

The Research University Civic Engagement Network

February 25-27, 2016



Washington
University in St. Louis

GEPHARDT INSTITUTE FOR
CIVIC AND COMMUNITY ENGAGEMENT



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Campus Compact

Dear TRUCEN 2016 Meeting Attendees:

Thank you for taking the time to join us this weekend for the 2016 meeting of The Research University Civic Engagement Network (TRUCEN).

We are excited by the collaboration that this event represents—among Campus Compact, Washington University in St. Louis, and the various organizations and institutions that have helped shape our program. Our planning committee has worked hard to design a thought-provoking agenda for our time together. We are grateful to the individuals who served on that committee—Jay Brandenberger, Kathy O'Byrne, and Thomas Schnaubelt—for their valuable contributions throughout the planning process.

As the Gephhardt Institute celebrates its tenth anniversary and Campus Compact its thirtieth, we are eager to highlight exemplary work past and present while also identifying new directions. As important sites of innovation, research universities play a powerful role in developing new approaches to addressing seemingly intractable problems. We are excited to build upon this tradition during our time together and to engage meaningfully on issues mobilizing campuses across the country.

Our discussions will range over many issues, but we all face a central question: What does the current moment demand of us and of our institutions? What role do we as civic and community engagement leaders play in addressing inequality? What responsibility do our institutions have to challenge injustice on our campuses and in our communities? What do we know—and what must we learn—about how to meet these challenges effectively? We look forward to exploring these questions during our time together.

Again, thank you for being here.

Sincerely,



Amanda Moore McBride, Ph.D.
Executive Director, Gephhardt Institute for Civic and
Community Engagement
Bettie Bofinger Brown Associate Professor,
Brown School
Washington University in St. Louis



Andrew J. Seligsohn, Ph.D.
President, Campus Compact

Agenda

Thursday, February 25

AFTERNOON *Early Arrivals*

5 PM *Dinner*

Knight Center Pub, fourth floor of the Knight Center

Amanda Moore McBride to host informal dinner and drinks

7 PM *Diversity and Inclusion in Higher Education*

Emerson Auditorium, Bauer Hall

Attend SiriusXM Radio host and Washington University alumnus Joe Madison's "An American Conversation – We Are All Americans" broadcast. The broadcast is part of the 2016 "Day of Discovery and Dialogue," a university-wide conversation about diversity and inclusion at Washington University.

Friday, February 26

MORNING *Individually planned meetings*

10 AM *Campus tour*

Meet by the third floor elevators in the Knight Center

12 PM *Lunch*

Active Learning Lab, room BH330, Bauer Hall

Lunch available for members to meet and greet informally

1 PM *Meeting begins*

Welcome and overview of agenda, Amanda Moore McBride

1:15 PM *Introductions of TRUCEN members*

2 PM *Social justice, higher education, and civic engagement*

In the wake of Michael Brown's death in Ferguson, Missouri, the Black Lives Matter movement was ignited in St. Louis. Washington University students, faculty, staff, and alumni were active in the movement and in the resulting Ferguson Commission, appointed by the Governor to chart a path forward for social justice in St. Louis.

This panel will discuss their experiences, focusing on the role of higher education in this process. Panelists will include:

- David Dwight, Wash U alum '15; co-leader of Students In Solidarity; Ferguson Commission intern; Forward Through Ferguson staff
- Reuben Riggs, Wash U alum '15; co-leader of Students in Solidarity and organizer, Organization for Black Struggle
- Molly Metzger, Assistant Professor, George Warren Brown School of Social Work
- LaTanya Buck, Director, Center for Diversity and Inclusion
- Bethany Johnson-Javois, Wash U alum '02; manager, Ferguson Commission
- Moderator, Amanda Moore McBride

3:30 PM *Break*

3:45 PM *Campus Compact report and discussion*

Andrew Seligsohn

4:45 PM *Review*

Review of breakfast format and workgroup sessions and identification of any pop-up topics or sessions to add, Kathy O'Byrne

5 PM *Break*

5:30 PM *Meet for dinner*

Meet on the 3rd floor of the Knight Center to walk to Whittemore House; a shuttle will also be available at the entrance of the Knight Center

5:45 PM *Cocktails and entertainment*

Whittemore House faculty club

Music by Orchestrating Diversity

6 PM *Dinner (open seating)*

7:30 PM *Poetry performance*

Poetry show by WU-SLam, Washington University's student slam poetry performance group

8:15 PM *Discussion continues informally*

Knight Center Pub

Saturday, February 27

7:30 AM *Shuttle to breakfast*

Shuttle available at the entrance of the Knight Center to Hillman Hall; bring luggage

8 AM *Breakfast*

Clark-Fox Forum, Hillman Hall

At breakfast, tables will be organized by topical areas. The purpose is to encourage informal yet targeted discussion, where we can explore how our campuses are addressing the given topic of concern.

- Diversity, inclusion, and civic engagement
- Moving toward deeper engagement across the institution
- Graduate student training and engagement
- Student political advocacy
- Other pop-up topics based on identified interest during the meeting

9 AM *Topical workgroup sessions*

Active Learning Lab, room 130, Hillman Hall

A long-standing desire among TRUCEN members has been to work together on common interests of concern beyond the meetings themselves. There have been several notable examples, e.g., the toolkit, conferences, presentations, etc. To facilitate this collaboration, topical workgroup sessions will be convened. Each workgroup is led by a TRUCEN member who is interested in advancing an agenda in a given area and wants to learn from and collaborate with others.

- **Broader Impacts and Engagement in the Institution for the Next Century**

Michael Thompson, University of Oklahoma

It is postulated that if the linkages between broader impacts (BI) and engagement were explicitly addressed conceptually and in practice, that both the engagement and broader impacts community would benefit as well as create an immediate paradigm change in the institutions across the nation. In this workgroup, this issue will be addressed and discussed, there will be details on how the Broader Impacts in Research (BIR) organization is attending to these issues at an university, statewide, and national level, a discussion on National Science Foundation (NSF) broader impacts and how broader impacts goes beyond just an agency criterion, and a discussion on how do we as an engagement community move forward in our institutions to achieve SCBEO.

- **Engaged Scholarship Toolkit**

Clayton Hurd, Stanford University

This session will offer an overview of the newly-reformatted TRUCEN Engaged Scholarship Toolkit, following by a discussion of how to enhance and advance the toolkit as significant resource for community-engaged researchers.

- **Political Education and Engagement**

Nancy Thomas, Tufts University

Over the past two years, researchers at Tufts have been conducting case studies on campuses with high levels of student political and electoral engagement to learn “what works.” What we’re finding are not isolated “best practices” or temporary GOTV efforts but deeply embedded practices and norms that have been intentionally cultivated by institutions over time. Political learning and engagement are not just for political science majors and not just for election seasons. This session will be a learning exchange so please come ready to share what works on your campuses so that we can all foster campus climates for political learning and engagement in democracy.

- **Assessment of Student Pathways and Learning Outcomes**

Tom Schnaubelt, Stanford University

Over the past five years, the Haas Center for Public Service has been using a framework that includes six pathways: direct service, community-engaged scholarship, activism, philanthropy, policy/politics, and social entrepreneurship. Participants will be introduced to a self-diagnostic tool that can be used to explore student predispositions to these various forms of public service and civic engagement. Participants will have an opportunity to provide feedback to improve the tool and will be invited to participate in an international working group focused on using the tool/framework for advising, programming, and research purposes.

- **Integrating Social Innovation and Civic Engagement**

Eric Mlyn, Duke University

Amanda Moore McBride, Washington University in St. Louis

Social innovation and civic engagement share pedagogies and activities focused on working toward social change. Yet how much do these two overlapping but distinctive approaches collaborate? What might the newer social innovation movement learn from the growth of civic engagement on our campuses? This session will discuss current efforts and possibilities to advance integration and understanding of these parallel movements. We ask that participants come ready to share examples of integration of these approaches.

- Other pop-up workgroups may be added based on identified interests during the meeting.

10:45 AM *Break*

Clark-Fox Forum, Hillman Hall

11 AM *Bell sounds to indicate time to complete walk-around*

11:15 AM *The Language We Use*

Active Learning Lab, room 130, Hillman Hall

The civic scholar T.H. Marshall once said that we change our terminology so much it is unclear if we are referring to the same thing under a different name or a different thing entirely. Our language obviously has implications for the field but also for our campus cultures. During break, we will do a “walk around” to record and reflect on the terminology we all use to refer to the work that we do. Then we will break into informal small groups to discuss the implications of our language for our campuses and the field.

12:15 PM *Lunch (open seating)*

Clark-Fox Forum, Hillman Hall

1:30 PM *Wrap-up and next steps: The future of TRUCEN*

Active Learning Lab, room 130, Hillman Hall

Led by Andrew Seligsohn. During the concluding session, we will report out on our work groups, and discuss the future of TRUCEN, including the next meeting.

3 PM *Adjournment*

Participant Information



John Augusto

*Director, Center for Undergraduate Research
University of Kansas*

John Augusto has worked in higher education for over 20 years, with a majority of the time spent at the University of Kansas. Prior to directing the Center for Undergraduate Research, he worked as an assistant dean in graduate education at KU. In that time, he worked in graduate enrollment management, training programs in graduate education, and responsible scholarship of research. His Ph.D. is in Education from KU and his bachelor's degree is in English from Washburn University.

Augusto's Ph.D. research examined how schools of education at research universities train doctoral students in their degree (Ph.D. and Ed.D.) programs. He has lead a national study on how students search for graduate programs as well as smaller studies on persistence in doctoral education. In his administrative roles, he works to teach students about a number of disciplinary approaches to research.

Augusto directs the many activities within the Center for Undergraduate Research and provides leadership and direction for undergraduate research at KU. The Center seeks to support students throughout the entire research process, to support instructors with undergraduate research in the classroom, to develop best practices for KU mentors, and to celebrate undergraduate research and scholarship across the campus.

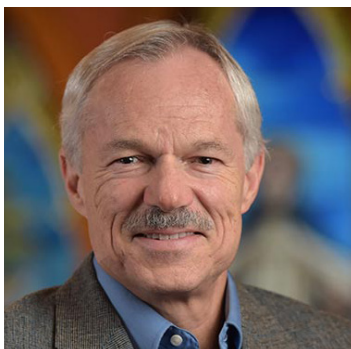


Matthew Bakko

*Research Manager and Instructional Specialist,
Gephardt Institute for Civic and Community Engagement
Washington University in St. Louis*

Matthew Bakko is the Research Manager and Instructional Specialist at the Gephardt Institute for Civic and Community Engagement. Bakko directs the assessment and evaluation efforts of the institute, while also overseeing faculty engagement and support regarding Community-Based Teaching and Learning. In addition, Bakko is a co-teacher of the Civic Scholars program.

Bakko's work centers on participatory and applied research, with a focus on critical theory and social justice. Bakko has served as a Special Issue co-editor of the Graduate Journal of Social Science. Bakko's broader research interests include social movements, civil society, gender studies, and mixed research methods. As a social worker, Bakko's work has included community organizing, intergroup dialogue, and HIV prevention. Bakko is a returned Peace Corps volunteer who served in the Kyrgyz Republic, and currently serves on the Peace Corps Sexual Assault Advisory Council. Bakko holds a master's degree in Critical Gender Studies from Central European University and a master's in social work from the George Warren Brown School of Social Work at Washington University.



Jay Brandenberger

*Associate Director for Research and Assessment, Center for Social Concerns
University of Notre Dame*

Jay Brandenberger serves as the associate director for Research and Assessment at the Center for Social Concerns, and as concurrent associate professor in the Department of Psychology at Notre Dame. He directs research initiatives at the Center, working with colleagues to examine the developmental outcomes and best practices associated with Center courses and programs. He is the editor of the Center's Research Report Series, and facilitates ongoing longitudinal research focusing on the impacts of community engagement. Brandenberger also coordinates—with Center colleagues—various academic initiatives at the Center, fostering partnerships with academic units on campus. He teaches interdisciplinary courses incorporating community-based learning and research. He is also a fellow of the Institute for Educational Initiatives, and a past recipient of the Notre Dame Frank O'Malley Undergraduate Teaching Award.

His research interests include social cognition, moral and ethical theory/development, and assessment of student outcomes in higher education. He serves on the review boards of various journals, and has collaborated on national research initiatives examining means to enhance social responsibility, leadership, and moral development. His work has appeared in publications such as the *Journal of Applied Developmental Psychology*, the *Michigan Journal of Community Service Learning*, and the *Journal of College Student Development*.

Brandenberger joined the Center and Notre Dame faculty in 1991 after earning his Ph.D. in educational and developmental psychology from the University of Pittsburgh. He is a 1978 graduate of Notre Dame, with a B.A. in English. Prior to his work at the Center, Brandenberger helped to found Guadalupe Azlan school in Texas for children from Mexico, and taught at Waynesburg College (PA) and the University of Pittsburgh.



Paul J. Brooks

*Associate Vice President for Public Service and Outreach
University of Georgia*

Paul Brooks is an Associate Vice President for Public Service and Outreach at the University of Georgia (UGA). Brooks, who holds doctorates from the UGA Institute of Higher Education Administration and the Mercer University School of Pharmacy, has been deeply involved in public service and outreach his entire career. He held a joint appointment to Duke University and the University of North Carolina from 1989 to 1992 that included serving as an outreach liaison to practicing pharmacists in a nine-county region around Fayetteville, N.C.

UGA hired Brooks in 1995 to help create a nontraditional doctor of pharmacy degree program in partnership with Mercer University and state professional organizations. He later collaborated with the Small Business Development Center, a public service and outreach unit of UGA, in the development of a pharmacy practice business management program. His dissertation in higher education administration focused on public service and outreach faculty. Brooks was a member of the UGA Public Service and Outreach Leadership Academy's inaugural class. He has worked to increase the number of public service faculty in the College of Pharmacy and across the university.



Gene Corbin

*Assistant Dean, Harvard College of Public Service
Harvard College*

Gene Corbin enjoys meeting students trying to find their place in public service at Harvard College, faculty interested in getting more involved or finding intersection with coursework, and community members with ideas on how public service at Harvard College could address needs. He manages the building, staff, and financial resources of Phillips Brooks House and provides support, coordination and strategic planning for the robust array of public service opportunities at Harvard College. He works closely with residential communities and organizes advisory groups such as the FAS Standing Committee on Public Service and the National Advisory Board for Public Service at Harvard College.

Corbin is a native Texan with vast experience in public service including: international development in Haiti and Vietnam; teaching; directing nonprofit organizations; and community organizing. He received a Pforzheimer Fellowship to complete his M.P.A. degree at Harvard Kennedy School in 2001.



Katherine J. Cramer

*Director, Morgridge Center for Public Service;
Professor, Department of Political Science
University of Wisconsin - Madison*

Katherine J. Cramer is Director of the Morgridge Center for Public Service and a Professor in the Department of Political Science. She is also an affiliate faculty member in the School of Journalism and Mass Communication, the LaFollette School of Public Affairs, the Department of Forest and Wildlife Ecology, the Wisconsin Center for the Advancement of Postsecondary Education, the Center for Community and Nonprofit Studies, and the Center for Integrated Agricultural Systems. Her work focuses on the way people in the United States make sense of politics and their place in it. She is known for her innovative approach to the study of public opinion, in which she invites herself into the conversations of groups of people to listen to the way they understand public affairs.

Her forthcoming book, *The Politics of Resentment: Rural Consciousness in Wisconsin and the Rise of Scott Walker*, examines rural resentment toward cities and its implications for contemporary politics (University of Chicago Press, forthcoming March 2016). She has also published as Katherine Cramer Walsh and is the author of *Talking about Race: Community Dialogues and the Politics of Difference* (University of Chicago Press, 2007), *Talking about Politics: Informal Groups and Social Identity in American Life* (University of Chicago Press, 2004) and co-author of *Democracy at Risk: How Political Choices Have Undermined Citizenship and What We Can Do About It* with the members of the American Political Science Association's Task Force on Civic Engagement and Civic Education (Brookings, 2005). Cramer is the recipient of the 2012 APSA Qualitative and Multi-Method Research Section Award for the best qualitative or multi-method submission to the American Political Science Review, a 2006 UW-Madison Chancellor's Distinguished Teaching Award, a 2012-2014 UW-Madison Vilas Associate Award, and a 2015-2018 Leon Epstein Faculty Fellowship Award. She received a B.A. from the University of Wisconsin-Madison in 1994 and a Ph.D. from the University of Michigan in 2000.



Fajer Saeed Ebrahim

*JD/MSW, 2017 and Masters Research Fellow,
Gephardt Institute for Civic and Community Engagement
Washington University in St. Louis*

Fajer is an international student from the Kingdom of Bahrain pursuing joint degrees in law and social work. In addition to being involved in many student organizations (including serving as President of Law Students for Reproductive Justice), she has also helped establish groups like the Middle Eastern Law Society. Ebrahim has served on search committees (e.g. for the Law Library Dean) and task forces (e.g. university-wide Sexual Assault Task Force) and has been involved in decisions that influence large student populations. She has taught both 'Women and the Law' to WashU undergraduates and constitutional literacy in an inner city St. Louis public school (as a Marshall Brennan Fellow). Ebrahim is interested in pursuing holistic advocacy focused on the legal and social work needs of indigent clients. She is interested in community organizing centered on social justice values and radical lawyering that inspires institutional change. She aims to serve indigent and minority populations, particularly transgender folks and adults with mental disabilities, who are not institutionally supported and whose rights are yet to be fully recognized.



Emily Williamson Gangi

*Associate Director, Carolina Center for Public Service
University of North Carolina at Chapel Hill*

Emily Williamson Gangi works closely with the director and staff to carry out the principal functions of the Center, including: administration, program planning and management, communications, assessment and evaluation, and resource development. Emily received her bachelor's degree in political science and master's degree in public administration from the University of North Carolina at Chapel Hill. As an undergraduate, she served as student body vice president and while in the MPA program was chief of staff of the Graduate and Professional Student Federation.

Prior to joining the Center, she directed strategic planning for the North Carolina Community College System and spent eight years at Western Piedmont Community College in a variety of positions, including vice president for student development and executive director of Western Piedmont Foundation. Emily served on the Hildebran Town Council, Z. Smith Reynolds Foundation Advisory Panel, and the board of directors of Burke Economic Development Council, Blue Ridge Healthcare Foundation, and the Community Foundation of Burke County. Emily received the UNC Distinguished Young Alumnus Award in 2009.



Suchitra V. Gururaj

*Assistant Vice President and Executive Director, Longhorn Center
for Community Engagement and Community Engagement Center
University of Texas - Austin*

Dr. Suchitra Gururaj serves as assistant vice president for the Longhorn Center for Community Engagement and executive director of the Community Engagement Center. In these roles, Gururaj provides administrative and strategic leadership for student engagement programs rooted in service; community-based learning course offerings; and public engagement programming. As a lecturer in the College of Liberal Arts at UT-Austin, Gururaj teaches courses on community organizing and leadership development through service. Prior to arriving at UT-Austin, Gururaj enjoyed a twelve-year career as a digital media and communications professional across corporate, nonprofit, and university settings.

Gururaj earned her bachelor's degree in English literature from Yale University; a master's degree in English literature, with a concentration in postcolonial theory, from The University of Chicago; and a doctorate in educational administration from the University of Texas at Austin.



Brian Hanson

*Director of Programs, Research and Planning,
the Roberta Buffett Institute for Global Studies
Northwestern University*

Brian Hanson specializes in international relations and international political economy. Hanson's current teaching and academic program development focuses on community-based approaches to global development, evaluating development projects, integrating learning and experience in global education, and the long-term change in global politics.

Hanson is the Director of Programs, Research and Strategic Planning at the Buffett Center of International and Comparative Studies and the director of the Global Engagement Studies Institute, an innovative experiential study abroad program in which students work on development projects in partnership with community based organizations. He is a board chair for GlobeMed, an international health organization that seeks to build students into leaders for global health, and for The Foundation for Sustainable Development, which works with grassroots development organizations to address issues of health, education, gender equity, appropriate technology, environmental sustainability, and poverty alleviation. Hanson is also Vice Chair of the Stanley Foundation, which promotes multilateral approaches to international peace and security challenges, and a board member for the Holthues Trust, which supports international development and human rights work around the world. He is a member of the Chicago Council on Global Affairs program committee. Before entering academia, Hanson served as the Foreign Policy Advisor to U.S. Senator Alan Dixon of IL and in the Washington, D.C. government affairs office of John Deere. Hanson received his B.A. from Grinnell College in Iowa and did his doctoral studies in political science at MIT.



Jenni Harpring

*Assistant Director for Campus and Community Partnerships,
Gephardt Institute for Civic and Community Engagement
Washington University in St. Louis*

Jenni Harpring is the assistant director for campus and community partnerships. She oversees partnership development and civic reflection in addition to managing Gephardt Institute events. She leads signature programs such as St. Louis Up Close and the Civic Scholars Program.

Harpring began her work at the Gephardt Institute in 2008. Throughout her tenure at the Institute she developed and led key initiatives including the Goldman Fellows Program, the CBTL Request for Projects process, and the Civic Scholars Program. Prior to working in higher education, she worked in city government, county government, nonprofit, and small business settings. She has been involved in community organizing efforts in Honduras, the San Francisco Bay Area, Ghana, the Middle East, and St. Louis.

Harpring graduated from Calvin College in Grand Rapids, MI with a bachelor of Social work. She received her MSW from the Brown School and a master's of arts in Pastoral Studies from Eden Theological Seminary. In addition to work at the institute, she is the neighborhood liaison in Parkview Gardens as part of the WUSTL Neighborhood CARE initiative and teaches in the social work program at the Brown School.



Laurel Hirt

*Director, Center for Community-Engaged Learning
University of Minnesota*

Laurel Hirt is the Director of the Center for Community-Engaged at the University of Minnesota. Her unit coordinates over 300 community-university partnerships each year and works with 100-120 courses per academic year. Laurel led the effort to create and implement the Community Engagement Scholars Program, which gives undergraduates recognition on their academic transcript for thoughtfully connected community work. Laurel received the 2005 MN Campus Compact's Sister Pat Kowalski Leadership Award for Advancing Service-Learning and Community-Campus Partnerships, the President's Award for Outstanding Service to the University of Minnesota in 2008 and the President's Outstanding Community Service Award in 2015. Laurel represented the UMTC in the work to pilot the Community Engagement classification system led by Carnegie Foundation for the Advancement of Teaching. She is a chapter co-author April 2015 publication *Diving Deep in Community Engagement: A Model for Professional Development*. Laurel serves on the Executive Board for the Higher Education Consortium for Urban Affairs, (HECUA). She earned her MA from Ohio State University in Higher Education Administration and Student Development.



Clayton Hurd

*Senior Program Director, Public Service Research and
Graduate Engaged Scholarship, Haas Center for Public Service
Stanford University*

Clayton Hurd directs the Public Service Scholars Program (PSSP), the Graduate Public Service Fellows (GPS) Program, and the Community-Based Research Fellowship Program at the Haas Center. Hurd also serves as a lecturer in the Program on Urban Studies. In these roles, he supports graduate and undergraduate students who are interested in linking their passion for community service and action with academic study and research in their field(s) of interest. Hurd is dedicated to helping Stanford students develop their potential for public scholarship and social action at the local, national and global levels.

Before arriving at Stanford, Hurd held a dual appointment as assistant professor of anthropology and director of the Center for Service-Learning at the College of Coastal Georgia. Hurd received his Ph.D. in cultural anthropology from the University of California, Santa Cruz and a B.A. with honors in development studies from Trinity College in Connecticut. He has extensive experience in community-based ethnographic research, including work in Central and South America on indigenous rights and education (Bolivia, Ecuador and Guatemala) and in the US Southwest on issues of U.S.-Mexico immigration, community organizing and public schooling, and social sustainability. He has also coordinated a number of cross-cultural service learning projects in both the United States and abroad related to K-12 education and youth development, environmental justice, and housing and health services. Hurd's recently-released book, *Confronting Suburban School Re-segregation in California* (November 2014, University of Pennsylvania Press), examines the political and educational processes that have contributed to increasing White/Latino school re-segregation in suburban areas of the United States.



Rollin Johnson, Jr.

*Director, Center for Social Concern
Johns Hopkins University*

Rollin Johnson Jr. began at Johns Hopkins as the Director of the Center for Social Concern in Fall 2013. Johnson served as the Director of Community Partnerships at the University of Michigan's Ginsberg Center where he led the Center's Community Initiatives Program and cultivated relationships with community organizations to create meaningful engagement experiences for students, faculty, and community organizations. Prior to his work at the Ginsberg Center, Johnson served as a graduate research assistant for the Entrepreneurship Institute at Saginaw Valley State University where he also received his Master of Business Administration. Johnson also served as an AmeriCorps VISTA at Coe College and prior to his work in higher education he was in the U.S. Peace Corps.



Stephanie Kurtzman

*Director, Gephardt Institute for Civic and Community Engagement
Washington University in St. Louis*

Stephanie Kurtzman serves as Director of the Gephardt Institute for Civic and Community Engagement. She oversees institute programming and services in two domains: Student Engagement and Service, and Campus and Community Partnerships. In addition, she manages all institute operations, budget, and student staff, and oversees staff in marketing and communications. Stephanie leads major programs such as Meet St. Louis, the Civic Engagement Fund, and the Gerry & Bob Virgil Ethic of Service Award.

Kurtzman has served Washington University since 1998, progressively building the Community Service Office as an outgrowth of the Office of Student Activities. She most recently served as Director of the Community Service Office until its integration with the Gephardt Institute in 2015. Over her 17 years of leadership, she developed and led key initiatives such as Each One Teach One, Leadership Through Service, service trips, PB&Joy, and university-wide blood drives.

Kurtzman graduated Summa Cum Laude and Phi Beta Kappa from Occidental College in Los Angeles, with a Psychology major and Religious Studies minor. She received her Master of Education in Higher Education and Student Affairs Administration from The University of Vermont.



Laura Mangan

*Coordinator, Civic Engagement and Public Policy Research Initiative
University at Buffalo, The State University of New York*

Laura Mangan has been facilitating, administering, publishing, and promoting interdisciplinary research in areas of law and social justice since the 1980s. After studying African history at the University of Sussex, she served as founding managing editor of the South African Journal on Human Rights and managing editor of Law & Policy. She worked in South Africa for seven years on issues of human rights and public impact litigation as Assistant Director of the Centre for Applied Legal Studies, University of the Witwatersrand School of Law. After moving to Buffalo, she became founding staff member of the Buffalo Human Rights Center and Canada-US Legal Studies Centre in UB's Law School, then Associate Director of UB's Baldy Center for Law and Social Policy. She currently coordinates UB's Civic Engagement and Public Policy research initiative (CEPP), which supports local to global community-based research by UB faculty on issues of social justice and equity.



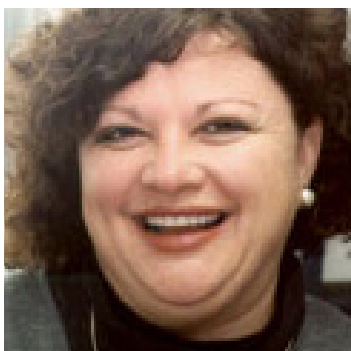
Amanda Moore McBride

*Executive Director, Gephardt Institute for Civic and Community Engagement;
Bettie Bofinger Brown Associate Professor, Brown School of Social Work
Washington University in St. Louis*

Amanda Moore McBride, PhD, is the Bettie Bofinger Brown Associate Professor at the George Warren Brown School of Social Work, and executive director of the Gephardt Institute for Civic and Community Engagement, Washington University in St. Louis. She also holds faculty affiliations with Washington University's Center for Social Development and the Institute for School Partnership.

McBride is an internationally recognized expert in civic and community engagement. Her scholarship focuses on ways to promote engagement through education, programs, and policy, specifically addressing issues of access and inclusion in engagement. Prior research has focused on community-based service learning, national service, and international volunteering, spanning more than 70 publications. Prior consultancies include with the United States Corporation for National and Community Service, the United Nations Volunteer Program, and the Social Science Research Council.

McBride is a leader in the field of civic and community engagement in higher education, convening conferences and writing on the topic, including for the Chronicle of Higher Education and the Huffington Post. She is completing a current book project entitled, *From Charity to Change: The Civic Mission of Higher Education*. A celebrated teacher, mentor and advocate, McBride received the distinguished faculty award from Washington University in 2012 and an award for her "service to the world" from her undergraduate alma mater, Hendrix College, in 2014.



Katherine McCormick

*Professor, Interdisciplinary Early Childhood Education, College of Education
James W. and Diane V. Stucker Service-Learning Professor
University of Kentucky*

Katherine McCormick has been actively involved in a number of program, department, college and university initiatives at UK. She has served as Program Chair and Chair of the College of Education Faculty Council. University service has included Senate Council membership, and chair and member of the Senate's Retroactive Withdrawal and Appeals Committee. She currently serves on the Graduate Council, the Academic Area Advisory Committee for the Social Sciences and the University Appeals Board, and is also a member of the Faculty Advisory Work Team for the new University Financial Model.

McCormick came to UK in 1998 from Columbus State University in Columbus, Georgia. She attended Auburn University for her Ph.D. and the University of Alabama Birmingham for advanced degrees in School Psychology. While in Alabama, McCormick worked as a classroom teacher of young children with developmental delays and also worked as a school psychologist. She also directed a rural migrant program, and taught at-risk adolescents and youth in an alternative school program. While in Georgia, McCormick was appointed by the Governor to chair the Georgia Interagency Coordinating Council for Early Intervention. In Kentucky, Governor Beshear appointed her to the Early Childhood Authority. She serves on numerous college and university committees as well as state and national boards including editorial board membership for the premier journal in her discipline, the Journal of Early Intervention. McCormick is a successful researcher in the fields of early intervention and early childhood special education. Current research interests include transition for young children, assessment and accountability practices, community engagement, and service-learning.



Jennifer McGarry

*Professor and Department Head, Department of Educational Leadership;
Executive Director, Husky Sport; Deputy Director for Public Health Practice,
UConn Center for Public Health and Health Policy
University of Connecticut*

Jennifer McGarry has been a part of the Sport Management program at the University of Connecticut since January of 2002 after spending eight years as an athletic administrator and volleyball coach at Kenyon College in Ohio, including two years as athletic director. McGarry's research line has focused primarily on barriers and supports for women and those from marginalized ethnic and socio-economic groups.

McGarry is also the program founder and director of Husky Sport, which provides mentors as planners of sessions at community sites in Hartford, CT that emphasize exposure and access to sport and physical activity, and advocate good nutrition and healthy lifestyle, and supports research on individual level impacts of such a program on pre-adolescents and the reciprocal impact of involvement on the college student mentors. Additionally, current research is focused on the organizational or socio-cultural level impacts of campus-community partnerships. McGarry received a B.A. in English from the University of Notre Dame, an M.A. in English from Morehead University, and a Ph.D. in Sport Management from The Ohio State University.



Megan Miller

*Assistant Director of Civic Engagement and Communications,
Morgridge Center for Public Service
University of Wisconsin - Madison*

Megan Miller manages several Morgridge Center for Public Service programs and events including Transportation Options, Public Service Fairs and Walk the Walk. She also supports communications. Megan became involved with the Morgridge Center as a student and later served as an AmeriCorps*VISTA with the Center, supporting local youth through the Urban League and Badger Volunteers. She has a B.S. in Community and Nonprofit Leadership from the University of Wisconsin-Madison.



Eric Mlyn

*Assistant Vice Provost for Civic Engagement;
Peter Lange Executive Director, DukeEngage;
Lecturer, Sanford School of Public Policy
Duke University*

Eric Mlyn is the Assistant Vice Provost for Civic Engagement, the Peter Lange Executive Director of DukeEngage and a Lecturer in the Sanford School of Public Policy at Duke University. Prior to this he served for nearly seven years as the Director of the Robertson Scholars Program, a merit scholarship program at Duke and UNC-Chapel Hill. He taught Political Science at UNC-Chapel Hill from 1990-1998 and directed a set of new programs aimed at reinvigorating the undergraduate experience, including the Burch Field Research Seminar Program. He holds a Ph.D. in Political Science from the University of Minnesota (1991) and his B.A. from Tufts University (1983). In the fall of 2012, he served as a Senior Fellow at the Gerhart Center for Philanthropy and Civic Engagement at the American University of Cairo.



Carol Muller

*Professor of Music
University of Pennsylvania*

Carol Muller is a Professor of Music (ethnomusicology), who has published widely on South African music, both at home and in exile. Her intellectual interests include the relationship between music, gender and religious studies, migration and diaspora studies, and critical ethnography. Muller has published on South African jazz, religious performance, traditional, and popular musics in a variety of journals that represent her interdisciplinary interests. Since coming to Penn, her graduate students have conducted research and are teaching in several countries, including the United States. Muller has also pioneered two forms of pedagogy—in Civic Engagement (partnering with the Netter Center for Community Partnerships) and online learning. Her Music 50, Introduction to World Music and Cultures class is the largest live class in the Music department, and the most popular online class taught in LPS. She is Director of the Penn in Grahamstown and the Interdisciplinary Music Minor in Jazz and Popular Music Studies.



Agnieszka Nance

*Executive Director, Center for Public Service
Tulane University*

Agnieszka Nance is responsible for providing a wide variety of services and support for Tulane's community. Nance currently serves as the Executive Director for the Center, overseeing all operations of CPS. In 2004, she received her Ph.D. in Germanic Studies at the University of Texas at Austin. Before moving to the United States, she lived and studied in Warsaw and Vienna, earning a Magister degree in Germanistik.



Kathy O'Byrne

*Director, Center for Community Learning
University of California - Los Angeles*

Dr. Kathy O'Byrne is the Director of the UCLA Center for Community Learning. The Center is the home of the civic engagement minor; it also serves as both the internship center and service learning center for the campus. A psychologist by training, Dr. O'Byrne teaches "Engaging LA" every quarter and directs a new academic food justice program for the Los Angeles region in partnership with the UC Global Food Initiative.



Ellen Pader

*Associate Professor of Regional Planning
University of Massachusetts - Amherst*

Ellen J. Pader teaches in, and coordinates, the Social, Policy and Community concentration. Her primary area of research is the cultural, social, and political facets of housing policy and design, with particular focus on subtle forms of housing discrimination. She teaches courses on social issues in planning from inter-ethnic, cross-cultural and social justice perspectives, including: identifying discriminatory practices on the basis of ethnicity, race, gender and class; social change; housing policy and social policy. She also teaches qualitative research and interpretation.

Pader has published on housing policy and design, social and spatial relations, and social theory with primary fieldwork in Mexico and the U.S. Drawing on her interest in critical legal theory as it applies to planning, policy and housing discrimination, she directs the joint degree in Planning and Law with Western New England University's School of Law (a five-year program culminating in both a MRP degree from UMass and a Law degree from WNEU). Pader is a faculty member in the Center for Public Policy and Administration as well as Landscape Architecture and Regional Planning. She received a B.A. in Art History and English from Kenyon College in 1972 and a Ph.D. in Anthropology from Cambridge University in 1981.



Flavia Peréa

*Director, Mindich Program in Engaged Scholarship
Harvard College*

Flavia C. Peréa has been recently named the inaugural Director of the Mindich Program in Engaged Scholarship at Harvard College, and is currently an Assistant Professor of Public Health and Community Medicine at the Tufts University School of Medicine. She holds a PhD in Social Policy from the Heller School for Social Policy and Management at Brandeis University and a Master's degree in Education from the Bank Street College of Education. Through her work she seeks to foster multi-sectorial partnerships, community-academic collaboration and student engagement in applied projects that link academics, inquiry, and action to advance social equity.

A former K-8 teacher and health and human services program administrator in New York City, she has been funded by the National Institutes of Health, the Robert Wood Johnson Foundation, and The Boston Foundation. A native New Yorker, she and her family live in Somerville, Mass.



Tom Schnaubelt

*Assistant Vice Provost and Executive Director, Haas Center for Public Service
Stanford University*

Thomas (Tom) Schnaubelt began his tenure at the Haas Center for Public Service at Stanford University in April 2009 and has been actively involved in developing innovative community engagement programs in higher education settings for nearly two decades. In 2013 Tom also assumed an academic affairs appointment in the office of the Vice Provost for Undergraduate Education, where he coordinates community engaged learning initiatives stemming from the 2012 Study of Undergraduate Education at Stanford, which reinvented the institution's approach to general education. Tom also serves Resident Fellow in Branner Hall, Stanford's public service-themed dorm for upper-class students.

Prior to Stanford University, Tom served as Dean for Community Engagement and Civic Learning at the University of Wisconsin-Parkside and was the founding Executive Director of Wisconsin Campus Compact, where he provided leadership for a coalition of thirty-four college and university presidents and chancellors committed to the civic purposes of higher education. He was the founding director of the Mississippi Center for Community and Civic Engagement, directed Academic Service Initiatives at Mississippi's State Board of Trustees of Institutions of Higher Learning, and began his career in higher education as a service-learning coordinator at the University of Southern Mississippi.



Andrew Seligsohn

President, Campus Compact

Andrew J. Seligsohn is president of Campus Compact, a coalition of 1100 colleges and universities dedicated to the public purposes of higher education. As president, Seligsohn has focused on strengthening Campus Compact's support for deep partnerships between campuses and communities, particularly those focused on student civic learning and success across the education continuum. He is also leading efforts to expand Campus Compact's professional development and student civic leadership offerings.

Before joining Campus Compact in June of 2014, Seligsohn served as Associate Chancellor for Civic Engagement and Strategic Planning at Rutgers University–Camden. Seligsohn previously served as Director of Civic Engagement Learning in the Pace Center at Princeton University and as a faculty member in the Department of Political Science at Hartwick College. Seligsohn taught at both Princeton and Rutgers, along with Macalester and St. Olaf Colleges, and he has published articles and chapters on constitutional law, political theory, urban politics, and youth civic engagement. Seligsohn holds a Ph.D. in political science from the University of Minnesota and a B.A. in modern intellectual history from Williams College.



Seiko Shastri

Special Projects Coordinator, Gephardt Institute for Civic and Community Engagement Washington University in St. Louis

Seiko Shastri is the Special Projects Coordinator at the Gephardt Institute for Civic and Community Engagement. Her primary responsibilities include coordinating logistics for major institute events and assisting with communications. Additionally, she co-leads the development of WashU Engage, the institute's inaugural nationwide initiative to engage university alumni in opportunities to serve and reflect on their role in the communities where they live and work. She holds a B.A. in international development and Spanish from Washington University in St. Louis, and was a member of the institute's Civic Scholars Program while a student. As a Civic Scholar, she translated her academic and personal passions into civic action by developing a three-month project in Cochabamba, Bolivia centered on the connections between globalization, migration, identity, and intercultural communication.



Linda Snetselaar

*Associate Provost, Outreach and Engagement
Professor and Chair, Preventive Nutrition Education
Director, Nutrition Center
Co-Director, Preventive Intervention center
University of Iowa*

Linda Snetselaar is Professor in the Department of Epidemiology College of Public Health & secondary faculty in Endocrinology, Department of Internal Medicine College of Medicine. Snetselaar has participated as Principal Investigator (PI) or Co-PI in numerous National Institutes of Health (NIH) funded studies including the Lipid Research Clinic Studies, the Diabetes Control and Complications Trial, the Modification of Diet in Renal Disease Study, the Women's Health Initiative, the Women's Intervention Study, the Diet Intervention Study in Children and the Diet Intervention Study in Children 2006. Her current work has built on these landmark studies bringing them into communities in Iowa and throughout the US along with other countries including Africa, China, Romania, the Czech Republic and Micronesia.

She has served as PI and Director of the Prevention Intervention Center funded by CDC and is PI on a project for the Center for Excellence funded by National Institute of Occupational Safety and Health. This federally funded work focuses on community health centers and worksite wellness programs. Snetselaar has directed numerous school based programs through foundation funding. Currently she is involved in a project to use Community Based Participatory Research (CBPR) in rural Iowa schools to improve wellness programs. Snetselaar directs the Academy of Nutrition and Dietetics (AND) Dietetic Practice Based Research Network, a group of practicing dietitians who work to gather research for selected projects showing cost savings and positive health changes. She has accumulated many years of collaboration with her fellow Iowans on community based studies. She also currently serves as president-elect of the University of Iowa Faculty Senate where her focus is on leading her faculty colleagues in engaging Iowa communities in healthier lifestyles.



Nancy Thomas

*Director, Institute for Democracy & Higher Education,
Johnathan M. Tisch College of Citizenship and Public Service
Tufts University*

Nancy Thomas directs research on higher education's role in American democracy, including the National Study of Learning, Voting, and Engagement (NSLVE). Prior to joining Tisch College in 2012, Thomas directed the Democracy Imperative, a national network of academics and practitioners working to advance deliberative democracy in higher education. Earlier in her career, she practiced university law. She currently serves as an associate editor for the Journal of Public Deliberation and senior associate with Everyday Democracy. Her professional interests connect political learning and democratic engagement; equity, diversity, and inclusion; academic freedom and free speech, and legal issues in higher education. She holds a doctorate from the Harvard Graduate School of Education and a J.D. from Case Western Reserve University.



Michael Thompson

*Director, Broader Impacts in Research
University of Oklahoma*

Michael Thompson has taught Biochemistry, Chemistry, and Physical Science and developed and taught Science and Engineering learning community service-learning courses. He has taught high school chemistry and physics, participated on Indiana Department of Education (IDOE) education committees to develop state education science standards, facilitated workshops on culture and diversity, and worked with the Engineering Projects in Community Service-Learning (EPICS) University program. He also was one of the first individuals who established the EPICS High school program where he helped develop and write curriculum, conduct workshops, perform site-visits, develop and implement EPICS High research agendas, and strategically develop, implement all, and analyze all of the evaluation and assessment protocols and received data. The EPICS High program is now in many states. Prior to joining the University of Oklahoma he was the Education and Outreach Coordinator for Oregon Health and Science University, Institute of Environmental Health, and the NSF Science and Technology Center for Coastal Margin Observation & Prediction. Thompson obtained a B.S. in Chemistry and Biology from Saint Joseph's College. He received his MS in Biochemistry and a PhD in Chemistry from Purdue University.



Andria Wisler

*Executive Director, Center for Social Justice Research, Teaching and Service;
Visiting Assistant Professor
Georgetown University*

Andria Wisler became the Executive Director of the Center for Social Justice in January 2013. She first joined Georgetown University in Fall 2008 as a Visiting Assistant Professor for the Program on Justice and Peace (JUPS) and served as Director of that program from January 2011 - December 2013. Wisler received her Ph.D. in Comparative and International Education and Philosophy from Columbia University and master's in International Educational Development and Peace Education from Teachers College. Her research and teaching are in the fields of peace education, conflict studies, and international educational development, and her principal interest lies in the transformative potential of educational initiatives in post-conflict societies and for girls living in urban poverty. Wisler's commitment to social justice began as an undergraduate at the University of Notre Dame, and is a continuing thread through her work for social change in various parts of the world, including with farmers in Tanzania, youth in Turkmenistan, and teachers in Israel. After graduating from university, Wisler began her vocation within education as a schoolteacher at an independent school, the Cornelia Connelly Center (CCC), which serves low-income girls of the Lower East Side, New York City. She now serves as an invited member of the Board of Trustees of the CCC.

Wisler participated in the inaugural group of Doyle Fellows, a campus initiative on inclusion and diversity, and the Engelhard Initiative. Due to her significant justice and peace pedagogical expertise, she was approached by Routledge to author an Introduction to Peace and Conflict Studies textbook. She has been the external evaluator for a 3-year Department of Education funded project at George Mason University on peace, conflict and justice curricula and pedagogy, a position that brought her to work in Liberia. Wisler also co-edited (with Celina Del Felice) *Peace Education Evaluation* (Information Age, 2014).

Guest Panelist Information



LaTanya Buck

*Director, Center for Diversity and Inclusion
Washington University in St. Louis*

LaTanya N. Buck serves as founding director of the Center for Diversity and Inclusion at Washington University in St. Louis. Aligned with the mission of the Center, LaTanya supports and advocates for students from traditionally underrepresented and marginalized populations, and fosters collaborative relationships with campus and community partners to promote dialogue and social change. She earned her M.S. in college student personnel administration from the University of Central Missouri and a Ph.D. in higher education administration from Saint Louis University.

LaTanya's professional interests include college access, student identity development, multicultural competence, student transition and persistence programs, and black male student engagement.



David Dwight

*Communication and Strategy Catalyst
Forward Through Ferguson*

David Dwight is the Communication and Strategy Catalyst at Forward Through Ferguson. He began his time with the Ferguson Commission as an intern and then fellow, working closely with the Citizen-Law Enforcement Relations working group, maintaining the digital report platform, and aiding the storytelling team to connect the everyday experiences and stories of St. Louisans to the policy recommendations of the report.

Though his undergraduate focus was in biomedical engineering, his experience co-founding Students in Solidarity, which mobilized student activism and lobbied administrations to improve the experience of people of color on campus, led him to center social justice and advocacy as critical aspects of his future career. He is very excited to support the work of Forward Through Ferguson and the region as we forge a path toward racial equity.

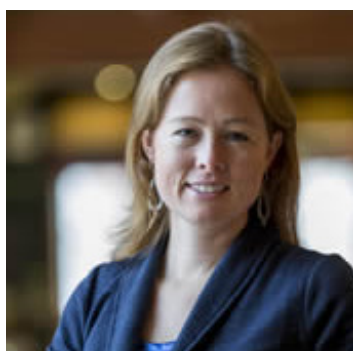


Bethany Johnson-Javois

*Chief Executive Officer
St. Louis Integrated Health Network*

As CEO of the St. Louis Integrated Health Network (IHN), Bethany Johnson-Javois leads a \$1.2 million non-profit that serves the region's safety net health care providers and the local community to promote the mission of providing quality, affordable, accessible care to all with an emphasis on serving the underserved. Her leadership in the healthcare sector has garnered notable recognition including the St. Louis Business Journal 2015 Class Diverse Business Leaders; St. Louis Business Journal 2014 Class 40 Under 40; Washington University Brown School of Social Work 2014 Distinguished Alumni Award; and St. Louis American Inaugural Class Young Leader under 40 recognition in 2011. She also received the Access to Equal Justice Award from the Washington University School of Law's Clinical Education Program.

Johnson-Javois possesses over 15 years of broad-based experience working and volunteering in the non-profit sector for organizations that positively impact the quality of life for disadvantaged populations. She is also the host of *Alive and Well STL*, a local radio program elevating community concerns about health and wellness, while creating a platform to discuss the impact of trauma-informed communities. In 2015, she was the Managing Director and ex-officio member of the Ferguson Commission, an empowered, independent and diverse group appointed by Missouri Governor Jay Nixon to study the underlying social and economic conditions underscoring the unrest in the wake of the death of Michael Brown in 2014. Johnson-Javois serves on the board of trustees for Deaconess Foundation and is a member of the 2014-2015 Executive Advisory Council for Missouri State University College of Business.



Molly Metzger

*Assistant Professor, George Warren Brown School of Social Work
Washington University in St. Louis*

Molly Metzger is an assistant professor at the Brown School and a board member at the Metro St. Louis Equal Housing and Opportunity Council. She received her B.A. in Women's Studies from Carleton College in 2001 and her Ph.D. in Human Development and Social Policy from Northwestern University in 2012. Prior to her doctoral training, she worked in low-income housing in Chicago as a social services coordinator. As a researcher, her current work focuses on housing policy in the United States. Specifically, she seeks to understand how housing policies create and reproduce segregation and inequality, such that these programs might be improved.

Metzger's major projects have included a community action project on public housing preservation in Chicago, a national analysis of the Section 8 housing voucher program, and most recently a collaboration with the St. Louis Housing Authority, in which she interviewed Section 8 renters in North St. Louis City and County about their housing options and preferences. Her research also extends into other areas of social welfare, including early childhood health and education. Her research has contributed to the literature demonstrating the health benefits of breastfeeding and the educational benefits of Head Start. Her teaching falls largely under the Brown School's Social and Economic Development curriculum. She strives to engage students in real world problem-solving in the St. Louis region.



Reuben Riggs

*Economic Justice Organizer
Organization for Black Struggle*

Reuben Riggs is a recent graduate of Washington University in St. Louis, and an economic justice organizer with the Organization for Black Struggle. He is motivated by a desire for a just society based on the value of life rather than the value of profits. As a student, he studied how humans fit into a broken world through anthropology and African-American studies. He applied his studies to work in his community by co-founding the student organizing group St. Louis Students in Solidarity and participating in the Civic Scholars Program. As an organizer he is working to establish a black workers' center in St. Louis by cultivating grassroots and grasstops relationships. Lessons he learned from being a part of communities like St. Louis's predominately black 22nd Ward guide his work in the struggle.

Featured Student Groups

WU-SLam

WU-SLam, Washington University's premier spoken word group, aims to offer all people in the WashU community a chance to tell their stories through poetry and performance. Founded in 2008, WU-SLam quickly became an active group both on campus and in the greater St. Louis community.

WU-SLam offers a weekly poetry workshop, called Inklings, and also features Performance Crew, a smaller executive board and traveling performance group. The group also regularly hosts poetry slams, including the Grand Slam in the spring semester every year.

Orchestrating Diversity

Orchestrating Diversity is an independent music education program that brings high-level education and training in classical music and performance to youth across St. Louis who might not otherwise have the opportunity to receive such instruction. The program is provided free of charge, and was founded by WashU alumnus Max Woods through a Gephardt Institute Social Change Grant.

Orchestrating Diversity believes that music is unique in its ability to develop and strengthen the individual as a whole. The study of music promotes active participation in life and society and reduces the tendency of its students to drop out of school or abuse substances. Further yet, the passionate study of music brings the student into a deeper understanding of culture, history and society - all of which give deeper meaning to the many experiences we encounter throughout life.

Music is not fun - it is joy and hard work. No student seeking a fun time or something easy will ever know the depth of joy and self actualization that music can teach. While fun is not the word we would use to describe music, it encourages and warms us, motivates and energizes us. Music is life in sound; The mastery of music is nothing less than the mastery of life.

Events and Announcements

2016 CLDE Meeting

*June 2-4, 2016
Indianapolis, IN*

ADP, TDC, and NASPA look forward to deepening our collective commitment to advancing civic learning and democratic engagement. The recent events in the states of Louisiana and Indiana surrounding Religious Freedom Reform Acts has generated extensive discussion throughout higher education and the U.S. Related opportunities – teachable moments -- to educate and advocate present themselves on our campuses and in our communities, and we believe that this is an opportunity to come together as a field to underscore our commitment to actively creating a more socially just society.

Campus Engagement Directors Retreat

*July 7-8, 2016
St. Mary's College of California*

The Campus Engagement Directors Retreat is designed to be a relaxed setting for a center director and administrator to have uninterrupted time and space to ensure a productive experience, undertake an empirically based assessment of engagement infrastructure for the purpose of strategic planning, gain a completed inventory of current practices and complete a strategic program plan to launch an initiative on campus.

NERCHE and the Center for Engaged Democracy 2016 Lynton Award for the Scholarship of Engagement for Early Career Faculty

Nominations due by Friday, April 8, 2016

Sponsored by the New England Resource Center for Higher Education (NERCHE), Merrimack College's Graduate Higher Education Program, and the Coalition of

Urban and Metropolitan Universities (CUMU). The annual Ernest A. Lynton Award for the Scholarship of Engagement for Early Career Faculty recognizes a faculty member who is pre-tenure at tenure-granting campuses or early career (i.e., within the first six years) at campuses with long-term contracts and who connects his or her teaching, research, and service to community engagement.

IJRSCLCE Call for Submissions

Submissions due April 15, 2016

The International Journal of Research on Service-Learning and Community Engagement (IJRSCLCE) invites manuscripts for consideration for the fourth issue of the journal to be published in fall 2016. It seeks to represent the breadth of scholarship in the service-learning and community engagement field, with articles from different countries and disciplines and representing a range of methodologies including community-engaged scholarship. IJRSCLCE also welcomes book reviews (1500 words or less) of recent books of general importance to the field.

4th International Service-Learning Summit

*October 23-25, 2016
Kansas State University*

The ISL Summit seeks proposals for individual sessions and team panel presentations involving various stakeholders. The International Service-Learning Summit has developed an inclusive community of practice across stakeholders, including students, educators, practitioners, and community organizations – concerned with mobilizing for best practices and the highest standards in global service learning. Visit the summit website for proposal guidelines and more information.

The Research University Civic Engagement Network (TRUCEN) Conference

February 26 - 27, 2016

Sponsored by Washington University in St. Louis and Campus Compact

Charles F. Knight Executive Education & Conference Center

On the Washington University in St. Louis, Danforth Campus

Corner of Throop Drive & Snow Way Drive

St. Louis, MO 63130

<http://www.acc-knightconferencecenter.com/>

Local: 314-933-9400

Toll Free: 866-933-9400

#54 on map



Whitemore House

Located directly across Forsyth Boulevard from Washington

University at 6440 Forsyth Boulevard

www.whitemorehouse.org

Phone: 314-935-5210

#126 on map



Lambert International Airport in St. Louis

From Lambert, you can take a cab to the Knight Center.

The drive is approximately 15 minutes, and the fare is approximately \$30 one way.

- Go south on I-170 to the Forest Park Parkway exit.
- Go east on Forest Park Parkway through Clayton, past Big Bend Boulevard to Throop Drive (first stoplight after Big Bend).
- Turn right (south) onto Throop Drive.
- Knight Center is at the corner of Throop Drive and Snow Way Drive



George and Carol Bauer Hall

Located directly adjacent to the Knight Center.

#8 on map



Metrolink light-rail system

From Lambert to the University City/Big Bend Station

- After exiting the train, take the elevator or stairs to street level.
- Washington University's Danforth Campus is on the southeast corner (Big Bend and Forest Park Parkway).
- To reach the Knight Center, walk east on Forest Park Parkway and turn right on Throop Drive. The Knight Center is straight ahead.

Approximately \$3 one way



Hillman Hall and the Maxine Clark and Bob Fox Forum

Located immediately next to Goldfarb Hall #41 on map

A shuttle will be available at 7:30am and 7:40am to take you from the Knight Center to Hillman Hall.

- The following directions will lead you to Hoyt Drive from [US40/I-64 WEST](#)
- Take Clayton Road exit. Turn right (north) on Skinker.
- After 1 mile, turn left on Forsyth.
- Turn right on Hoyt Drive.



Taxi Information:

Contact information:

Dr. Amanda Moore McBride

Seiko Shastri – Special Projects Coordinator

Laclede Cab Company (314) 652-3456

314-374-1182 cell

701-429-7396 cell

314-935-2860 work

Our Mission

The Gephardt Institute for Civic and Community Engagement cultivates informed and actively engaged citizens.

Our Goals

Catalyze civic engagement among students, staff, faculty, and alumni

Foster student learning, engagement, and leadership in civic life

Support faculty excellence and impact through community-based teaching and engaged scholarship

Serve as the university's convener for campus and community groups in St. Louis, facilitating partnerships, dialogue, and volunteer assistance

Engaged Citizens | Strong Communities

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Washington
University in St. Louis

GEPHARDT INSTITUTE FOR
CIVIC AND COMMUNITY ENGAGEMENT