



**CONFERENCE SESSIONS**

*Session I*

<p><b>Susan Sakash</b>, Program Coordinator          Office of Public Engagement, Rhode          Island School of Design, <b>Andrew          Barco</b>, Community Engagement and          Partnerships Coordinator          Institute of Art and Civic Engagement,          School of the Museum of Fine Arts  <b>Katherine Mitchell</b>, Community          Programs Coordinator          Institute of Art and Civic Engagement,          School of the Museum of Fine Art</p>	<p><b><i>What's at stake? - Stakeholders, Communities, and          Collaboration</i></b> Specialty schools require outside-the-box thinking          around how we engage students, while also          creatively building and administrating effective programs. This          demand creates an opening for fascinating questions to emerge          about the nature of our work. This workshop, facilitated by three          artist administrators, includes activities and guided discussion that          invite participants from different school experiences to speak to          their personal perspectives and what it means to be an effective          and collaborative administrator, especially in relationship to          social justice issues.</p>
<p><b>Dr. Susan DeNisco</b>, Associate          Professor &amp; Executive Director St.          Charles Health &amp; Wellness Center  <b>Dr. Linda Strong</b>, Assistant Professor          &amp; Service Learning Coordinator,  <b>Dr. Michael Emery</b> Professor &amp;          Associate Dean College of Education          &amp; Health Professions</p>	<p><b><i>A Model of Engaged Learning: Sacred Heart University/St.          Charles Health &amp; Wellness          Center</i></b>          This workshop will help participants assess the value of          establishing a sustainable community partnership at their own          institutions. A strategic planning session including a SWOT          analysis will serve as a catalyst to analyze the internal and          external environment that may impact the feasibility of planning a          reciprocal community partnership. Discussion will focus on          selecting community partners, choosing service learning activities          that embrace social justice, faculty and student roles in program          development, and funding opportunities. Common issues,          challenges, and opportunities that academic teams face will          be addressed.</p>
<p><b>Shuli Arieh Archer, M.Ed.</b> and  <b>Katja Hahn d'Errico, Ed.D</b>          IMPACT! Residential Academic          Program, University of Massachusetts          Amherst</p>	<p><b><i>What's Gender Got To Do With It? The Role of Women in          Service Learning Programs</i></b>          Historically, women have occupied roles as helpers, supporters,          and nurturers. This dynamic seems to be present in service          learning programs, with women occupying the majority of          positions as students, instructors, and staff (both at colleges,          universities, and community organizations alike). In this          interactive session, we will use a social justice framework to          analyze this issue and make it more transparent. As a group, we          will collectively consider the implications this has for service          learning as a field.</p>

<p><b>Tamera Marko, Ph.D.</b> Assistant Director &amp; Faculty First-Year Writing Department of Writing, Literature &amp; Publishing, Emerson College <b>Jota Samper</b> Design &amp; Urban Studies Program MIT</p>	<p><b><i>Medellín: Peace in Process - Course Project That Combines Art, New Media, &amp; Community Through a Multi-Media Book-Map</i></b>  We hope to share with students, faculty, administrators, and community partners the art &amp; historical memory project we direct that combines university coursework &amp; community. For two years this bi-lingual project has been connecting students at 3 U.S. universities with youth and elders at the Parques Bibliotecas in Medellín as part of the citywide peace process. Through video, photography, written word, &amp; blogs, we are creating an on-line bookmap that documents people’s experiences surviving violence and engaging in peace efforts in Medellín. Our panel goal is to share this project, receive critique, and connect with folks with similar interests, projects and passions.</p>
<p><b>Marianne Fortescue</b>, Coordinator of Community Service and Learning and <b>Kate Hanson</b>, Chairperson and Associate Professor, Community Leadership Program, University of New Hampshire, Durham and Manchester</p>	<p><b><i>Decision-Making and Social Justice in the Classroom</i></b>  For many students, the experience of an engaged, participatory class based on values of inclusion and respect may be their first experience of what a socially just community could be. This workshop invites participants to consider how our choices of decision-making approaches influence what we create. We’ll discuss different decision-making approaches, identify challenges and strategies for choosing different decision-making methods that support social justice goals within the classroom, and share resources and future steps to support us as we work to create empowering experiences for ourselves and others in our classes</p>
<p><b>Joan Arches</b>, Associate Professor, College of Public and Community Service, UMass Boston</p>	<p><b><i>"Social Justice, Civic Engagement and Youth development: Do student voices reflect service-learning goals?"</i></b>  This workshop will engage the audience in our on going struggle to improve operationalizing and applying the concepts of social justice in combination with student service – learning. How do we ensure that these are components in the programs we produce, the issues we address, and the outcomes we seek when we set up community university partnerships and carry them out through service-learning classes? Students, faculty, and staff from a service-learning class at the University of Massachusetts Boston funded by a Learn and Serve grant and the Commonwealth Corps will resflect on their experiences developing a community-university partnership with an after school program focusing on K-12 academic success, youth development, access to a college education, and preparation for civic leadership.</p>

<p><b>Katanna L. Conley, Ph.D.</b>, Assistant Professor of Secondary Literacy Education, University of Vermont</p>	<p><b><i>Just regular talking: Undergraduates as book club leaders in a rural, working-class high school</i></b>  Teacher educators are frequently presented with the opportunity to engage students in community-based work. However, those programs are often defined, and sometimes limited, by traditional notions of internship experiences for pre-service teachers. This session explores an alternative model for engaging pre-service teachers in civic work in a way that leads to new insights for the participants as well as the creation of new knowledge in the field of education.</p>
<p><b>Todd Crosset</b>, Associate Professor of Sport Management, University of Massachusetts</p>	<p><b><i>Pushing for Anti-Racist Civic Engagement from a Historical White Institution: Empowering Community to Shape a University’s Engagement</i></b>  The objective of the workshop to is provide “engaged faculty” and CSL administrators tools to identify the potential conflicts between administrative initiatives and faculty/classroom initiatives. The presentation will instruct in and encourage a clearer understanding of the “rules of reciprocity”, anti racist principles, and the potential of well intentioned efforts to undermine community engagement.</p>
<p><b>Holly Lasagna</b> Director, Service-Learning Harvard Center for Community Partnerships Bates College, <b>Ellen Alcorn</b> Service-Learning Coordinator Harvard Center for Community Partnerships Bates College, <b>Carla Harris</b>, Lewiston Housing Authority, <b>Jess Adelman</b>, Bates College</p>	<p><b><i>The Collaboratory Model: Sustained Civic Engagement Across the Curriculum and Across the Years</i></b>  During the past three years, faculty and staff at the Harvard Center at Bates College have re-imagined how community-based learning can support rigorous, sustained academic work and partnerships. Moving away from the single project, single-semester model, we have designed what we call “collaboratories,” partnerships that integrate teaching, research, and community aims in co-created, long-term undertakings. This session will illustrate the collaboratory approach with a ten-year partner, the Lewiston Housing Authority.</p>
<p><b>Kate Archard and Estelle Wenson</b> Adjunct Faculty, Department of Communications Bridgewater State College</p>	<p><b><i>Students with Disabilities: Service Learning as a Model for Inclusion</i></b>  As greater numbers of students with disabilities matriculate in both public and private higher education institutions, how do we as educators prepare them for life outside the classroom and when it is time for these students to find careers what (mis) perceptions are they faced with in the community? Civic engagement programs and service learning courses can serve to create mutually beneficial and sustainable partnerships that foster community understanding and create workforce skill development.</p>

<p><b>Joe Cammarano</b>, Departments of Political Science and Public Service, Providence College <b>Patrick Duhon</b>, Deputy Director, Providence After School Alliance <b>Emily Pierson</b>, Student, Providence College <b>Colleen Rost-Banik</b>, Service Learning Coordinator, Providence College</p>	<p><b><i>Creating, Enhancing and Sustaining Effective Partnerships with After School Program</i></b> Based on a partnership between the Providence After School Alliance (PASA) and Providence College, this session will explore how an intermediary organization coordinates and collaborates with multiple institutions and organizations throughout Providence to create high quality and equitable after-school programming for middle-school youth. The session also will address how an institution of higher education can partner with an intermediary providing students opportunities for service learning and leadership, and offering administrators a venue for city-wide collaboration around issues of youth development.</p>
<p><b>Katherine Meyer</b> Community Programs Manager and <b>Jessica M. Hill</b> MACC AmeriCorps *VISTA and Community Programs Coordinator Boston University Metropolitan College</p>	<p><b><i>Working with Nontraditional Students: Boston University’s Metropolitan College and the Scholarship for Parents</i></b> The U.S. Department of Education stated in 2002 that approximately 73% of all postsecondary undergraduates are considered “nontraditional students.” Given this growing population, this conference presentation will discuss: definitions of “nontraditional students,” Boston University’s Metropolitan College’s work with nontraditional students through the Scholarship for Parents program, and the connection between education and poverty. Using the work of Mark Warren and Julia Preece, the presentation will also discuss why it is important to create inclusive programming to support and retain nontraditional students on college campuses and how to do so.</p>
<p><b>Susan P. Melia</b>, Professor of Sociology and CSL Director <b>Susan Hayes</b>, Community Service Learning Placement Coordinator <b>Kaitlin Bevins</b>, <b>Sarah Lesperance</b>, <b>Laura Smith</b>, Senior CSL Minors, Assumption College</p>	<p><b><i>Development of Reflective Analysis: From Introductory to Intermediate to Senior Courses in Community Service Learning</i></b> In this workshop a professor, CSL coordinator and CSL student minors will discuss a three-course sequence in the CSL Program that moves students from reflection to analysis to action in terms of social issues and in justice. Participants will learn new reflection techniques, and will leave with a clearer understanding of differences between introductory, intermediate and upper-level service learning courses. Participants will also understand that working to establish an engaged campus and to develop students concerned with social change and social justice is a developmental process.</p>
<p><b>Ethan Kolek</b>, Associate Director of Institutional Research and <b>Sarah Barr</b>, Public Service Internship Coordinator, Center for Community Engagement, Amherst College</p>	<p><b><i>Assessing the Engaged Student: Using evaluation tools to reexamine and strengthen civic engagement programs</i></b> Many programs dedicated to community engagement ask constituents to complete program evaluations. Data gathered through this process is included in campus publications and foundation reports; but is it effectively used to strengthen programs or tied to learning outcomes? This workshop will describe various assessment tools, propose strategies for connecting assessment to learning outcomes, and explore the ways training, preparation and reflection structures can be strengthened through evaluation resources that are available on college campuses.</p>

<p>Student Bridges Program, University of Massachusetts Amherst</p>	<p><b><i>College Access &amp; Community Service Learning</i></b> Student Bridges is a student-initiated outreach program that connects UMass students with local community-based organizations and schools through tutoring-mentoring partnerships, college awareness activities, and policy advocacy. The program has primarily partnered with schools and programs in the Holyoke-Springfield area. We are proposing to convene a panel featuring students, faculty, administrators, and community members engaging in service and/or policy advocacy that aims to increase college access (outreach and retention), for underrepresented students.</p>
<p><b>Jessica Rentsch</b>, Co-Director, : UMass-Alliance for Community Transformation, <b>Amy Calandrella</b>, <b>Irene Ushomirsky</b>, <b>Bliss Requa-Trautz</b>, <b>Liz Caasey</b>, <b>Stefana Soitos</b>, <b>Jocelyn Silverlight</b> Undergraduate instructors in Grassroots Community Development and Citizens Scholars programs, UMass Amherst</p>	<p><b><i>Student as Teachers and as Colleagues at UMass-Amherst</i></b> Utilizing undergraduate students as instructors and co-instructors in service learning courses is one tool to subvert traditional notions of power and authority in the classroom and provides a framework for re-imagining structures of power elsewhere. This workshop will look at two programs at UMass-Amherst where student take an active role in instructing courses and will challenge participants in reexamining their ideas of education and offer tools for how to engage undergraduate students as both instructors and colleagues in service learning courses.</p>
<p><b>Karen M. Lee, M.Ed.</b> , Director of Student Leadership and Engagement Center for Community Engagement Amherst College <b>Oscar R. Lanza-Galindo, M.A.</b> Program Associate for Student Leadership Center for Community Engagement, Amherst College . <b>Carlos Sabatino Gonzalez</b> Bonner Community Engagement Leader: Activism &amp; Advocacy Liaison Center for Community Engagement Amherst College</p>	<p><b><i>Staying Ahead of the (Digital) Curve: Understanding How to Reach, Inform, and Mobilize Millennial Generation Students</i></b> New technologies and Social Movement Media present new opportunities to engage students and to enhance programs and partnerships. In this interactive workshop, participants will learn more about our current traditionally-aged student population, commonly referred to as Millennials, as well as how to mobilize students through Social Movement Media. Communication strategies and information distribution methodologies (Meebo, Wiggio, Digsby, Facebook, Bebo, YouTube, Blogger, Jing, flickR, Slide, Pingg and Ning) will be discussed.</p> <p><i>** Please bring a laptop, if available **</i></p>
<p><b>Wanda S. Mitchell, Ed.D.</b>, Vice Provost and Chief Diversity Officer, University of New Hampshire</p>	<p><b><i>Building an Inclusive Campus Community that Promotes Academic Success</i></b> The University of New Hampshire has experienced significant successes in actively and strategically addressing its recognized limitations and impediments to achieving a widely diverse and inclusive campus community. This interactive session will present practical models; share exemplary strategies; and offer suggestions, as well as, cautions to encourage others to create more inclusive learning communities. Participants will also engage in dialogue about diversity strategic initiatives that inform community building among campus and community constituencies.</p>

<p><b>Donna Killian Duffy</b>, Professor of Psychology, Middlesex Community College  <b>Sally Quast</b>, Professor of Chemistry : Middlesex Community College</p>	<p><b><i>Connecting the dots: How the scholarship of teaching and learning and service-learning can support greater student and faculty engagement</i></b> Work in the scholarship of teaching and learning (SoTL) and service learning can help to enhance engagement for both faculty and students. This session will discuss key issues in SoTL and will provide examples of faculty projects using SoTL and service-learning. Using outlines of course elements and scholarship, participants will reflect on their own courses and consider possible adaptations to enhance the value of their work for the broader academic community.</p>
<p><b>Marilyn R. Glazer-Weisner, M.A.</b>, Mentor Liaison, North Shore Community College</p>	<p><b><i>Changing Attitudes toward Higher Education through Mentoring</i></b>  Discovering how a college created a strategic and sustainable partnership focusing on the needs of disadvantaged youth will be presented. An actual model of experiences between the college and an inner-city low-income populated middle school of underrepresented minority group immigrant students demonstrates steps taken to build a bridge between the college and the students through mentoring. The college implemented program focuses on K-12 academic success, youth development, accessing college education, and preparation for civic leadership.</p>
<p><b>Dr. Lori Gardinier</b>, Director of Human Services, Northeastern University  <b>Rebecca Riccio</b>, Lecturer Northeastern University &amp; Writechange</p>	<p><b><i>Learning to Give and Giving to Learn: Lessons on Starting a Philanthropic Education Program</i></b>  This case study explains an initiative to develop a philanthropic education program in higher education. An overview of factors critical to the success of the start-up phase, including institutional support of experiential learning, inter-departmental collaboration, faculty and student leadership, outreach to key administrative units, and a practice- based curriculum will be given. Time will be allotted for discussion with the audience and reflection on the relevance of such programs on other campuses.</p>
<p><b>Dr. Felicity Crawford</b>, Assistant Professor of Education, Wheelock College;  <b>Chiuba Obele, India Clark, Monique Brunner, Jason Villalona, Christine Casanova, Carlos Guerras, Roytel Montero, Orlando Diaz, Nick Landrey, Daniela Pineda, Stephanie Barbosa, Jennifer Galvao, Sara Giramya, Lois Gordon, Denae Griffith, Marcela Dodi, Rueben Bailey, Joshua Roe, Kamilah Braithwaite</b> Wheelock College or Boston Public School Students</p>	<p><b><i>VOICE! Victory Overcoming Injustice through Civic Engagement</i></b>  The Philanthropic Association of Youth (The PAY) is a newly formed foundation that consists of high school and college students who lead by the principle of VOICE- Victory Overcoming Injustice through Civic Engagement. Our goal is to alleviate poverty in the Greater Boston area and beyond. Join our Town Hall style meeting as we discuss our process as well as the challenges that occur in establishing youth-led partnerships between academic institutions and community based organizations.</p>

<p><b>Allison Cumming-McCann</b>, Associate Professor, Psychology  <b>Charlene Elvers</b>, Director of Student Volunteer Programs  <b>David McMahan</b>, Director of United Campus Ministries and Spiritual Life, and Student Orientation Leaders, Springfield College</p>	<p><b><i>Can a College Change the World? Educating Students as Leaders in Service to Humanity</i></b>  This program will highlight campus initiatives at Springfield College to educate students as leaders in service to humanity. In particular, the Humanics Seminar, an experimental course for first year students that introduces the College’s definition of leadership while engaging students in direct service with the community, will be presented. Discussion will include challenges, strategies and tools for collaborating across divisions and disciplines as well as the perspective of student leaders engaged in this process.</p>
<p><b><i>Session II</i></b></p>	
<p><b>Maureen Curley</b>, President, Campus Compact</p>	<p><b><i>Civic Engagement and National Public Policy</i></b>  The success of the national service and civic engagement movement over the past 16 years and the current strong support from President Obama’s administration has fueled an array of federal legislation. This workshop will examine key bills in front of Congress and the opportunities they present for higher education. Campus Compact staff will also cover how the field can – and must - become involved in advancing these efforts.</p>
<p><b>Deirdra Murphy</b>, Assistant Professor, Physical Therapy  <b>John Duffy</b>, Professor, Mechanical Engineering  <b>Nicole Champagne</b>, Associate Professor, Community Health and Sustainability</p>	<p><b><i>International and Interdisciplinary Service-Learning: Civic Engagement for a Global Society Abstract</i></b>  International, multidisciplinary service-learning can lead to graduates prepared for the global marketplace, engaged for the common good. Twenty-five courses in many disciplines have had service-learning projects partnered with villagers in the Peruvian Andes. This session will focus on two of the disciplines: community health and physical therapy and examine the reciprocal learning process for all stakeholders. Participants will explore strategies to develop positive outcomes in the context of complex dynamics present in multi-discipline international experiences.</p>
<p><b>Daniel Cantor Yalowitz, Ed.D.</b>  Associate Dean for Special Projects  Professor of Social Sciences, Southern Vermont College and  Students from SVC’s “Quest For Success” First-Year Program</p>	<p><b><i>Social Justice and Social Intelligence: The Inter marriage of Civic Engagement and Building Reciprocal Relationships through SVC’s “Quest For Success” First-Year Program</i></b> This panel presentation will explore the obvious and subtle connections between student learning outcomes within and beyond the traditional classroom and the impact of SVC’s award-winning first-year course/program on multiple constituencies. In particular, we will focus on issues of change, reciprocity, and the mutually beneficial vision and mission that “town” and “gown” share and how these became tightly interwoven into the fabric of the college’s “Quest For Success” program. The roles and goals of each “community” will be examined in light of current “best practices” and research around civic engagement and service learning.</p>

<p><b>Michael Ohler</b>  Transitional Housing Specialist ,  Burlington Housing Authority &amp;  Instructor of Sociology  Saint Michael's College &amp;  Community College of Vermont  <b>Paul Dragon</b>  Director , Reach Up Program of  Vermont</p>	<p><b><i>Subsidy As a Way of Life – is it just?</i></b>  We'll explore the concepts of justice and caring as they pertain to government housing and welfare subsidies. Can we care too much? Under the premise of human rights, is justice due to those who cannot afford what we consider to be basic necessities? What is your role as one who is committed to civic engagement? Via an interactive format, we'll address these questions, and develop a plan to address the link between justice and subsidy.</p>
<p><b>Greg Freed</b>  Assistant Director, Ballotti Learning  Center, Suffolk University</p>	<p><b><i>Factoring Student Backgrounds into Service-Learning</i></b>  Best practices highlight the importance of taking community partners' backgrounds and needs into account, but how often do we consider those of our students as we design service-learning courses? This program will examine how students' backgrounds impact the service experience. Case studies and role playing will allow participants to critically analyze how students relate to a course's purpose, content and structure. Special attention will be paid to the opportunities and challenges of applying service-based pedagogies to academically underprepared populations. We will use the University Achievement Program at Suffolk University as a model in this exploration.</p>
<p><b>Joshua Aiello</b> Associate Director of  Service Learning &amp; Community  Outreach Massachusetts College of  Pharmacy and Health Sciences</p>	<p><b><i>Partnering with K-12: Creating Access to Higher Education</i></b>  Using the Massachusetts College of Pharmacy and Health Science's Access to Higher Education through the Sciences program as a model project, the facilitator will discuss the steps necessary to create a K-12/Higher Education partnership that provides at-risk youth with opportunities to access higher education. The session will provide adequate time for brainstorming ideas for your campus, discussing best practices and ways to involve faculty, and reflecting on why there is a need for access programs.</p>
<p><b>Michelle Vazquez Jacobus</b>, Faculty  Coordinator, Office of Community  Service Learning University of  Southern Maine Lewiston Auburn  College (USM LAC) <b>Daphne  Comeau</b>, Student Coordinator, OCSL,  USM LAC <b>Khadra Jama</b>, Student  Office Manager, OCSL, USM LAC,  <b>Jedidiah Shattuck</b>, Student  facilitator, OCSL, USM LAC</p>	<p><b><i>Promoting Social Justice through Student Leadership in Community Service Learning</i></b> USM LAC's Office of Community Service Learning sets a unique standard for student-faculty collaboration through a student led office and multi-tiered coordination of community engagement stemming from the campus and branching out into the community. Through multimedia descriptions of USM LAC's community based philosophy and work, student leaders and a faculty coordinator will encourage participants to evaluate community engagement in their institutions and to develop methods to maximize student and faculty experience through student leadership, as well as extend limited resources through community engagement service learning.</p>

<p><b>Justen K.J. Cantan</b>  MACC AmeriCorps*VISTA Leader,  Massachusetts Campus Compact  <b>Sarah Shugrue</b>  MACC AmeriCorps*VISTA  College of the Holy Cross</p>	<p><b><i>Reflection and Action: Why talking about disabilities is essential in social justice.</i></b>  This workshop offers the opportunity to discuss the absence of disability issues within conversations of social justice. There will be small group discussions focused on personal experience, an interactive presentation on language and concluding with a dialogue on why having these conversations are essential.</p>
<p><b>Morgan Whitworth, Michael Ewart, Matthew Grimes, Zachary Beauchamp,</b> Community Programs Student-Coordinators, Rhode Island Urban Debate League, Swearer Center for Public Service at Brown University</p>	<p><b><i>RESOLVED: UNIVERSITIES AND HIGH SCHOOLS SHOULD INVEST IN CIVIC ENGAGEMENT OPPORTUNITIES THROUGH THE COMPETITIVE MENTAL SPORT OF POLICY DEBATE.</i></b> Partnerships between institutions of higher education and local school districts present unique opportunities for reciprocal student learning and civic engagement. Learn how the Rhode Island Urban Debate League offers an innovative approach to promoting civic engagement and advancing social justice through the competitive mental sport of policy debate.</p>
<p><b>Joe Cammarano,</b> Departments of Political Science and Public &amp; Community Service, Providence College <b>Kaytee Stewart,</b> Department of Public &amp; Community Service, Providence College, <b>Megan Prahin,</b> Department of Public &amp; Community Service, Providence College</p>	<p><b><i>Finding the Hidden Assets on Campus and Enhancing Their Impact in the Community: The Obvious, The Hidden, and the Unknown</i></b>  This session considers methods and approaches to identifying the assets available within campus communities that move beyond the obvious resources, to uncover the less obvious and unorganized skills, talents, and interests that may assist the community in new ways. Next, the session examines how to identify community partners that can make use of the identified assets on campus. Finally, the session examines how to create effective connections between campus and community service that can be sustained.</p>
<p><b>Amy Greene,</b> MPA Student Program Coordinator, Center for Community Based Learning, Lasell College  <b>Nyndia Diligent</b> MACC*VISTA, Center for Community Based Learning Lasell College  <b>Dr. Sharyn Lowenstein</b> Director, Center for Community Based Learning , Lasell College</p>	<p><b><i>“Partnership Perspectives: Examining a K-12 partnership through four lenses.”</i></b> Lasell College is proud of its partnership with the Boston Renaissance Charter Public School. Over several years, we have built a strong relationship with their staff, students and faculty which has facilitated the development of our America Reads and Counts tutoring program, and the ACES Early College Awareness Program. We would like to examine our partnership and these programs through the various perspectives of those most closely involved.</p>
<p><b>Debra A. Harkins, PhD,</b> Associate Professor of Psychology, Suffolk University</p>	<p><b><i>Rise of interactive learning: Emerging issues when conducting service learning in higher education</i></b> After 10 years teaching psychology courses involving service learning I know there are no magic answers for teaching social justice; yet teaching this work has changed dramatically. Students are slowly shifting from viewing community service as “feel good” experiences to more “my responsibility” frameworks. This presentation will actively explore the historical, social and pedagogical changes impacting this shift in student civic engagement and provide an interactive learning model for engaging college students in social justice.</p>

<p><b>Stephen London</b>, Professor of Sociology and Director, Scott/Ross Center for Community Service.  <b>Carole Biewener</b>: Professor of Economics and Women’s and Gender Studies, Simmons College</p>	<p><b><i>Intersections and Differences between Social Justice and Community Service in a Social Justice Program</i></b>  This session will examine the intersections and differences between community service and social justice by discussing the development and implementation of a social justice minor at Simmons College. Representatives of the social justice faculty and the staff of the college’s community service center will facilitate this discussion by reviewing how these intersections and differences were considered in designing the minor’s learning objectives and are reflected in the functions and content of the courses and role of the college’s community service center in assisting in the administration of the minor.</p>
<p><b>Becky Bidwell-Hanson</b>, Senior Site Manager Jumpstart Boston at Northeastern University  <b>Sara De Ritter</b>, Associate Director, Service &amp; Community Partnerships, Northeastern University  <b>Colleen Holohan</b>, Training &amp; Evaluation Coordinator, Massachusetts Promise Fellowship  <b>Lisa Paquette</b>, Service-Learning Promotion &amp; Assessment Coordinator, Northeastern University  <b>Kristen Simonelli</b>, Associate Director &amp; Service-Learning Coordinator, Northeastern University</p>	<p><b><i>An hour, a semester, a lifetime.</i></b>  Recruiting, retaining, and developing the next generation of community leaders. Participants will share and brainstorm effective strategies, techniques, and program offerings to engage students from freshmen year through graduation and beyond.</p>
<p><b>Barbara Thorngren, M.Ed</b>, Education Department Adjunct Professor, Peace and Justice Studies Program Coordinator</p>	<p><b><i>EXPLORING THE SPACE BETWEEN US: How does “conflict” and/or “peace” change the space between us?</i></b> These are exciting and challenging times in our country and they invite us to become engaged in different and unique ways. Healthy communication is key to all successful relationships. This session offers us an opportunity to look with courage at one of the ways we communicate with each other, through the use of our space. Does our silence in the space between us speak louder than words? How dose conflict and/or peace affect our space? If we are to create a “just” an equitable peace for all, what does that “look” like? What role does civic engagement play? We will explore these questions and others as we “play” with space. The participants in this session will examine and transform the space using movement, music and art. Through questions, discussion and final reflections the participants will look with new eyes at the “the space between us.”</p>

<p><b>Jennifer O. Duffy, Ph.D.</b> Assistant Professor Higher Education Administration, Suffolk University</p>	<p><b><i>Best Practices for Service Learning Centers: How to Enhance Faculty, Student, and Institutional Involvement</i></b> This session is related to the interface of service learning and its growing importance to higher education communities. This project looked at best practices in Service Learning programming in the field of Higher Education and analyzed how different service centers work. Research is based primarily on interviewing practitioners in the field of service learning as well as students and community-based organization staff.</p>
<p><b>Molly Mead</b>, Director Center for Community Engagement  <b>Amherst College</b> <b>Karen Sanchez-Eppler</b>, Faculty Amherst College  <b>Destry Sibley</b>, Student Amherst College</p>	<p><b><i>Student Development and Social Justice: How Do They Intersect?</i></b> The field of community engagement has benefitted from a number of models of student development. In this workshop the facilitators will present some of the best known models (The Active Citizen Continuum, the Three Paradigms of Service, Kolb’s Theory of Learning Styles, and the Bonner Foundation’s Service Road to Student Development). Participants will also be invited to share the student development models they use. We will discuss the strengths and limitations of these models paying particular attention to the ideas about social justice that are built into each model.</p>
<p><b>Christiana Fischer</b>, Coordinator for Student Initiatives in Service  <b>Kerri-Lynn Foley</b>, College Access and Success Coordinator, AmeriCorps</p>	<p><b><i>Understanding the Feedback Loop of College Access and Success Programming</i></b> This session will look closely at the relationships between college access programming and success programming. We will focus on the importance of of student initiation to inform, design, and sustain programming efforts in this area (feedback loop). The workshop will provide an outlet for attendees to view this issue from the perspective of key stakeholders and discuss findings on priorities, obstacles, and best practices</p>
<p><b>Art Keene</b>, Anthropology Professor and co-director of the Citizen Scholars Program at UMass-Amherst. <b>Deborah Keisch Polin</b>, PhD Student, Anthropology, and Instructor, Citizen Scholars Program, UMass-Amherst</p>	<p><b><i>Storytelling as data collection: How can we best communicate outcomes in service learning programs?</i></b> Service-learning programs are under ever-increasing pressure to justify their effectiveness. How do we achieve this in a way that reaches beyond the numbers and illuminates some of the more nuanced findings? One way is through eliciting and examining stories, which have the potential to help us understand the complexities of educational environments. In this session we will discuss story collection as a form of data and ways to restructure assessment in a methodologically sound way.</p>
<p><b>Julia MacMahon</b>, FAO Shwarz Foundation Fellow, Staff Advisor to SPARK the Truth, Wheelock College  <b>Lucia Mock</b>, Executive Board, SPARK the Truth</p>	<p><b><i>SPARK! Increasing Youth Leadership, Community Building, and Institutional Involvement</i></b>  <b><i>SPARK the Truth</i></b> is a youth-led community action initiative based at Wheelock College in Boston, Massachusetts. In Spring 2009 <b><i>SPARK</i></b> introduced the Ubuntu Youth Corps (UYC), a program to give Boston Public students leadership roles in social justice and civic engagement projects in their communities while building strong relationships between college faculty, staff, and students and high school students that have not previously been exposed to the college environment.</p>

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***Service Learning in Teacher Education: Design, Implementation and Assessment*** Achievement gap among K-12 students reflects the huge injustice done to disadvantaged children. To provide equal educational opportunities and justice, the disadvantage students must be provided with tutoring and other kinds of instructional support. On the other hand, prospective teachers must be provided with opportunities for learning by experience. They need to practice their theoretical knowledge and learn how to relate diverse students. Service learning projects serve both the prospective teachers and disadvantaged students.