:15 a.m.

Continental Breakfast  
Overture Foyer 1

7:15 a.m. – 8:15 a.m.

Small Colleges and Universities Roundtable  
Concerto A

Grab your breakfast and enjoy conversation with colleagues.

8:15 a.m. – 9:15 a.m.

Morning Plenary Session

9:30 a.m. – 10:30 a.m.

General Interest Sessions

## General Interest Sessions

9:30 a.m.–10:30 a.m.

### What You Need to Know and Do to be an Effective Citizen

Join Bob Graham, Former Florida Governor and Florida Senator as he discusses his passion and vision for civic engagement. Senator Bob Graham is an accomplished speaker and author of four books including, *America: The Owner's Manual*, *Making Government Work for You*. He has a wealth of experience and knowledge gained during the 38 total years he spent in public service. He currently serves as the chair of the council of advisors to the Bob Graham Center for Public Service at the University of Florida. Senator Graham will discuss the current state of civic engagement and share his ideas to inspire civic-reform and a reemergence of engagement with the democratic principles upon which America was founded.

### Chamber

### From Civic Volunteerism to Political Engagement at Saint Louis University



*Level: Intermediate* || *Theme: Partnering with Academic Affairs*

**Leah Sweetman**, Assistant Director, Center for Service and Community Engagement – Saint Louis University

**Bryan Sokol**, Director, Center for Service and Community Engagement – Saint Louis University

**Diana Carlin**, Associate Vice President for Graduate Education and International Initiatives – Saint Louis University

**Ramona Hicks**, Assistant Vice President and Dean of Students – Saint Louis University

Saint Louis University students are energized to make a difference in others' lives by engaging in high levels of service, but they rarely show commitment to political engagement or an enduring interest in activities that make a real social change. In this presentation, the panel will highlight recent civic initiatives across the University's Divisions of Student Development and Academic Affairs, including voter engagement efforts and the opening of the new Center for Global Citizenship.





Saturday, June 14, 2014 — *continued*

Concerto  
Ballroom D

## Infusing Civic Engagement In Your Student Staff Training



*Level: Basic || Theme: Promising Practices in Civic Learning and Democratic Engagement*

**Brandon Martin**, Coordinator for Civic Engagement and Student Leadership Programs – Ramapo College of New Jersey

**Karen Booth**, Assistant Director of Civic Engagement – Ramapo College of New Jersey

Student employees are often times your most active and passionate campus leaders. Student staff training is an incredible opportunity to engage these impressive individuals in meaningful activities and conversations. At Ramapo College of New Jersey, we have re-committed our student staff training to create a culture of civic learning and democratic engagement with the hope that these student leaders will translate their experiences to the rest of the campus community. Join us for an overview of our last training, and to brainstorm ways you can use these opportunities to highlight civic engagement.

## General Interest Sessions

9:30 a.m.–10:30 a.m.

Concerto  
BallroomA

## Short-Term Immersion Programs: An Assessment of Holistically Engaged Learning



*Level: Intermediate || Theme: Assessment of Civic Learning and Democratic Engagement*

**Jessica Mann**, Assistant Director – Robert Morris University

Alternative Spring Breaks (ASB) are a type of short-term immersion programming that have gained popularity as a means of fostering civic mindedness among students. While there has been a proliferation of ASB programs, most institutions have not assessed their programs in terms of participant civic learning outcomes. This session introduces attendees to the findings from a study of Robert Morris University's program while providing the opportunity to discuss their own assessment initiatives and learning outcome measurement techniques with one another.

5 THINGS ISSUE BRIEFS...

LEGAL LINKS...

COMMENTARY AND  
INFORMED BLOG POSTS...

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**NASPA**  
RESEARCH AND  
POLICY INSTITUTE

## General Interest Sessions

9:30 a.m.–10:30 a.m.



Saturday, June 14, 2014 — *continued*

**Picasso**

**Tapping Into Adult Students' Dormant Desire to Integrate, Participate and Become Engaged**

*Level: Intermediate || Theme: Engaging Diverse Students*

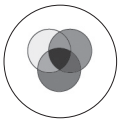
**Carl Letamendi**, *Ph.D. Candidate – Nova Southeastern University*

**Jazmin Letamendi**, *Ph.D. Candidate – Nova Southeastern University*

It is undeniable that the face of the average student is changing in the university setting. Changes in career paths, economic and environmental factors, and other reasons may draw adult students back to the classroom. These adult students bring with them a plethora of variables that impede their ability to become active and engaged students on campus when compared to the traditional undergraduate-aged student population. Full-time jobs, parental responsibilities, financial impediments, and other family obligations may prevent adult students from contributing to student life. This interactive presentation identifies some of the potential hindrances that cause adult students to not be able to or not want to participate in university activities, provides potential avenues to intrigue adult students to become engaged in the campus community and discusses successful examples of how adult students have become so enthused with campus activities that they unquestionably volunteer their time.

**Soprano**

**What You Do Matters: A Chicago Partnership Inspires Students to Become Agents for Positive Change**



*Level: Basic || Theme: Community Partnerships*

**JoAnna Wasserman**, *Education Initiatives Manager – United States Holocaust Memorial Museum*

**Kevin Sella**, *Program Coordinator, Student Leadership Institute – DePaul University*

**Graci Martsching**, *Assistant Director, Student Involvement and Multicultural Services – St. Mary's College*

**Jimmy Brown**, *Associate Director, Student Leadership Development – University of Chicago*

**Emma Pettit**, *Program Director – International Institute for Sustained Dialogue*

A living memorial, the Holocaust Museum inspires citizens to confront hatred, prevent genocide, and promote human dignity. When the museum premiered a traveling exhibition in Chicago, a partnership with student affairs was initiated. It culminated in a leadership summit tackling challenges campuses face today: hate, indifference, and flagging civic engagement. The summit brought together students from 10 area institutions, empowering them to find allies and build coalitions, generating action on a core challenge: How can we create environments where hate cannot flourish? In this session, museum educators, student participants, and student affairs professionals share their experience collaborating to create a unique platform for dialogue and leadership development.

**Picasso**

**Developing a Co-curricular and Curricular Civic Engagement Partnership: A Case Study**



*Level: Basic || Theme: Partnering with Academic Affairs*

**Sarah Brackmann**, *Director of Civic Engagement – Southwestern University*

Drawing on the presenter's professional experiences in both student affairs and academic affairs, this presentation highlights best practices of partnering between the two by specifically focusing on a curricular and co-curricular civic engagement program. Using Southwestern University as a case study, the presenter will highlight the emphasis on student learning as the foundation of this partnership, and demonstrate how AAC&U's civic learning outcomes are used to draw mutual support and understanding from faculty, practitioners, and community organizations.



**Soprano**

**Developing Students in Sustained Partnerships: A Pathway to Capacity Building Placements**



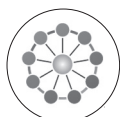
*Level: Intermediate || Theme: Community Partnerships*

**Annie Pasqua**, *National Program Director – The Bonner Foundation*

The Bonner Program mobilizes students, faculty, and staff to provide a collaborative and community-driven process for civic engagement. Our programs place a high emphasis on developing student and community partners. Students take on additional responsibilities and leadership roles within community partners through the Bonner Student Development Model. To support these higher level placements for students and partners, we've developed resources for creating and assessing capacity building placements. This session will highlight these resources and share experiences from our network.

**Tenor**

**Growing Leadership in STEM: Producing Great Scientists and Citizens**



*Level: Intermediate || Theme: Promising Practices in Civic Learning and Democratic Engagement*

**Meaghan Miller Thul**, *Assistant Director, CBS Student Services – University of Minnesota*

**Meaghan Stein**, *Coordinator for Student Engagement – University of Minnesota*

Service-learning opportunities and discussions about civic responsibility are common in many disciplines; however, for students pursuing STEM, incorporating these important aspects of personal development require additional attention. The University of Minnesota offered 61 community engagement courses in Spring 2014, yet only three had STEM departmental sponsorship. The College of Biological Sciences at the University of Minnesota has engaged our students in service through an innovative leadership program, resulting in greater participation in service and stronger outcomes on various dimensions of civic responsibility.



## General Interest Sessions

10:45 a.m.–11:45 a.m.



Saturday, June 14, 2014 — *continued*

**Chamber** Moving Beyond Traditional Community Service: An Academic Framework for Community Based Learning

*Level: Intermediate || Theme: Partnering with Academic Affairs*

**Jennifer Johnson Kebea**, *Interim Director, Lindy Center for Civic Engagement –Drexel University*

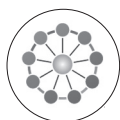
**Will Harrison**, *Program Assistant, Lindy Center for Civic Engagement – Drexel University*

**Janeile Johnson**, *Office Manager, Lindy Center for Civic Engagement – Drexel University*

Drexel University's Lindy Center for Civic Engagement challenges students to extend beyond participating only in traditional community service experiences. Instead, students are exposed to enhanced opportunities to integrate impactful community based learning into their curriculum through first-year seminars and upper-division courses. This session will review the academic framework currently in place at Drexel and explore the development of necessary partnerships with faculty, key senior academic affairs professionals, and community organizations that helped to make this dynamic shift in practice possible.

**Concerto Ballroom D**

**The Co-Curricular Transcript - You Complete Me. Documenting the Total Student Experience**



*Level: Intermediate || Theme: Promising Practices in Civic Learning and Democratic Engagement*

**Marva Craig**, *Vice President for Student Affairs – Borough Manhattan Community College/CUNY*

**Annette Bhatia**, *Civic Responsibility and Student Development Coordinator – Borough of Manhattan Community College/CUNY*

The Co-Curricular Transcript (CCT), at Borough of Manhattan Community College (BMCC), has provided a way to promote and assist students in officially documenting civic engagement, leadership opportunities and learning experiences outside of the classroom. When coupled with the academic transcript, the CCT helps students and institutions provide a comprehensive holistic representation of a student's higher education experience. This session will review the grass roots approach used by the Division of Student Affairs at BMCC to get campus-wide buy-in for the CCT. In addition, the presenters will showcase the various marketing strategies employed by the different constituents in the college to increase program participation. They will also share the assessment strategies that will be used to ensure that the program continues to be effective and discuss the importance of increasing student civic engagement with the local community.

**Concerto Ballroom A**

**Using Reflective Practice to Assess Student Learning Outcomes for Civic Learning and Democratic Engagement**



*Level: Intermediate || Theme: Assessment of Civic Learning and Democratic Engagement*

**Mary Slade**, *Executive Director, VCU ASPIRE – Virginia Commonwealth University*

**Nerice Lochansky**, *Assistant Director, VCU ASPIRE – Virginia Commonwealth University*

Most, if not all, higher education programs pledge to develop civic-minded students through curricular and co-curricular experiences. The VCU ASPIRE program staff conducted an assessment of the impact of civic engagement on undergraduate students in a living-learning community focused on community engagement. The assessment consisted of an emergent theme analysis of students' written reflections on community engagement. The reflections were studied for evidence of student impact for current and future engagement endeavors. The results of this study are presented along with the implications for informing educational programming. Replication is discussed.