



Connecticut
Maine
Massachusetts
New Hampshire
Rhode Island
Vermont

Call for Proposals

***Higher Education and the Greater Good:
Meeting the Challenges of the 21st Century
The New England Campus Compact Regional Conference***

April 13-14, 2010 * University of Vermont/ The Sheraton Hotel * Burlington, VT

In a rapidly changing and uncertain world, higher education has the potential and obligation to prepare students as problem-solvers able to address the complex challenges of the 21st century. Yet our institutions also face internal and external challenges – they need to focus on improving access and retention, identifying and fulfilling learning outcomes, embracing and supporting diversity, and meeting their mission in the face of challenging economic times. They may even need to change the way they do things to respond to the climate around them.

What will the higher education institution of the future look like? How will it meet these challenges AND prepare students for the challenging world outside of the institution? How will higher education keep up with the changes in American and global society?

This conference proposes that “engaged campuses,” those that are “consciously committed to reinvigorating the democratic spirit and community engagement in all aspects of campus life,” (Campus Compact) stand poised to meet both sets of challenges. Research has shown, for example, that student success and achievement of learning outcomes increase when students are highly engaged; engaged classrooms can also further student understanding of diversity and issues of social justice; engaged campuses often attract and retain students and faculty who want to make a difference; and engaged research can inform both scholarly and societal questions.

Many colleges and universities have been practicing engaged learning and scholarship and have found great promise in what it provides for students, communities, faculty, and institutions; ***Higher Education and the Greater Good: Meeting the Challenges of the 21st Century*** asks “what have we learned and where are we headed?” In this ever-changing global and institutional climate, what strategies and innovations are *pushing the boundaries* of educational and institutional practice and helping shape higher education institutions of the future?

The ***2010 New England Regional Campus Compact Conference*** will bring together faculty, staff, administrators, students and community members from New England and beyond to engage in discussions, presentations, workshops and intensive institutes to explore the ability and capacity of higher education to address our institutions’ and society’s most pressing issues.

The conference will be held on April 14, 2010 and will include a keynote address, poster sessions, concurrent workshops and roundtable discussions, networking opportunities and a reception followed by Vermont statewide awards. Pre-conference institutes will be held on April 13, 2010.

Workshop, institute, roundtable discussion and poster session proposals are currently being accepted that address the following areas:

- ❖ What are the new and innovative academic and civic engagement practices that are pushing the boundaries or tackling new challenges relevant in today's society? How are "traditional" approaches to civic engagement changing as a result of the times?
- ❖ How are learning outcomes for 21st century leadership being identified and pursued in higher education, especially through civically-engaged initiatives? How are these outcomes being assessed?
- ❖ What innovative pedagogies and/or curricula are developing student's critical problem-solving and civic leadership capacities? What strategies or practices are making these academic experiences more interactive, engaging, and relevant?
- ❖ How are these innovative pedagogies and civic engagement practices contributing to broader campus goals (increased student learning outcomes, higher graduation rates, institutional retention efforts, student academic engagement, career preparation, etc.)?
- ❖ How are academic programs, majors, or disciplines being reconsidered along boundaries that address current public challenges or considerations of the future? How has engaged scholarship or outreach enhanced or informed an academic program or discipline?
- ❖ What kinds of collaborations or partnerships between campus and community are most effective in addressing community issues while helping prepare students to become global thinkers and problem-solvers?
- ❖ How are civic engagement programs persisting in the current economic climate? How are these programs supporting communities and students who are struggling?

Institutes are 4 hours in length and will be held on April 13, 2010.

Workshop sessions are 75 minutes in length and will be held concurrently on April 14, 2010.

Roundtable Discussions are 45 minutes in length and will be held after lunch on April 14, 2010.

Poster sessions will be held on April 14, 2010.

Submitting a proposal for a conference workshop:

The conference planning committee seeks proposals for **conference workshops** to be presented on **April 14, 2010** that are interactive and geared toward varying levels of expertise from novice to advanced. Workshops should provide participants opportunities to engage with each other in learning about the session topic and applying it to their unique situations. Active learning strategies include but are not limited to facilitated discussions; dialogues or reflections; group inquiry; writing tasks; integration of media, arts or other creative formats; learning exchanges and other 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.

Workshops will be 75minutes long and may be presented by individuals or teams.

Submitting a proposal for a pre-conference institute, roundtable discussion or poster session:

Please use the same guidelines for submitting a proposal for a conference workshop with the following changes:

For Institute: please indicate how your institute will engage participants in deeper discussion and exploration of a topic with specific learning outcomes and “take-aways.”

For Roundtable Discussion: please indicate the subject area and how you will facilitate engaged discussion of your topic.

For Poster Session: please briefly describe your poster session and any set-up needs. Remember to include a title for your poster session.

All proposals should be clear and concise and must include the following:

- 1) full contact information for each presenter
- 2) indication of type of session and to whom it applies
- 3) indication of active learning techniques to be employed
- 4) a session title that accurately reflects your session content,
- 5) a brief session description to be used in the program (75-100 words),
- 6) a longer workshop or institute proposal (500 word maximum) that describes your presentation in more depth, (longer description not necessary for roundtable discussions and poster sessions)
- 7) details on your expertise in this subject area, such as how long you have been engaged in this work, whether you have presented on this topic previously – if so, when and where – etc.
- 8) a brief presenter bio for each presenter. These bios should be edited for publication in the program.
- 9) AV needs for your presentation.

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 provide contact information for each facilitator and designate a **primary contact**.

Session Information

Proposal for: Conference Workshop Poster Session
 Roundtable Discussion Pre-conference Institute

Level: Introductory Intermediate Advanced

Primary Audience: (check all that apply)

Faculty Students Civic engagement staff Senior-level administrators
 Other higher education staff Community partners Other _____

Active Learning Description: (Please indicate the active learning technique(s) you will use in your session by checking all that apply.)

Facilitated discussion Dialogue Reflection
 Group inquiry Writing tasks Collective problem solving
 Learning exchange Integration of media, arts or other creative formats
 Other _____

Session Proposal

Session Title:

Edited Session Description (In 75-100 words, describe the actual content of your session and how attendees will gain knowledge and/or skills by participating. This description should be edited for potential inclusion in conference materials.)

Detailed Session Proposal: (500 words maximum.)

In your proposal description, you should:

- ✓ Identify the theme of your presentation, discuss the content that you will address and indicate how it relates to the conference theme,
- ✓ Indicate the outcomes participants should expect from your session and examples of how you will facilitate achievement of those outcomes,
- ✓ Describe the strategies and active learning techniques you will use to engage participants in discussing, analyzing, synthesizing, and applying the information you will share.
- ✓ Provide details on your expertise in this subject area, such as how long you have been engaged in this work, and whether and where you have presented on this topic previously.

Facilitator Bios (edited for inclusion in conference materials):

AV needs:

Please submit proposals via email by Friday, December 4, 2009 to: clower@middlebury.edu.

Confirmation emails will be sent upon receipt of proposals; potential presenters will be informed of decisions via email by January 15, 2010. Conference presenters will be expected to register and pay for the conference.

For additional information, please visit www.vtcampuscompact.org or contact Cheryl Whitney Lower, Vermont Campus Compact, clower@middlebury.edu, (802) 443-2507.

This conference is co-sponsored by the Campus Compacts of Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island and Vermont, and the Office of Community-University Partnerships and Service-Learning at the University of Vermont.