

2021 CONFERENCE PROGRAM

ENGAGE FOR CHANGE

JUNE • 10 • 2021





CONFERENCE AGENDA

9:00 - 9:45am: Welcome to Engage for Change 2021 with Siena College President Dr. Christopher Gibson

9:45 - 10:30am: Concurrent Session One

- ◊ Unpacking Systemic Racism: Using Compassionate Conversations to Create Inclusive Spaces
- ◊ Building Caring Communities: Promoting Patient Equity through Restorative Justice in Undergraduate Pre-health Education
- ◊ Narratives of HIV/AIDS: A partnership between Siena College English students & the Albany Damien Center
- ◊ How to Support your Community During a Pandemic
- ◊ Creating More Equitable Food Assistance Systems in the Capital District
- ◊ DEI Data Strategy: Using Data to Facilitate Socially Responsible Organizational Change

10:30-11:15am: Concurrent Session Two

- ◊ Portable Strategies for the Antiracist Classroom
- ◊ Building Community in West Hill: Voice, Inclusion and Collaboration
- ◊ The Albany Birth Justice Storytelling Project
- ◊ Situated Experiences: Collaborative Questions around Experiential Learning
- ◊ Creating an Equitable Homeless Response System in New York State
- ◊ Creating a Sustainable Partnership: How Reach Can Exceed Touch

11:15-11:35am: Break - Yoga, Meditation, Networking

11:35-11:50am: Tool Session One

- ◊ Communities of Practice
- ◊ Publishing Your Community Development Work
- ◊ A Tool for Community Engaged Tenure Narratives
- ◊ ePortfolio: Multimedia Spaces for Reflection and Collaborative Work
- ◊ Building Capacity Through Partnerships Using a Higher Education-Assisted Community School Strategy

11:50-12:05pm: Tool Session Two

- ◊ SUNY Journal of the Scholarship of Engagement (JoSE) Publishing Your Scholarship of Engagement
- ◊ Change and Choice: Giving All Students a Voice through Technology
- ◊ Core Competencies for Anti-Racist Community Engagement
- ◊ Developing Cross-Institutional Near-Peer Writing Partnerships

12:10-1:00pm: Keynote Speaker Dr. David Harris, Union College President

- ◊ Lessons Learned from 25 Years of DEI Research, Teaching, and Policy

2:00pm: Afternoon Partner Visits

- ◊ Refugee Welcome Center- Albany West Hill Neighborhood
- ◊ Bike-A-Toga- Saratoga Springs
- ◊ South End Community Tour- Albany South End Neighborhood
- ◊ Art and Community Development in Schenectady

Questions? Email stoledano@siena.edu or aforchetti@siena.edu or join the zoom help room: <https://siena.zoom.us/j/94305563452>

CONFERENCE KEYNOTE DR. DAVID HARRIS

12:10-1:00PM

LESSONS LEARNED FROM 25 YEARS OF DEI RESEARCH, TEACHING, AND POLICY



David R. Harris, Ph.D., a sociologist with a distinguished record as an innovative teacher, scholar and administrator, became the 19th president of Union College on July 1, 2018.

Most recently, he was chief academic officer at Tufts University. During his tenure, he led the creation of a strategic plan, from which emerged a program to encourage students to perform a year of service before college; and Bridge Professorships, which span two or more schools to advance research and teaching on complex issues. He also established the new position of chief diversity officer and launched Bridging Differences, an initiative to encourage informed discussion around challenging topics.

From 2003 to 2012, Harris was at Cornell University, first as a professor of sociology and later as founding director of Cornell's Institute for the Social Sciences. From 2010 to 2011, he served as deputy assistant secretary for human services policy at the U.S. Department of Health and Human Services. His scholarship has focused on race and ethnicity, social stratification and public policy.

Harris attended Northwestern University, where he earned a B.S. in human development and social policy in 1991, and a Ph.D. in sociology in 1997. He and his wife, Anne, met as undergraduates. They have three daughters.

CONCURRENT SESSION ONE

9:45-10:30AM

Unpacking Systemic Racism: Using Compassionate Conversations to Create Inclusive Space

Claudia Lingertat-Putnam, College of St. Rose | Natélegé Turner-Hassell, Principal School 2 Troy City School District

Join us as we discuss our multi-year collaboration to build awareness around the intersection of race, trauma and implicit bias in schools. We will discuss the ways in which we are working to build equitable spaces at School 2 in Troy, NY using compassionate conversations and healing centered engagement practices. Participants will be asked to examine their own implicit biases as they seek to build equitable spaces and transformative partnerships in their own work. Special attention will be paid to issues related to the school-to-prison pipeline and the role educators and community members can play to dismantle this pipeline.

Building Caring Communities: Promoting Patient Equity through Restorative Justice in Undergraduate Pre-Health Education

Branden Eggan, Siena College | Karl Vosatka, Albany Medical College

Restorative justice is an innovative and novel concept in undergraduate pre-health education. This presentation will center around active, experiential learning and community-building strategies to discuss the concept of social determinants of health and health equity. With the concerning limited diversity of healthcare professionals, curriculum such as this is necessary in all levels of pre-health education. The adoption of restorative justice in medical education is growing; the Association of American Medical Colleges (AAMC) recently launched a restorative justice in academic medicine training program. We believe that initiating early discussions surrounding health equity and the social determinants of health may have broader implications on the practice of medicine that have yet to be realized. This session reviews and demonstrates the concept of restorative justice as it applies to pre-health undergraduate education. Specifically, we highlight a successful restorative justice intervention that has been piloted at Albany Medical College, and has shown greatly increased participant understanding of social determinants while building community amongst circle members. 97% of students from a pilot with Physician Assistant studies students reported feelings of connectedness to their classmates (66% increase pre-to-post circle), and 100% of students reported “mostly” or “definitely” understanding the concepts of health equity and the social determinants of health (13 and 28% increase pre-to-post circle, respectively). By participating in this workshop, you will have the opportunity not only to participate in an abbreviated social determinants of health restorative justice circle, but also to look at these concepts through a restorative justice lens to see the potential for this curriculum to train pre-health professionals early in their career.

DEI Data Strategy: Using Data to Facilitate Socially Responsible Organizational Change

LB Hannahs, Tangible Development, LLC | April Backus, Siena College

Over the past few decades, organizations have been increasingly mindful of and active toward improving their diversity, equity, and inclusion (DEI) efforts. Tangible Development, LLC has played a role in this trend over the past 10 years by both challenging and supporting organizations through critical stages of their DEI work. This upward trend in incorporating social responsibility has coincided with organizations' exponential reliance on technology and data to inform leadership decisions. Dr. LB Hannahs hopes to use this forum to present on Tangible Development's approach to using data to inform DEI journeys with client consultations. Additionally, Dr. Hannahs will be joined by April Backus, Associate Director of NASCE with the Siena College Research Institute (SCRI), to discuss the DEI Climate Assessment that both of their teams jointly developed to enrich Tangible Development client's DEI benchmarking and strategic planning.

CONCURRENT SESSION ONE

9:45-10:30AM

Narratives of HIV/AIDS: A partnership between Siena College English students and the Albany Damien Center

Shannon Draucker, Siena College

This session will focus on the partnership between the students in Siena College's English class (Representing HIV/AIDS in Literature and Pop Culture) and the Albany Damien Center, a community center that serves people living with and affected by HIV/AIDS in the Capital Region. Professor Shannon Draucker will discuss how she formed this partnership with the support of Siena's Center for Academic Community Engagement (ACE). Shannon will share student responses to the project, which involved visiting the Damien Center to interview members and staff and then transcribing these oral histories for the Damien Center's archive. Many well-known narratives of HIV/AIDS in literature and popular culture, highlight the perspectives of upper-class, white men from the 1980s and 1990s, such narratives tend to erase the experiences of poor, non-white, and nonbinary individuals affected by the disease, as well as those affected by the disease today. This project aimed to re-center the narratives of those currently living with HIV in our local community and to support the Damien Center's goal of archiving the stories of its members – stories that weren't performed on Broadway or published in literary journals but are nonetheless crucial to preserve. We hoped that, in doing so, we would create a space for generative dialogue between our communities.

How to Support your Community During a Pandemic

Lorenzo Sibilio, Boys and Girls Clubs of the Capital Area | Emma Byrne, AlbanyCanCode

In an area with so many communities already being adversely impacted by the inequitable distribution of resources, how do these communities ever hope to have a fighting chance after the onset of the COVID-19 pandemic? We live in a society where inequities and inequalities are a part of everyday life; who you are and where you grew up has the potential to label you for the rest of your life in regard to your access to certain goods, services, and resources. Now, take this into account and add to it a pandemic that obliterated access to these same goods, services, and resources to individuals that have always had such, and you're creating a recipe for massive unrest and suffering. Our presentation will seek to answer the following question, how can local actors improve access to resources in underserved populations during a time where more people than ever before are going without basic necessities? Our presentation will utilize powerpoints as well as conversation in order to show what our organizations have done as well as to encourage community partners to get involved. Our intended results will be to encourage participation from our target audience, who will be the participants in the E4C presentation. We want these individuals involved as volunteers and as consistent presences.

Creating More Equitable Food Assistance Systems in the Capital District

Angelo Catalano, Olivia Golden, and Ekechi Cross, The Food Pantries for the Capital District

Equity provides the condition in which equality can grow. When an organization commits to an equitable platform, they make a promise to ensure that everyone receives the same quality of service no matter who they are. The COVID-19 Pandemic has exposed issues of equity across the board, especially in our social programs, and it has been most evident in the food assistance system where some people have easier access to resources than others. We will focus on the action steps our community can take to promote a more racially, ethnically and culturally equitable food assistance system in the Capital Region. Our goal is to have everyone meditate on this central question: If I acknowledge that there is an issue in getting food to certain members of our community and similar issues have been addressed in other food assistance systems, what role can I play in being part of the solution here at home? Maybe you can provide translated materials to pantries in Spanish, Arabic, Burmese or Hindi or create educational materials on Halal or Kosher meals. Maybe you're able to volunteer your expertise and knowledge to develop trainings for pantry workers and staff or can provide community input on pantry boards or committees for policy and programming. Whether you're a professor or faculty at a college or university, part of a nonprofit organization, community group or a student, we encourage you to ask yourself what role you can play. If you want to learn about creating equitable food assistance in our community and to possibly learn a recipe or two for date night, feel free to attend.

CONCURRENT SESSION TWO

10:30-11:15AM

Portable Strategies for the Antiracist Classroom

Stacey Dearing, Shannon Draucker, and James Bellflower, Siena College

Now, more than ever, colleges must address the question: "What are faculty doing to be more racially equitable?" Inspired by the Siena College English Department's "Diversity in Pedagogy" speaker series, this workshop will address the questions answered by our Speakers: How can we bring our commitment to inclusive and accessible pedagogy to bear not just on what we read, but on how we read, teach, and engage with our students? Our panel will include an interactive workshop showcasing the strategies we learned from our speakers and will address common concerns such as "how to write an equitable accessibility statement," or "how to navigate racially-charged comments in class discussion." Participants will come away with inclusive teaching strategies and we will provide a list of resources recommended by our "Diversity in Pedagogy" speakers (websites, articles, books, etc.). The workshop will end by opening the conversation to everyone in the room for a discussion of additional examples and experiences of equitable pedagogical practices.

Situated Experiences: Collaborative Questions around Experiential Learning

Brandon Costelloe-Kuehn, Guy Schaffer, and Jen Cardinal, Rensselaer Polytechnic Institute

Experiential learning can allow students to learn with communities, developing understanding in a way that meets the needs of the people they work with. However, the demands of university life: semester-long classes, contingent positions, and large workloads make it difficult for students and faculty to show up in community in a way that truly meets community needs. The co-presenters hosted a workshop in the Brown Bag series for the Department of Science and Technology Studies at Rensselaer Polytechnic Institute that we would like to build on in a way that puts us into broader conversation with undergrads, grad students, staff, faculty, and community partners in the Capital District. In this session, presenters will discuss their own experiential learning projects, and the questions they've raised. Through a facilitated discussion where participants are encouraged to share their experiences, questions, and reflections, presenters will explore how power relations shape experiential learning for different students and community partners, and how experiential learning may shape how people experience and understand both their identities and their sense of possibilities for collective action towards a more equitable, inclusive, and justice-oriented world.

The Albany Birth Justice Storytelling Project

Rajani Bhatia, SUNY at Albany | Sarah Valdez, SUNY at Albany | Nakia Tillman, BirthNet

The Albany Birth Justice Storytelling Project is publicly engaged scholarship addressing racial disparities in birth outcomes that furthers the university's core mission of producing impactful research. Birth justice is a "movement to challenge medical violence and coercion during pregnancy and childbirth, to reclaim midwifery traditions in communities of color, and to raise awareness among women of color about strategies to overcome birth inequities" (Oparah 2016, 7). Although maternal care is one of the most profitable areas of the health industry, it fails to provide accessible, culturally aware, and equitable outcomes for Black birthers. The national crisis in Black maternal health manifests locally. Albany county has 23.2 deaths of Black babies per 1,000 births as compared to 8.5 deaths for all babies. 16.2 percent of Black babies in the county are born preterm, and 14.6 percent have low birth weight. The comparative figures for all babies are respectively 11.6 and 8.7 percent (NY State Health Equity Report 2019). How do Black women in Albany County experience pregnancy, birth, and the postpartum period? What are the needs and assets of local communities impacted by racial disparities in birth outcomes? In what ways can we organize to build supportive, cohesive communities around birthing peoples? Guided by these research questions, this project employed transformative storytelling and photovoice - methods that center the voices of those most impacted in producing knowledge about and designing ways to address the problem.

CONCURRENT SESSION TWO

10:30-11:15AM

Building Community in West Hill: Voice, Inclusion and Collaboration

Vera Eccarius-Kelly, Oluwatosin Oluyede, and Conor Graham, Siena College

Frequently depicted as masses of people in need of rescue or international intervention, individual refugees are rarely in control of how they are portrayed or in which ways their journeys to resettlement are told. This community project, centralized in the West Hill neighborhood, is organized around notions of disrupting and defying stereotypical portrayals through the use of photographic storytelling and artistic expression. Refugee participants co-created unexpected visual narratives through a digital photo series that centered individual refugees as the main storytellers in their Albany neighborhood. This project also examined practices that can enhance intersectional activism and strengthen social cohesion. The creation of more imaginative and collaborative spaces for both resettled refugees and African-American residents is a path to incorporating a growing number of perspectives.

Creating an Equitable Homeless Response System in New York State

Allyson Ryan, Michelle Sandoz-Dennis, and Erin Reale, CARES of NY, Inc.

Systemic racism affects the homeless response system in many ways and causes a disproportionate amount of Black and African-Americans to experience homelessness. Nationally, Black and African-Americans are 13% of the census population, and account for over 40% of the homeless population. Specifically, in Albany County, Black and African-Americans are disproportionately represented in the homeless response system at a rate of 3.8x more than they are in the general population. Structural factors like the racial wealth gap, the criminal justice system, and housing discrimination cause this overrepresentation. In July 2020, CARES of NY, Inc. formed the Regional Racial Justice Advisory Committee to be a resource and guide to Continuums of Care as they address racial inequities within the homeless response system and build a racial equity framework into their organizational practices. This session will dive deeper into the racial inequities in the homeless response system, best practices for addressing racial inequities, the development and progress of CARES of NY, Inc.'s Regional Racial Justice Advisory Committee, and what an equitable homeless response system in New York State could look like.

Creating a Sustainable Partnership: How Reach Can Exceed Touch

Laurel Janssen Breen, St. Joseph's College | Monica Diamond-Caravella, Farmingdale State College | Claudia Guglielmo, American Lung Association | Anne Little, American Lung Association | Geraldine Moore, Molloy College | Michele Wruck, Molloy College

A 19-year plus multi-site, multi-sector academic-practice partnership was created to address the high asthma burden existing in local communities of poverty on Long Island, New York. The Asthma Coalition of Long Island (ACLI) envisioned achievement of asthma control for local school-aged children and their families through evidence-based education and mobilization of community resources to improve access to care. To facilitate these goals, partnerships with colleges and universities were sought to implement asthma self-management education in school districts of highest need. Nursing students would serve as the workforce providing evidence-based education within the context of their community clinical placements. The broad base of local public-school district administrators and school nurses were eager to commit to this collective population health challenge. This academic-practice partnership has demonstrated success in its sustainability over years, stability in its shared vision, formality, focus and strategic plan, and now serves as a best-practice prototype, which has been replicated in two upstate NY regions known for high asthma rates. The active integration and participation of nursing faculty and nursing students into true population health improvement has been one of the most substantial benefits. Findings from a qualitative research study suggest that the context of this partnership, established to improve population health outcomes, offered an opportunity to address the health disparities in communities the students served as well as a unique clinical learning opportunity through exposure to the value, idea, and innovation of the partnership itself.

TOOL SESSION ONE

11:35-11:50AM

Communities of Practice

Laurie Worrall, New York Pennsylvania Campus Compact

Stop in and learn about the new program model CCNYPA launched this year. Our Community of Practice is rooted in shared areas of inquiry, building community, and the principle that everyone should contribute to our collective learning. We will also discuss upcoming CoPs that you may want to join and some possibilities for the future.

Publishing Your Community Development Work

Sofia Kotsiri, Local Development and Society | Craig Talmage, Community Development Practice

The Local Development and Society journal is a peer-reviewed journal and publishes articles on local development and community development theory, exploring potential, limitations and evidence-based research efficacy. The Community Development Practice journal is a peer or editorial reviewed (your choice) open access publication of the Community Development Society (CDS). It presents innovative approaches, tools, and techniques in teaching and practice that can be readily applied by community development practitioners, applied researchers, and educators. Community Development Practice also features practice extensions of work published in the other CDS journals and books. In this Tool Session, you'll be able to speak with the editors of these journals who will describe the focus and the benefits of submitting articles for review to the journals.

A Tool for Community Engaged Tenure Narratives

Ruth Kassel, Siena College

Applying for tenure as a community engaged faculty member can be tricky. This session will look at one tool to help faculty create a narrative that is more holistic and takes into account the and interconnected nature of teaching, research and service in a community engaged-context.

Building Capacity Through Partnerships Using a Higher Education-Assisted Community School Strategy

Naorah Rimkunas, Binghamton Community Schools

Today's students are motivated to make a difference in their communities but need to develop the critical skills to do this. Across the United States, colleges and non-for-profits are using public deliberation to bring together diverse constituencies to engage in tough conversations about how to create a positive change in community life. This brief workshop will introduce the concept of public deliberation, provide resources on how to create this experience, and talk about the impact this experience can have on students and their community.

Change and Choice: Giving all students a voice through technology

Julienne Cuccio Slichko and Drey Martone, The College of Saint Rose

With community input, the faculty at The College of St. Rose created a self-paced professional development for in-service and pre-service teachers. The goals are to support the teaching process through understanding, exploration, and application of 30+ technology tools. This workshop will provide a space for the audience to explore specific tools and reflect how they might use them in teaching through a Choice Board (which participants will receive access to at the end).

TOOL SESSION TWO

11:50-12:05PM

SUNY Journal of the Scholarship of Engagement (JoSE) Publishing Your Scholarship of Engagement

Laura Dunbar and John Suarez, The SUNY Journal of the Scholarship of Engagement

The SUNY Journal of the Scholarship of Engagement (JoSE) is an online, peer-reviewed academic journal dedicated to research into, and to the practice of, all forms of applied learning as they relate to students' career- and citizenship-readiness. Housed at SUNY Cortland but committed to developing SUNY-wide partnerships, JoSE accepts submissions from faculty, professional staff, and students at every level. In this Tool Session, co-managing editors Dr. Laura Dunbar and John Suarez will describe JoSE's focus and the benefits of submitting articles for review to JoSE as well as opportunities to volunteer with JoSE.

ePortfolio: Multimedia Spaces for Reflection and Collaborative Work

Bradley Hartsell, Emory & Henry College

This presentation will outline successes Emory & Henry College has had in outfitting students with ePortfolios that can all at once 1) Be creative, personalized spaces that students are more likely to take proactive ownership of 2) Have spaces for reflection so that creative pages are met with critical reflection on accomplishments and/or learning 3) Formally submitted to faculty for feedback and assessment 4) Shared with peers and community partners, as for collaborative research, civic engagement with those in the community, etc.

Core Competencies for Anti-Racist Community Engagement

Nadiyah Roberts-Green, Siena College | India Barrows, New England College

Establishing core competencies for anti-racist community engagement is important to community organizations because it presupposes that equity, diversity, and inclusivity are part of the moral framework and mission of the organization. These core competencies support the ability of all employees and volunteers to remain committed to strengthen their organization's primary mission, while incorporating related values into its decision-making framework. Building core competencies for anti-racist community engagement means developing and strengthening relationships with community stakeholders who are currently marginalized, and or underrepresented. An anti-racist core competency framework requires community organizations to explore and revisit how their overall administration frameworks can be informed and accountable to positively impact all stakeholders.

Developing Cross-Institutional Near-Peer Writing Partnerships

Fr. Kenneth Paulli and Anne Glenn, Siena College | Al Andrade, CBA

Write-to-learn practitioners have long advocated for a collaborative approach to teaching students to become effective writers. In this session, the presenters, a middle school educator, associate professor, and college writing center administrator will discuss how they reframed elements of conventional peer collaboration practices to develop a cross-institutional, near-peer learning community of student writers.

AFTERNOON PARTNER VISITS

VARIOUS TIMES AND LOCATIONS

Join us to learn about how campuses and communities are engaging in partnerships together in the Capital District at in-person showcases.

Refugee Welcome Center - 2:00pm - 3:00pm

104 Ontario St. West Hill Neighborhood, Albany, NY

The “RWC” means different things, depending on one’s perspective. Often it’s a way of designating the families and children who are refugees and immigrants who live in the apartments and houses the nonprofit owns and manages, i.e., the “RWC families,” the “RWC kids,” etc.. Sometimes it’s a reference to the “Center” at 104 Ontario where programming is offered and a sense of shared community space is found. Other times it’s referring to the nonprofit “Corporation” which works along with government agencies, local colleges and churches, and other nonprofits and individuals to try to address some of society’s most pressing needs. From the bird’s eye point of view, it refers to all the people and efforts associated with the RWC’s mission to provide supportive housing to people who have come to this country to find and make new homes for themselves. This past year, AAC&U awarded a multi-institutional grant to the academic partners working with RWC. Come learn more about the research they have already undertaken, what their plans are for the Summer and beyond, and how YOU and your institution can get involved!

Bikatoga - 2:00pm - 4:00pm

Meet at Congress Park - 268 Broadway, Saratoga Springs, NY 12866

Saratoga’s resident bike rescue and bike education workshop is called “Bikeatoga”! The organization recently received a grant for a cargo bike, complete with tools and equipment for a mobile bike repair station, and this is the first of many events showcasing this new workshop on wheels! Throughout the afternoon, Bikeatoga will offer a couple training sessions: ABC checks for air, brakes, and chain and a tutorial on how to change a flat tire. In addition, the event will be open to the public, so passersby are welcome to bring by their bike for a quick check up and talk with our mechanics to learn more about bikes, safe cycling, and Bikeatoga. Bikeatoga is a 501 c(3) volunteer-run organization which hosts open workshop days weekly, offers bi-annual kids bike giveaways, advocates for safe pedestrian and cycling infrastructure in Saratoga Springs, leads Slow Roll community bike rides, and more. Learn more at their website bikeatoga.org.

AFTERNOON PARTNER VISITS

VARIOUS TIMES AND LOCATIONS

Join us to learn about how campuses and communities are engaging in partnerships together in the Capital District at in-person showcases.

South End Walking Tour- 2:30pm - 4:30pm

Meet at Radix Ecological Center 153 Grand St, Albany, NY

Join us on an "insider tour" of the South End of Albany. After this tour, we are hoping you will see the buildings in this area in a new light. Starting at the Radix Ecological Center, we will walk through the immediate neighborhood and discuss several different buildings that are in use, vacant, or ready for investment. We will imagine with the community what this neighborhood could look like. This community reinvestment imagining comes out of the Black Wealth Initiative that several South End community partners and higher education institutions have been working on together over the past three years together.

Art and Community Development in Schenectady - 3:00pm - 4:00pm

Meet at Electric City Barn. Park at 401 Craig St, Schenectady, NY

In this program, we will showcase three different ways for you to get involved in Community Development via the arts in the Schenectady area. First, everyone will meet at Electric City Barn, an innovative hub designed to bolster the creative economy by connecting emerging makers and community members through project based programming—a place where creativity works. Go on a tour of the Electric City Barn studios which are specialized to meet the technical needs of both established and emerging artists, craftsmen and women, and creative businesses. Then we will hear from Mary Moore Wallinger on the Craig Main Street connection which was envisioned as a physical and social bridge to strengthen bonds and empower access in the Mont Pleasant and Hamilton Hill community. Currently, local artisans are working on the Common Unity Banners project. To round out the afternoon, we will hear from Heather Hutcheson at C.R.E.A.T.E. Community Studios a non-profit dedicated to providing a space where the benefits of art-making impact both the individual and the community as a whole. We believe that the beneficial experience of art-making should be affordable and accessible to everyone. Our goal is to use expressive arts as an equalizer across cultural and economic barriers, and for participants to learn how to use art as an expressive medium to increase their general well-being.