

# Engage for Change

## Capital Region Community Engagement Conference

Siena College ~ Loudonville, New York ~ May 18, 2016



## Speakers

### Campus Compact Invited Speaker: Barbara Jacoby



Barbara Jacoby is a faculty associate for leadership and community service-learning at the Adele H. Stamp Student Union – Center for Campus Life at the University of Maryland, College Park. Dr. Jacoby writes and

consults extensively and makes numerous speeches and presentations across the U.S. and around the world on academic affairs—student affairs partnerships. Her institution and professional associations have recognized her outstanding work on behalf of such partnerships involving service-learning and commuter students.

### Spendiff Honored Faculty Speaker: Fred Boehrer



Fred Boehrer has been teaching service-learning courses at the College of Saint Rose since 1997. In 1996, Fred and his wife (Diana Conroy) started Emmaus House, a Catholic Worker ministry. Emmaus House serves as a temporary

home for homeless families, especially immigrants. Since 2007, Fred has been the director of new sanctuary for immigrants – the only local all-volunteer assistance program serving undocumented immigrants. In 2011, Fred was appointed coordinator of academic service-learning and also serves as chair of the Saint Rose Community Advisory Board. A graduate of UAlbany, he received his Ph.D. from Syracuse University.

Special thanks to Siena's Council on Teaching and Learning and New York Campus Compact for the support.

# Schedule

8:15am-9:35am	<b>Breakfast and opening - State of Engagement in the Region</b>
9:45am-10:30am	<b>Concurrent Session 1</b> <ul style="list-style-type: none"><li>• Developing a C.A.R.E (Community Action, Research, and Education) Program: Finding Meaning in Life by Being with the Dying (<a href="#">Snyder 168</a>)</li><li>• Service Learning in Nursing Education: Preparing Pre-licensure Students for Practice (<a href="#">Snyder 165</a>)</li><li>• St. Rose students participate with 3rd graders in The Day in the Life of the Hudson River (<a href="#">Snyder 159</a>)</li><li>• Radical Engagement and the Black Lives Matter Movement (<a href="#">Snyder 161</a>)</li><li>• "A Beacon for Hope: The Sanctuary for Independent Media as a Platform for Systemic Change in Troy's North Central Neighborhood." (<a href="#">Snyder G33</a>)</li></ul>
10:40am-11:25am	<b>Concurrent Session 2</b> <ul style="list-style-type: none"><li>• Navigating Tenure as an Engaged Professor (<a href="#">Snyder 168</a>)</li><li>• Community Connections: Service Learning Across the Curriculum (<a href="#">Snyder 165</a>)</li><li>• Making the Invisible Visible: A Photojournalism Project with Community Partners (<a href="#">Snyder 159</a>)</li><li>• Teaching Mobile Augmented Reality Design and History through Community-University Collaboration (<a href="#">Snyder 161</a>)</li><li>• Connecting Yesterday's History to Tomorrow's Future: The Underground Railroad History Project of the Capital Region, Inc. &amp; The College of Saint Rose (<a href="#">Snyder G33</a>)</li></ul>
11:35am-12:45pm	<b>Lunch with Spendiff Honored Faculty Speaker</b>
12:55pm-1:40pm	<b>Concurrent Session 3</b> <ul style="list-style-type: none"><li>• Engaging with Campus Leaders on Community Engagement (<a href="#">Snyder 168</a>)</li><li>• Theory vs Practice: Constructivism, Authentic Learning, and Service Learning with the Psychology Twist (<a href="#">Snyder 165</a>)</li><li>• My Community is Bigger than Me: Poetic Reflections on Community Service (<a href="#">Snyder 159</a>)</li><li>• Using Collective Impact to Improve Academic Outcomes for Students (<a href="#">Snyder 161</a>)</li><li>• Learning to teach, teaching to learn: The Siena TESOL Methods-Albany School of Humanities Partnership (<a href="#">Snyder G33</a>)</li></ul>
1:45pm-2:30pm	<b>Concurrent Session 4</b> <ul style="list-style-type: none"><li>• Passing the Torch: Cultivating student professionals to guide the community based learning experience (<a href="#">Snyder 168</a>)</li><li>• Service Learning for Small Groups: Creating a Win Win Community Connection (<a href="#">Snyder 165</a>)</li><li>• A "Newbie" Perspective on Service Learning and Civic Media (<a href="#">Snyder 159</a>)</li><li>• Engaging Students, Engaging the Community: Using Problem Based Service Learning in a Counseling Classroom (<a href="#">Snyder 161</a>)</li><li>• Creating a Community-Minded Campus Tutoring Program: Lessons Learned in the High School Classroom (<a href="#">Snyder G33</a>)</li></ul>
2:40pm-3:30pm	<b>Guest Speaker: Barbara Jacoby (<a href="#">Massry Commons</a>)</b>
3:30pm-5:00pm	<b>World café discussion and dessert reception (<a href="#">Massry Commons</a>)</b>

# Concurrent Session 1

## Developing a C.A.R.E (Community Action, Research, and Education) Program: Finding Meaning in Life by Being with the Dying

*Carol Weisse (Union College) and Susan Tomlinson (Schenectady Community Home, Inc.)*

This presentation will outline a newly developed C.A.R.E. (community action, research, and education) community based learning program designed to support students while they provide bedside care to terminally ill residents in community-run, residential “Homes for the Dying” in Upstate New York. The C.A.R.E. program provides students with a unique lens for examining how best to help someone when cure is not an option and encourages them to become aware of the social, ethical, and economic issues impacting end-of-life care so that they may become agents of change in the community. An overview will be provided of the program’s experiential learning module topics (i.e. psychosocial factors in end of life care; communication and cultural competency; symptom management; and working as a member of a team) and how the program is being scaled to include students from multiple colleges working at different homes for the dying. Approaches for impactful learning will also be described (i.e. use of the arts, alumni engagement, digitally-driven learning/reflection, and mentorship by members of the community). The session will conclude with a discussion of practices for sustainability including grant-writing, scholarship, and possible expansion to other institutions through a massive on-line open course (MOOC) as well as with an opportunity to envision your own C.A.R.E. program.

## Service Learning in Nursing Education: Preparing Pre-licensure Students for Practice

*Victoria Callagan and Joshua Malone (Maria College)*

Abstract Nurse educators have the arduous task of preparing student nurses for real world experience after graduation. As nursing students make this transition they often find it stressful and report perceptions of inadequate preparation that results in a lack of confidence. Retention statistics for graduate nurses are dismal and a shortage of nurses is being predicted (Feng & Tsai, 2012; Ulrich, Krozek, Early, Ashlock, Africa & Carmen, 2010). The literature suggests that experiential learning can facilitate confidence development in senior nursing students, preparing them for transition to nursing practice. Service learning, a form of experiential learning, involves students in community service activities and at the same time allows them to apply the experience to their academic and personal development (Fayetteville University, 2015). Aligned with course objectives, service learning can provide nursing students a realistic opportunity to practice their knowledge and skills. Benefits to students are enhanced when they reflect on those experiences through journaling or class discussion. It is then that they begin to learn how they can incorporate these new experiences into practice. As part of the curriculum, senior nursing students at Maria College participate in service learning during their final semester. This experience aligns with a nursing leadership course and its objectives, designed to prepare them for transition into nursing practice. In keeping with the college’s faith-based mission to transform learned skills into service, service learning has enhanced their ability to realize course objectives and has provided them with an opportunity to develop their confidence in practice.

Fayetteville State University (2015). Service Learning Statement. Retrieved from <http://www.unctsu.edu/civic-engagement/service-learning/definition-of-service-learning> Feng, R., & Tsai, Y. (2012). Socialisation of new graduate nurses to practising nurses.

## St. Rose students participate with 3rd graders in The Day in the Life of the Hudson River

*Mary Cosgrove (College of Saint Rose) and Sue Schiavoni (Delaware Community School and DEC)*

Mary Cosgrove, Science Instructor of Pre-Service teachers at the College of Saint Rose and Susan Schiavoni, 3rd grade teacher at the Delaware Community School bring their students together at the College of Saint Rose Campus to learn about several tests that will be done at the Hudson River on a certain day in October. The results of the tests will contribute to the analysis of the general health of the Hudson River on that one day in October. Before the 3rd graders arrive the pre-service teachers prepare a mini-lesson on the test that they are demonstrating to the 3rd graders. Both the pre-service teachers and the 3rd graders meet a 2nd time at the Hudson River to collect the data together for the river analysis. The data is sent in to DEC. DEC posts the data online. This means that the data will be available to the teachers to use again in conjunction with data that has been collected in previous years. It has been a very successful activity for both the preservice teachers and the 3rd graders.

## **Radical Engagement and the Black Lives Matter Movement**

*Jennifer McErlean and Brian Murray (Siena College)*

In this brief presentation we share several features of a recent ACOM seminar, held in the Fall of 2015, entitled Policing and the Racial Divide. Specifically, the focus will be on how the students' experience was affected by working with the local activist group, Capital Area Against Mass Incarceration (see [www.caami.org](http://www.caami.org) for mission statement), by participating in protest rallies, by visiting Coxsackie Correctional, as well as several of the assignments given to provoke reflection on these experiences and course material.

## **A Beacon for Hope: The Sanctuary for Independent Media as a Platform for Systemic Change in Troy's North Central Neighborhood**

*Branda Miller and Steve Pierce (Rensselaer Polytechnic Institute)*

Professor Branda Miller, Arts & Education Coordinator at The Sanctuary for Independent Media, and Dr. Steve Pierce, Executive Director of Media Alliance, the non-profit at The Sanctuary for Independent Media, will present their vision for their work in the neighborhood of North Troy. They will share strategies on developing collaborative partnerships that have helped to shift perceptions, and the many lives and outlooks who have been influenced — residents', students', patrons' and the community's. Research focus on participatory action and community arts demonstrate models for grass-roots neighborhood revival and creative place-making. They will include with the impact the endeavor has made on their lives, strategies for sustainability, as well as the role they see the Sanctuary for Independent Media playing in the neighborhood, in Troy and with the larger community in the future.

## Concurrent Session 2

### Navigating Tenure as an Engaged Professor

*Janine Jurkowski (UAlbany) and Paul Thurston (Siena College)*

*\*Moderated by Ruth Kassel (Siena College)*

The professional life of a community engaged scholar can be complex. In this panel discussion, two faculty will describe their stories and the strategies they used to successfully navigate the tenure process as engaged faculty. Janine Jurkowski is an Associate professor in the School of Public Health at the University at Albany and Paul Thurston is an Associate Professor of Management at in the Business School at Siena College.

### Community Connections: Service Learning Across the Curriculum

*Renee Adamany and Matt Farron (Schenectady County Community College)*

Service learning is defined as a credit-bearing educational strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience and strengthen communities. This workshop will focus on the fundamentals involved in creating and conducting a service learning course including developing assessment methods and student learning outcomes. In this workshop, a communication skills course will serve as an example. This workshop will also include a description of the collaboration between communication skills students and business students enrolled in a separate marketing course. Examples of service learning assignments from other courses will be presented and distributed.

### Making the Invisible Visible: A Photojournalism Project with Community Partners

*Ann Howard and Audrey Horn (Rochester Institute of Technology)*

Food: A Celebration of Diversity is a collaborative project growing out of Rochester Institute of Technology's University/Community Partnerships. The project was developed in conjunction with RIT's partnership with the Market View Heights Collective Action Project, a resident-led neighborhood organization. Residents have expressed concern regarding their "invisibility" in contrast to major developments occurring in downtown Rochester, only a few blocks from their neighborhood. Of critical importance to the residents is the strength of their diversity as a community of neighbors. A number of community-based participatory research projects have emerged through the Partnership that reveal the Market View Heights neighborhood as a neighborhood rich in history, diversity and resident activism. This project adds to the greater visibility the Collective Action Project has gained on behalf of their neighborhood. An RIT photojournalism student spent 10 months working with the Collective Action Project, focusing on how the diversity of the neighborhood is made visible through the intersection of food in culture, traditions, and personal histories of the residents of the neighborhood. Initially, the student spent several weeks with neighborhood residents, assisting with community garden projects, developing relationships, and photographing the activities. By connecting with neighborhood residents, she was invited into peoples' homes to photograph food preparation and to learn more about the significance of food in their family histories. Residents from Market View Heights have played a major role in this project throughout – from early planning, to inviting others to participate, to selecting the photos, and planning the opening event held at RIT's downtown gallery.

## Teaching Mobile Augmented Reality Design and History through Community-University Collaboration

*Rebecca Rouse, Katherine Tyrol (Rensselaer Polytechnic Institute) and Kathy Sheehan (Rensselaer County Historical Society)*

Below Stairs: Augmented Reality History Adventure is an interactive experience designed for the Rensselaer County Historical Society's (RCHS) historic house museum, the Hart-Cluett House in Troy, NY. Set in the 1850s when the Hart family was in residence and based on extensive historical documentation, Below Stairs was created in collaboration with RCHS staff and a Rensselaer Polytechnic Institute course, Mobile Augmented Reality (AR) Design, led by Dr. Rebecca Rouse. Outcomes of this community-university partnership included both increased engagement in local history for RCHS visitors who experience Below Stairs, and increased engagement for students in the Mobile AR Design course, who worked with RCHS as an off-campus client to develop Below Stairs. Lessons learned from the collaboration and plans for future work will be shared in this presentation, as well as a hands-on demonstration of the mobile AR Below Stairs project.

## Connecting Yesterday's History to Tomorrow's Future: The Underground Railroad History Project of the Capital Region, Inc. & The College of Saint Rose

*Amanda Damiano (College of Saint Rose) and Paul Stewart (Underground Railroad History Project)*

The College of Saint Rose is just one of many higher education institutions that prides itself on community-based partnerships. Saint Rose faculty have worked closely with a number of different organizations, serving as liaison and providing opportunities for students to network with local groups and also prepare professional-level work that will benefit the organization, the students, and the greater community. Faculty from the School of Arts and Humanities and the School of Business have been working with the Underground Railroad History Project of the Capital Region, Inc. to assist the organization in spreading the word about its events and offerings. Students have worked closely with the organization to develop a marketing communications plan and implement tactics. The collaboration serves as an invaluable typology from which to structure additional partnerships with other local groups. It demonstrates best practices in community-university partnerships.



# Concurrent Session 3

## Engaging with Campus Leaders on Community Engagement

*Gregg Dewey (Albany College of Pharmacy), Margaret Madden (Siena College), and Darrell Wheeler (University at Albany)*

\*Moderated by Paul Thurston (Siena College)

Our regional institutions are committing to engaging with our communities in very public ways. More and more institutions are placing community engagement at the center of institutional missions and are working to create the structures that will move this field forward. In this panel discussion the President of the Albany College of Pharmacy, The Dean of Engagement at the University at Albany and the Vice Provost for Academic Engagement at Siena College will discuss their roles in supporting and promoting community engagement at their respective institutions.

## Theory vs Practice:

### Constructivism, Authentic Learning, and Service Learning with the Psychology Twist

*Dianne Zielinski (Hudson Valley Community College)*

In student-centered learning, authentic learning is a recommended practice for the college classroom. Better student performance and understanding has been linked to student engagement in real-world activities. When interviewed and asked specifically about applying theory to real-world situations, community college students provided their opinions and perceptions. Additionally, feedback from students who participate in service learning as part of a developmental course will be presented, which cover several placement situations. A review of constructivism and authentic learning, comments from students' interviews, and reflections from students' service learning journals will be discussed.

## My Community is Bigger than Me: Poetic Reflections on Community Service

*Aviva Bower and Marcie Newton (College of Saint Rose)*

This presentation will showcase an annual collaborative service learning project called "My Community is Bigger than Me" between Saint Rose Education / Special Education majors and second grade students at New Scotland Elementary School (NSES), Albany, NY. The goals of this presentation are two-fold: 1) the presenters will use a project website to walk the audience through students' works and interviews to demonstrate how service learning is a method of experiential teaching, learning, and reflecting that combines the academic and the aesthetic classroom curriculum with meaningful service in the community; and 2) the presenters will recreate a poetry activity for the audience to actively engage in exploring their own values and connecting with other people's feelings, particularly those who have less privilege and social capital than others. The service learning project itself begins with the idea that by serving the needs of people in the larger community, students contribute to building a stronger sense of community by reaching out to those with less privilege and power; this act encourages caring as an emotional, exploratory, and emergent respectful state, rather than simply charity or pity. Two organizations that the Saint Rose and NSES students have been providing service to are The Capital City Rescue Mission in Albany for the homeless and The Ronald McDonald House, a house for families who need to be close to children who are desperately ill and in treatment at a local hospital. After community service is provided - which can range from making and delivering sandwiches to fundraisers to raise money for essential

supplies, followed by visits where the students learn about the organizations' missions - Saint Rose students prepare NSES students to engage in poetry activities that help them to creatively demonstrate and reflect upon their experiences providing service and the value of writing as a gift, a tool for social change, and an essential life skill.

## Using Collective Impact to Improve Academic Outcomes for Students

*Mark Bobb Sample and Amy Svirsky (Albany Promise)*

This session will examine The Albany Promise as a case study of a cradle to career network within the national StriveTogether network. We will present the work of three action teams and the measures used to drive their work. Partnership members will present specific examples of their experience with collective impact efforts. The session will also explore the opportunities for faculty engagement within collective impact partnerships via community engagement, action research, and service learning.

## Learning to Teach, Teaching to Learn: The Siena TESOL Methods-Albany School of Humanities Partnership

*Melody Nadeau (Siena College) and Kathryn Sokaris (Albany School of Humanities)*

To be effective language educators, we must first navigate cross-cultural understanding. With this in mind, Siena's TESOL methods course added a Cross-Cultural Solidarity Experience during the 2015/2016 academic year. We explored the experiences of refugees in the US--specifically, those learning English in public schools--and then partnered with the Albany School of Humanities to help their ENL program teach refugees, immigrants, and others whose home language is not English. This presentation describes the Siena-ASH partnership, discussing the strengths and challenges faced by Siena students and ASH ENL staff and language learners. We present best practices for working with community education partners, using individualized project-based learning both to teach English and to demonstrate student achievement to those outside of the ENL/ TESOL scope. PBL helps students produce written and spoken work that gives clear evidence of linguistic accomplishment while fostering student pride and individualism, key factors in successful learning at any level.



# Concurrent Session 4

## Passing the Torch:

### Cultivating student professionals to guide the community based learning experience

*Alie Sarhanis (St. Lawrence University)*

This presentation will use a case study approach to examine how to utilize student leaders to leverage the capacity of your community engagement office. Using St. Lawrence University's Center for Civic Engagement's Community Mentor program as a model, participants will learn the nitty and gritty details about the creation and implementation phases of this program as well as the benefits and challenges associated with using student professionals to sustain community-university partnerships. This workshop will benefit any student, staff, or faculty member hoping to enhance their own high impact community engagement practices.

## Service Learning for Small Groups: Creating a Win Win Community Connection

*Timothy Molchany (Northampton Community College)*

Service Learning for Small Groups: Creating a Win Win Community Connection Timothy Molchany - Associate Professor Communication Northampton Community College Deciding to incorporate community based service learning into the curriculum naturally leads to questions such as "How will this work in my class?" and "How will I assess service learning?". This program will help clarify the steps that can be taken when transitioning from a traditional lecture based class format to a more engaged activity based, community engaged, service learning approach. Based on first-hand experience this program will use gentle humor and specific examples to explain the challenges that must be faced when implementing a community engaged service learning approach as well as lessons learned along the way. Each participant in the program will walk away with a deeper understanding of the benefits that will be realized via service learning. The program will be based on my experience teaching Small Group Communication at Northampton Community College in Bethlehem, PA. More specifically - in 2006 I began teaching Small Group Communication each semester in a traditional classroom format. I quickly realized that although the students were learning the basics of small group communication, could pass exams, and write satisfactory papers, their learning experience was not as effective as it could be if they had a "genuine" group experience. This was the beginning of a journey that continues today. In 2014, a partnership with 6th grade classes at East Hills Middle School in Bethlehem, PA further transformed the class and the lives of students at NCC and East Hills MS. There is now a strong and growing community connection as well as a connection between NCC students from semester to semester and academic year to academic year. This program is the story of the transition of Small Group Communication at NCC and provides lessons and suggestions for those interested in making the community connection.

## A "Newbie" Perspective on Service Learning and Civic Media

*Jennifer Marlow (College of Saint Rose) and Mavis Littlejohn (AVillage)*

This presentation will pair Associate Professor of English, Jennifer Marlow with Mavis Littlejohn, a member of the South End of Albany nonprofit organization, AVillage, to tell the story of a first-time service learning experience. The course involved, Writing for New Media, centers on a "civic media project," which requires students to partner with a local nonprofit organization in the creation of a social media campaign. This presentation will be part failure narrative (what we've learned and what we would do differently) and part celebration of this important pedagogical approach. The goal is to create a lively discussion on best practices in

implementing a service learning approach at the college level.

## **Engaging Students, Engaging the Community: Using Problem Based Service Learning in a Counseling Classroom**

*Claudia Lingertat-Putnam (College of Saint Rose)*

This session will share a model for service learning in the classroom that teaches graduate counseling students about community engagement and connection through advocacy. Each Spring, graduate counseling students select a school or community based site and engage in a semester long project with K-12 students at that site. Sites have included urban high schools and middle schools, after school programs, and the RISSE program for youth with refugee status. Reflections from students and community partners, project design examples, and outcomes using data from several projects will be shared. This presentation would be helpful for faculty that wish to incorporate a service learning project into their curriculum and for community based partners to learn about the benefits of collaboration with college students.

## **Creating a Community-Minded Campus Tutoring Program: Lessons Learned in the High School Classroom**

*Anne Glynn, Julianna Rauf, and Serena Rizzo (Siena College)*

Introducing tutors-in-training to their campus writing centers through traditional preparation programs may do little to teach these students the value of questioning, reflecting, and if necessary, upending, familiar tutoring models. Programs that limit tutoring instruction to a single context, typically that of the familiar higher education writing center community, may diminish a student's propensity to enact social justice initiatives in the area of literacy learning. Broadening the scope of tutor preparation to include meaningful training outside one's comfort zone may be the first step in creating progressive, diversity-minded, civically-engaged writing center communities. Witnessing firsthand how socioeconomic factors negatively impact learning goals will be deeply unsettling for many tutors, but immersion in a community that has struggled with literacy concerns will compel them to question the intersection of theory and practice, reflect upon their strengths and weaknesses as tutors, and utilize the knowledge that they have acquired to "engage for change."

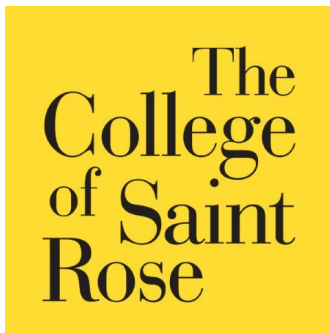


UNION  
COLLEGE  
FOUNDED 1795



Rensselaer

MARIA  
COLLEGE



**Notes:**