



Campus Compact

Connecticut

Maine

Massachusetts

New Hampshire

Rhode Island

Vermont

*New England Regional Campus Compact
Spring 2009 Conference*

Call for Proposals

Reexamining *the* Engaged Campus
COMMUNITY, RECIPROCITY, *and* SOCIAL JUSTICE

**March
30-31
2009**

March 30th – 31st, 2009 - University of Massachusetts, Amherst



Reexamining *the* Engaged Campus

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The **2009 New England Regional Campus Compact Conference** brings together practitioners, including community service and community service-learning staff, faculty members, campus administrators and other stakeholders from across New England to engage in discussions, presentations,

workshops and intensive institutes exploring emerging issues, the intersection of civic engagement and social justice and best practices in civic engagement (including service-learning and co-curricular programs) to gain practical tools to apply on any campus.



Visions of community, reciprocity and social justice – both the process and the results – differ. This conference works from the assumption that, at minimum, social justice is the creation of a more just world, and leaves to each participant the challenge and the opportunity of defining the details for themselves. We also work from the assumption that these values matter not only when students participate in a diversity training, but throughout the work of civic engagement; that community, reciprocity and social justice and the questions they raise are present in – and matter to – the values and motivations stakeholders bring to the work, the relationships that are forged and the ways programs run, in the questions we ask, the issues we address, the trainings we provide and the outcomes we seek.



Guiding questions:

- ❖ Are there intersections between civic engagement and social justice? What are they and how do they affect civic engagement programs?
 - ❖ Is social justice an explicit or implicit goal of the work? What is the relationship between personal commitments to justice or other ideals, civic engagement programs and institutional values?
 - ❖ How do civic engagement programs challenge or repeat patterns of power, privilege and difference in their own practice?
 - ❖ How do the social identities, experiences and understandings of social justice, civic engagement, service and social change of practitioners inform and impact their work with civic engagement?
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- ❖ What are the learning (academic, civic or personal) or other outcomes for students in civic engagement programs? How are these related to training, preparation and reflection structures? How do they address social justice or other fundamental values?
- ❖ Who has access to, participates in, and benefits from civic engagement programs? What role do students play in shaping and leading these programs?
- ❖ How are civic engagement programs institutionalized? How does the campus as an institution engage with civic and/or justice issues (e.g. recent attention to college access) and with communities (partnerships and co-planning)? What is the relationship between civic engagement programs and this campus engagement?
- ❖ What are the emerging issues in, or addressed by, civic engagement in higher education? What are the innovative or exciting program models in the field?
- ❖ How do – or should -- civic engagement programs make choices about which organizations or communities to partner with, which service activities to undertake or community issues to address and how programs build and structure those relationships? How are these choices related to social justice, reciprocity or other values and outcomes?
- ❖ **Special Focus on Disadvantaged Youth:** How can higher education civic engagement programs create strategic and sustainable partnerships focused on the needs of disadvantaged youth? Specifically, how can these partnerships focus on K-12 academic success, youth development, access to a college education, preparation for civic leadership, and/or connections between civic and workforce skill development?



Conference Sessions are 75 minutes in length and will be held concurrently on March 30th, 2009.

Sessions may include theoretical, dialogue or reflective sessions that engage participants with fundamental questions, innovative or successful program models and their applications to other settings, and workshops focused on tangible tools or questions of day-to-day practice. All workshops should engage participants actively throughout the session.

Post-Conference Institutes will be held March 31st, 2009. Institutes are full day (9am -2pm) or half-day (9am-12) sessions designed to allow participants to engage with a subject in greater depth. Institute proposals should follow the same guidelines as Conference Session proposals.

All sessions may be lead by one, or multiple facilitators.



Proposal: (600 words maximum. Please address each of the following sections)

Audience:

Strong proposals will include a clear target audience described by institution type, campus role or other characteristics as appropriate. Sessions may focus on shared themes across institution type, program model or organizational role or may focus on the challenges and opportunities of particular groups. Please include maximum attendance your proposed format can accommodate, if relevant.

Guiding Questions and Conference Themes:

Strong proposals will incorporate and expand upon conference themes and guiding questions, and establish a clear connection between the proposed session content and overall conference content. They will offer innovative answers or approaches to these questions.

Workshop Objectives:

Strong proposals will provide clear objectives for the session and tools or other outcomes which participants can apply in their own work. These tools may include – but are not limited too – models, strategies, handouts or other resources.

Format and presentation:

Strong proposals will use interactive formats to engage session participants. These may include, but are not limited to, dialogues or reflections, integration of media, arts or other creative formats, or activities that engage participants in collective problem solving or other tasks. Please do not plan to present a lecture or read a paper: interactive and engaged formats should compose the majority of the session.



Facilitator Information: (as you wish it to appear in conference materials)

Name(s):

Title(s):

Organization(s)/Institution(s):

Phone number(s):

Email address(s):

Mailing address(es):

If multiple individuals will be facilitating a session, please designate a **primary contact**.

Session Information:

Session Title:

Proposal for: **Conference Session** **Post-Conference Institute**

Level: **Introductory** **Intermediate** **Advanced**

Abstract (75 words maximum, as you wish it to appear in conference materials)



Accommodations requests or other information: *Please let us know if you require accommodations to fully participate in this conference. You may use this space, or contact Allison Reid (ajreid@comcol.umass.edu; 413.577.4251)*

Proposals due by:

December 8, 2008

**Please submit an electronic copy of your complete proposal to Allison Reid at:
ajreid@comcol.umass.edu**



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Campus Compact advances the public purposes of colleges and universities by deepening their ability to improve community life and to educate students for civic and social responsibility. Campus Compact envisions colleges and universities as vital agents and architects of a diverse democracy, committed to educating students for responsible citizenship in ways that both deepen their education and improve

the quality of community life. Campus Compact is a national coalition of more than 1,100 college and university presidents — representing some 6 million students — who are committed to fulfilling the civic purposes of higher education. Campus Compact's membership includes public, private, two- and four-year institutions across the spectrum of higher education.



Learn and Serve America supports and encourages service-learning throughout the United States, and enables over one million students to make meaningful contributions to their community while building their academic and civic skills. By engaging our nation's young people in service-learning, Learn and Serve America instills an ethic of lifelong community service. Learn and Serve America is a program of the Corporation for National and Community Service, an independent federal agency created to connect Americans of all ages and backgrounds with opportunities to give back to their communities and their

nation. Learn and Serve America provides direct and indirect support to K-12 schools, community groups and higher education institutions to facilitate service-learning projects.