

Featured Presentations

All events will be held at the Loews Philadelphia Hotel unless otherwise noted

Sunday, October 11

10:00 a.m.—7:00 p.m.

Mezzanine, Second Floor

Registration

Monday, October 12

7:00 a.m.—6:00 p.m.

Mezzanine, Second Floor

Registration

7:30—9:30 a.m.

Regency Ballroom, Second Floor

Welcome Breakfast & Executive Leadership Panel

Anchors and Catalysts: The Role of Urban and Metropolitan Universities in Revitalizing American Cities
Ira Harkavy (moderator), University of Pennsylvania; Steven Diner, Rutgers University-Newark; James T. Harris III, Widener University; Ann Weaver Hart, Temple University; Dennis H. Holtschneider, DePaul University

Concurrent Sessions I 9:50–11:00 a.m.

Washington Room A: Paper Presentations

1. *Saviors of Our Cities: Survey of the Best College and University Civic Partnerships*

Evan Dobelle and Michael Konig: Westfield State College

Presentation pertaining to the creation, findings, and ultimate use of the innovative survey, “Saviors of our Cities: Survey of Best College and University Civic Partnerships.” Survey is relevant to broad range of engagement initiatives currently being implemented and used to link CUMU institutions with William Clinton Global Initiative University.

2. *Building Community Resilience: From Vision to Plan to Implementation*

David W. Sink, Ronald Copeland and Michael Del Giudice: University of Arkansas-Little Rock

What is the role of metropolitan universities in ensuring their community’s or region’s resilience? Does the accepted focus on ‘catastrophic’ natural and man-made threats preclude dealing with the more consistent, daily threat to community resilience posed by social and educational inequity? This case study will explore one community’s effort to achieve broad-based, integrated ‘resiliency’ that is as unique as its context, its conditions, and the people whose needs and desires have helped to shape it.

3. *Addressing Occupational Trends and Community Needs at the University of Nebraska at Omaha*

Steve Bullock, Linda Mannering and Luke Jankovic: University of Nebraska-Omaha

This presentation will highlight two main elements related to the University of Nebraska at Omaha’s (UNO) impact on the economic development of the surrounding community. The two focal points will include:

1. The development of academic programs that are aligned directly with future occupational trends in the metropolitan area.
2. The importance of a "creative class" to a healthy economy, which draws from the research of University of Toronto professor, Richard Florida, and UNO's contributions to such a climate.

Washington Room B: Student Presentations

1. *Beyond the University*

Nicole Schiraldi, Sarah Elfretth and Ryan Assadi: Towson University

2. Measuring the Impact of University-Community Engagement

Joel Beutel: University of California-Merced

This paper measures whether increased levels of university/community engagement leads to a decrease in litigation outcomes. This is done by initially examining what areas of conflict exist between universities-communities. Next, I measure the level of university-community engagement and litigations that occur in California.

3. Teaching Social Work Practice Class in China

Melanie Swain, Travis S. Ingersoll, Shan Xu and Heather Witt: Widener University

This presentation describes a Social Work Practice Class facilitated to a group of 40 undergraduate students at a large, urban university in Mainland China. Graduate students from Widener University developed the curriculum and evaluated its' cultural appropriateness for use with Chinese clients. Recommendations for developing culturally appropriate models will be made.

Washington Room C: Paper Presentations

1. Key Elements of an Effective and Sustainable Diversity Initiative for an Urban University or College

William Austin: University of Nebraska-Omaha

This presentation defines diversity with regards to the demographics of individual institutions and the communities in which they are located, ways to focus on student intellectual and social development, the purposeful development and utilization of resources to enhance student learning, attention to the cultural differences learners bring to the educational experience and how to enhance the enterprise, and creating a welcoming learning environment.

2. A Towson Approach to School-Community-University Collaboration

Raymond P. Lorion: Towson University

The Cherry Hill Learning Zone Initiative represents a viable example of the metropolitan mission. With careful pacing and respect, it has expanded from school improvement efforts to initiatives into the community's physical health and economic welfare. In the process, the university's approach to teaching, scholarship and service has changed.

3. Utah Scholars Program: Enhancing Educational Infrastructure

Brenda Marsteller Kowaleski and Melissa Miller Kincart: Weber State University

Four education related entities in Utah collaborate around building support for the Utah Scholars initiative which recommends a core course of study for students to complete in high school. College students are active mentors, tutors and family outreach advocates for "at-risk" students in the local schools.

Congress Room A: Paper Presentations

1. Dayton's Neighborhood School Centers: A Shared Vision

Dick Ferguson: University of Dayton

When Dayton Public Schools committed to return to neighborhood K-8 schools, the community organized to refocus programs in schools and neighborhoods. This presentation describes the planning and implementation of Dayton's Neighborhood School Centers. Emphasis is placed on the role of the University of Dayton Fitz Center for Leadership in Community.

2. Academy for Early Childhood Excellence: A Community University Partnership

Jaesook Gilbert and Helene Harte: Northern Kentucky University

This presentation shares the process and challenges of a university community partnership to improve the quality of care and education in childcare centers in the region by enhancing the early childhood knowledge of teachers.

3. Bringing Communities Together Through Education Compacts

Kimberley Cole and K. Jeanette Jacques: Florida International University

Many municipalities have signed Education Compacts with local school boards that are sitting on the bookshelf collecting dust. View how one university led the community, the municipal government, and the local school board to put aside their differences and work together.

Congress Room B: Panel Presentations

1. *A Mechanism to Enhance and Stabilize Recruitment, Retention, and Enrollment Management...PPP Delivered Student Housing*

L. Jeff Jones, Bruce McKee, Doug Brown and Robert L. Caret: Towson University, Capstone Development
Learn how and why universities are turning to public-private partnerships to develop new student housing communities, often on the “campus-edge,” to achieve not just real estate and facility development goals, but also, through collaboration between the development team and the university’s enrollment management teams, to enhance and stabilize recruitment, retention and enrollment management.

2. *Connecting the Dots for Urban Entrepreneurship and Economic Development: Understanding Collaboration in Complex Systems – A University-Centric Model*

Steven Diner, d.t. Ogilvie, Stefan Pryor, Joseph Ritchie and Jeffrey Robinson: Rutgers University-Newark
Urban metropolitan inner cities are the target of revitalization and economic development efforts. What policies encourage or facilitate collaborations to leverage strategies that work for better economic development outcomes? This panel explores the emerging role and influence of multi-sector collaboration strategies among urban universities, local government, and the business community.

Congress Room C: Paper Presentations

1. *Public Health Collaboration across the Pond: London & New York*

Eileen O’Keefe: London Metropolitan University

In response to the growing epidemic of childhood obesity facing London, England, and New York, two universities in the respective cities have developed an intercity collaboration to facilitate joint learning. The goal is to identify municipal-level policy responses that can reverse the rise of childhood obesity. The collaboration brings together researchers, students, public health officials and advocates from the two cities. This presentation will give an overview of the collaboration and consider one component: the joint action research project to position the universities as health promoting catalysts within the extended catchments they serve.

2. *Launchpad Program: Applied Research to Accelerate Job Growth and Investment*

Jan W. Hillard and Brandi R. List: Northern Kentucky University

Northern Kentucky University’s LaunchPad Program is designed to accelerate job and investment growth of existing businesses in the service region by providing an in-depth look at existing industry, and collaborating with many regional partners. The applied research of the project is transformative tool for the region’s job and investment future.

3. *The Glass Book Project: Building Community Relationships for Social Change in Mental Health Reform* Nick Kline, Helga Luest and Ruta Mazelis: Rutgers University-Newark, Witness Justice, CMHS’s National Center for Trauma-Informed Care

A collaborative cross-learning experiment, this project brings together students, a community organization, trauma survivors, a national nonprofit and a federal agency. The project evolution has gone beyond the university community, reaching the federal agency level. Through this replicable model, a glass books exhibit is created that draws media attention.

Poster Session 11:20 a.m. – 12:20 p.m.

Regency Ballroom Foyer, Second Floor

1. *A View from the Community: Talking to the University*

Michael Ledoux and Annette Anderson: Widener University

This poster presentation will attempt to document citizens' views of the problems and joys of their community to present to university leaders. It is a community perspective of needs that university partners may help address.

2. Building Community, Making Connections, and Responding to the Needs of At-Risk Students: University and Community Partnerships

Susan S. McNiff, Courtney H. Kelly and Megan McCormick: Widener University

The benefits of university and community partnerships have gained attention in recent years. This poster presentation describes such a partnership between a University's Counselor Education Program and a community Education Foundation.

3. Health and Wellness Project with the Achievement Project of Chester

Kathryn Orme, Kimberly Crabtree and Kristoffer Surdukowski: Widener University

Low socioeconomic status is linked to decreased physical activity and poor nutritional habits. Young adults of low socioeconomic status who enter the college environment may be at a disadvantage with respect to healthy lifestyle choices as compared to peers of higher socioeconomic status.

4. Walk, Play, and Cross Safely: Widener Partnership Charter School Community Health and Wellness Project

Catherine Zalewski, Zachary Mitchell and Kallika Agarwal: Widener University

The built environment in urban areas presents many safety challenges for children. Widener University Physical Therapy Students created safety education modules for the topics of stranger danger, safely walking to school, canine safety, and playground safety for second grade students. Ninety percent of students scored 100% on post-test evaluations that examined safety awareness in these areas.

5. The Role of the Urban University in Fetal Infant Mortality Review

Mary O-Connor: University of Missouri

A Fetal Infant Mortality Review Program (FIMR) is a community owned, action orientated process organization which reviews fetal and infant deaths. The explicit aim of FIMR is to improve community systems and resources by utilizing the expertise of community members who frequently are professionals with academic appointments at the urban university.

6. Succeeding in School and Beyond: Communities that Make a Difference

Gilda Martinez: Towson University

Fifty successful African-American students from low socioeconomic areas throughout the United States participated in this multiple-case study, which sought to unveil how they succeeded along with recommendations they had for future students. To gather the data, surveys and interviews were administered; and, SAT scores and scholarship essays were reviewed.

7. Cognitive Differences Among Victims and Non-Victims of Elder Financial Abuse

Nicole Grandmont-Gariboldi: St. Thomas University

This poster session examines how elder financial abuse could be prevented by learning more about behavioral and cognitive differences among victims and non-victims. We test the effects of financial literacy and persuasion and prevention education as deterrents to fraud. The study should provide valuable information for developing elder abuse awareness programs.

8. Validating Sexual Anxiety and Body Image Scales in China

Travis S. Ingersoll, Heather Witt, Melanie Swan and Shen Xu: Widener University

The purpose of this research was to test translated versions of the Sex Anxiety Scale Inventory, Body Cathexis Scale, and the Body Checking Questionnaire, with students from Chongqing Technology and Business University (N=200), in order to verify their validity and reliability for use with Chinese populations.

9. *The St. John's University/New York City Department of Homeless Services' Advantage Academy Partnership: Engaging in Program Assessment in an Effort to Connect Action with Impact*

Debra Stein, Randolph Ortiz and Richard Sinatra: St. John's University

The NYC Department of Homeless Services and St. John's University Advantage Academy partnership provides homeless, single parents the opportunity to earn an AS in Information Technology or Business. The Advantage Academy assessment plan utilizes a unique array of pooled resources to assess the academic, financial and personal impact upon participants.

10. *A Partnership for Wellness: Addressing Stress and Violence*

Glenda Wrenn, Jane Jue and Lorraine Thomas: University of Pennsylvania

A Partnership for Wellness is a project addressing resources that help people cope with stress and violence building on community strengths. Conducted by a cohort of Clinical Scholars at the University of Pennsylvania, in partnership with the Health Annex, this serves as a model of engagement for academic and community members to facilitate community resilience.

11. *The Chester Children's Art Fair*

Melanie Swain, Travis S. Ingersoll, Colin Sutton and Jenny Wyatt: Widener University

This presentation will illustrate the Children's Art Fair, a collaborative effort between Widener University's Center for Social Work Education and the Nia Center, a Chester community-based arts foundation. The event celebrates the artwork of local children and helps enhance their self-esteem and resiliency as well as promote community engagement.

FEATURED SESSION

12:30 - 1:40 p.m.

Regency Ballroom, Second Floor

Luncheon/Keynote

Environment and Sustainability

Jean-Michel Cousteau: underwater explorer, educator and environmentalist

Drawing on 40 years of experience exploring the world, designing, and interacting with the business community, Cousteau shows the need to look upon nature as a business and what business can learn from nature. He presents many advances in sustainable practices, ranking from his own environmentally-responsible resorts to advances within the world's leading corporations. Cousteau's presentation will be followed by the announcement of the 2009 Ernest A. Lynton Award for the Scholarship of Engagement.

Concurrent Sessions II 1:50– 3:00 p.m.

Washington Room A: Paper Presentations

1. *Social Work in the Engaged University*

Elisa Martin and Loretta Pyles: University at Albany

As the engaged university movement continues to grow and develop, social workers have found that the university-community border is an important location for social work practice. We will analyze and compare the knowledge, skills and values central to university-community engagement in relation to those of social work.

2. *Building Resilience in Communities through Nonprofit Leadership*

Bernard McCarthy, Belinda McCarthy and Rachelle Darabi: Missouri State University

This paper examines how one university developed low cost nonprofit leadership programs for local agencies, enhancing both capacity building and the conceptual and management tools necessary to sustain community organizations.

3. *Social Work Counseling Services: Building Community and Student Capacity*

John Poulin, Cheryl Sadeghee and Pat Mullen: Widener University

This presentation describes an innovative University sponsored agency that seeks to strengthen the capacity of a disadvantaged community while providing social work and clinical psychology

students with cutting edge internship learning opportunities. The panel will consist of five presentations on Social Work Counseling Services by agency supervisors and student interns.

Washington Room B: Student Presentations

1. *Youth Matters: Cultivating Civic Engagement and the Sociological Imagination through Participatory Action Research*

Reuben Miller and Joel Ritsema: Loyola University-Chicago

In an effort to build capacity for sustained youth civic engagement, social researchers partnered with a large, diverse Midwestern high school to facilitate youth-led participatory action research. This paper reflects on the process of employing a student-centered approach in studying social problems, and advocates for integrating youth voice into policy-relevant research.

2. *Advancing the Urban Forestry Initiative in Chester, PA by Using Geographic Information Systems and Global Positioning Technology to Map the Location and Condition of Shade Trees along Selected Corridors in the City*

Amanda Hartnett and Douglas Shultz: Widener University

The Chester Shade Tree Commission works to educate the residents of Chester about the benefits of trees and advance an urban forestry initiative. Students used Global Positioning System units and Geographic Information Systems technology to map tree locations and tree attributes, and identified potential tree planting spots for future development.

3. *Current Trends in Effective Components of Cohort Modeled Educational Doctorate Programs*

Denise R. Hearn: Widener University

This presentation summarizes ten cohort model components found to be necessary for effectively designing educational doctorate cohort programs. These components offer a strategy for promoting positive student and administrative management outcomes based on their potential to positively impact student graduation rates through increases in persistence-to-degree and decreases in time-to-degree.

Washington Room C: Paper Presentations

1. *The Parents' Academy: A Program for Supporting Caregivers in Fostering Literacy Skills*

Alida Anderson and Annemarie Jay: Widener University

2. *Enhancing Public School Education: A Collaborative Partnership for School Resiliency*

Henry Cunningham and Starr Lewis: University of Louisville

Urban schools in impoverished neighborhoods are plagued with multiple issues contributing to low graduation rate. University of Louisville partnered with the school district to transform five schools into high-performing schools. The partnership which involves the entire university community, enhances faculty scholarship, student learning and civic education, and nurtures school resiliency.

3. *Community Development through Service Learning*

Alice Kaiser-Drobney, Laurie Emery and Lisa McCord: Slippery Rock University of Pennsylvania

Slippery Rock University students in a 1997 service-learning course launched a two-day per week tutoring program for New Castle children. Come learn how this idea became a regional model of what a university can do in an urban setting to bring stability to a neighborhood, consistency to the lives of residents, and hope to people who have lost it.

Congress Room A: Paper Presentations

1. *Building Sustainable Communities Part I: Developing Meaningful University/Community Collaborations*

Marina Barnett, James Turner and Nancy Chavez: Widener University

This workshop is the first of a two part presentation designed to illustrate ways universities can engage in capacity building in local communities through the development of partnerships to facilitate the promotion of healthy, sustainable communities. The discussion will utilize a strengths perspective in assessing communities and organizations.

2. University and College Retirement Contributions as a Financial Foundation for Community Development

Glenn Beamer: University of the Sciences Philadelphia

This paper estimates the potential for Philadelphia area college and university faculty and staff members to create a dedicated pool of financial capital by dedicating two percent of retirement savings contributions to “triple bottom line” investing that seeks social, financial, and environmental returns.

3. Linking Social Capital to Build Community Capacity: A Logical Role for Urban Colleges and Universities

Amy Sue DeSonia: Baker College

Through long-standing ties and commitment to the communities that they are rooted in, urban “academies,” are logical settings for developing durable networks that promote and sustain successful community and economic development. Colleges and universities have the capacity to leverage existing resources, form strategic partnerships, encourage lifelong learning and civic engagement, perform action research, and to identify the support systems necessary to sustain both single- and cross-community endeavors to foster community resilience.

Congress Room B: Panel Presentations

1. Strengthening Community: A College Readiness Academy

Anita Thomas and Jennifer Quigley: University of Baltimore

The University created the HEROES Academy, a unique mentoring program for high school students that pairs them in mentoring relationships with University staff as they begin making decisions about their college aspirations and life after high school. The panel will discuss the creation of the Heroes Academy and its experiences with the program beyond its successful launch.

2. Not Just a Community Organizer: Community/Campus Connections Through Organizing

Judith Liu, John Loggins and Brenna Hughes: University of San Diego

Blending traditional academic understanding with social action, the course, “Community, Consensus, and Commitment”—an upper-division Sociology course—teaches participants one form of community organizing. The presenters (including a former student) will discuss the challenges and successes of the course, their roles, and how other institutions can create a similar course.

Congress Room C: Paper Presentations

1. Community Leadership Development through University-Based Service Learning

Hal S. Shorey: Widener University

Helping young people develop leadership skills is one means of helping them transition into adult roles where they can benefit their native communities. In this presentation I will describe how such leadership training can be delivered at minimal cost through a graduate level leadership service-learning class in conjunction with a university based leadership center.

2. Urban Resilience: The Role of the Urban University in Fostering Crime-Related Research

Mark Winston: Rutgers University-Newark

Crime has a direct impact on urban resiliency. Crime-related research fosters some understanding of the causes of crime and the impact of various factors in reducing crime. Crime-related research reflects complexity, often in inconclusive and conflicting findings. The urban university mission fosters and supports rigorous scholarship that addresses these difficult research questions.

3. When an Urban Serving, Community Engaged HBCU is Not Enough: The Story of One Institution

Reginald S. Avery, Albert C. Robinson and Kenneth O. Morgan: Coppin State University

This urban serving HBCU, initially built in at risk community, remains in at risk urban community. Its mostly black, working class student population and its legacy of institutional under-funding help make the university and the community organically connected. Still its legacy of significant community engagement continues with new challenges and vision.

Concurrent Sessions III 3:20 – 4:30 p.m.

Washington Room A: Panel Presentations

1. Community-University Assets Coming Together in the Jane Finch/Black Creek Communities

Uzo Anucha, Sue Levesque and Sue Wilkinson: York University, Jane Finch Community and Family Centre

Assets Coming Together explores the possibilities of community/university collaboration through the lens of a recently established University office, the York University - TD Community Engagement Centre located in a shopping mall in an under-resourced, high needs community. The presentation focuses particularly on a recent community based research project “Assets Coming Together for Youth: Linking Research, Policy and Action for Positive Youth Development that will build assets for youth in the Jane Finch community.

2. The UNO Building Bright Futures Initiative: A University/Community Collaboration to Help Low-Income Children Achieve School Success

Sara Woods, Nicole Schaefer and Paul Sather: University of Nebraska-Omaha

Called one of the county's most aggressive and comprehensive efforts to ensure low-income children achieve academic success; Omaha's Building Bright Futures initiative is partnering with UNO to implement key strategies. This panel will highlight UNO's administrative approach, programs, and service learning strategies along with lessons learned. A group discussion will follow.

Washington Room B: Paper Presentations

1. Assessing the Assessment: Towards a Comprehensive Model of Civic Engagement Impact Assessment

Stephen Kauffman: Widener University

This presentation describes the necessary components of an innovative, comprehensive model for assessing the impacts of civic engagement in use at a mid-sized eastern University. The presentation presents the domains, variables, assessment issues, and methods within the model. The implications for transferability of the model are discussed.

2. Building on Our Strengths: Regional Collaboration for Community Capacity Building and Student Engagement

Charlene J. Gray, Kate L. Dantsin and James M. Heffernan: Pennsylvania Campus Compact

This presentation will discuss the successful model of regional collaboration among higher education institutions and community-based organizations. Regional networks provide a mechanism to broaden the impact of service-learning through shared community partner development, faculty development and student leadership. These networks were supported by the Pennsylvania and New York Campus Compacts and funding from Learn & Serve America.

3. Community Partners

Valerie Rutledge, Linda Johnston and Carol Brand: University of Tennessee-Chattanooga

The impact of the economy has had significant impact on specific programs at UTC. The ways it has affected three programs and how they have been modified and streamlined, but (most importantly) retained presents a picture of how one institution has addressed the challenges created by an uncertain economy.

Washington Room C: Paper Presentations

1. Violence Prevention Collaborative

Jenny Wyatt: Widener University

This presentation will summarize the development and work of a community collaborative as an example of how academic institutions can provide leadership to strengthen community resilience, specifically in the area of violence prevention, and work with existing resources to enhance effectiveness and develop targeted initiatives that address community needs.

2. Bridging the Gaps: Linking Health Related Service with Health Professions Training

Lucy Tuton and Dianne Butera: University of Pennsylvania, Temple University

For two decades, Bridging the Gaps has educated students about the reciprocal connections between a community's social economic circumstances and the health of populations. The panel discussion will address sustainability of collaborative projects as well as the successes and challenges of relationships among academic institutions and communities.

3. Building the Capacity of Urban Service Providers

Marc Holzer, Robert Shick and Judith J. Kirchhoff: Rutgers University-Newark

Academic-community partnerships are increasingly important in an era of constrained resource. This panel will examine cases of partnering in public education, public housing, municipal services and citizen engagement. Most of those cases are success stories, but obstacles to progress will also be examined. Each case will involve academic and community participants.

Congress Room A: Paper Presentations

1. University-Municipal Cooperation in Tracking Urban Behavioral Health

Stephanie Bush-Baskette and Donita Devance: Rutgers University-Newark

This presentation will provide an overview of how the Joseph C. Cornwall Center for Metropolitan Studies, Rutgers University (Center), works closely with the City of Newark as a research partner to improve the health statuses of the city's residents.

2. A Civically Engaged Campus Makes for a Resilient Community

Darcy Accardi: Towson University

A civically engaged campus benefits urban areas as student learning spills over into the surrounding community in the form of service-learning, community-based research and other community partnerships. Come learn how to build a campus model for civic engagement that adds to the resiliency of surrounding urban communities.

3. From "Partner" to "Principal" in Community Resiliency

John Stockwell, Marsha Dowell and Darrell Parker: University of South Carolina-Upstate

Congress Room B: Panel Presentations

1. Leadership in Brownfield Development: Teaching by Example

S. Ted Bucaro and Rick Perales: University of Dayton

The presentation will discuss the collaborative approach adopted by the University of Dayton, a Catholic, Marianist university, and other stakeholders to transform a long-fallow brownfield into a catalytic community development. Topics include: building community support, working with governmental agencies, and juggling the many funding sources involved in a brownfield redevelopment.

2. The Effectiveness of Partnerships to Achieve Economic Development

Joe Baker: Widener University

Congress Room C: Paper Presentations

1. Rise to the IUPUI Challenge: Building Educational Infrastructure to Facilitate Undergraduate Experiential Learning

Mary L. Fisher: Indiana University-Purdue University Indianapolis

Each undergraduate student is challenged to include at least two of the four "RISE to the IUPUI Challenge" experiences – Research, International, Service learning and Experiential learning - in their degree programs. The paper presents the educational infrastructure needed to implement this dynamic initiative.

2. Rise to the IUPUI Challenge: One Urban University's Model of Leveraging Student/Community Engagement

Mary L. Fisher and Uday Sukhatme: Indian University-Purdue University Indianapolis

IUPUI has issued a challenge to all undergraduate students to take at least two courses designated in our experiential categories: RISE (Research, International, Service learning, and workplace

Experience). By issuing this challenge, IUPUI increases the scale of students actively learning and contributing to community improvement in our urban setting.

3. *Building Sustainable Communities Part II: Using GIS Mapping to Create Meaningful Assessments*

Marina Barnett and Chad Freed: Widener University

Students and community residents collected and analyzed data and developed a methodology to determine the existing skills, knowledge and assets of residents in Chester, Pennsylvania. This workshop will describe the process of asset mapping and present case examples of asset maps that were created using GIS software.

Tuesday, October 13

7:00 a.m.—2:00 p.m.

Mezzanine, Second Floor

Registration

7:15—8:30 a.m.

Regency Ballroom, Second Floor

Breakfast Roundtable Discussions

1. *Youth Micro Program: A University-community Partnership that Improves the Life Chances of Youth*

Robert Atkins, Chad Ripberger and Daniel Hart: Rutgers University

The presenters of the proposed Roundtable are university faculty who has experience as founders and volunteers in university affiliated youth development programs. They will discuss their experiences and guide discussion on the role of these programs in improving the life chances of youth and building successful university-community partnerships.

2. *The Power of Partnership and Community: Graduate! Philadelphia Help Adults Go Back to and Through College*

Hadass Sheffer and Don Devilbiss: Graduate! Philadelphia, Widener University

Ensuring that the 300,000 college dropouts in the Greater Philadelphia region complete their degrees is beneficial for the area's colleges and economy. Graduate! Philadelphia provides support to working adults for completing college and a collaborative infrastructure for colleges and other stakeholder groups to improve the region's talent pool.

3. *Building Community Social Capital: The University's Role*

Marian Deutschman and Warren Gleckel: Buffalo State College

4. *Experiential Learning in BSW Education for Persons with Physical Disabilities*

Brent Satterly and Rebecca Dewar: Widener University

Social work educators must consider how their teaching methodologies are inclusive of students with disabilities. This workshop will demonstrate active training that is inclusive of persons with physical disabilities in education. Case examples will be provided by a student with physical disabilities and her professor.

5. *Community Based Research and the Doctoral Candidate*

Amy Lee Persichetti and Patricia Lawler: Cabrini College, Widener University

The longstanding academic tradition of the doctoral dissertation provides a unique opportunity for university and community partnerships. Using the emergent model of Community Based Research, metropolitan universities such as Widener are uniquely positioned to tie doctoral research directly to the missions of area organizations and agencies.

6. *The Use of the Community Conversations Model to Facilitate Community Interactions*

Brenda O'Hern: Widener University

This session will examine the community conversations model that is part of a national initiative, which can be used by university faculty, administrators and students. The model is a vehicle for

conversations in the community around the issues of educating the whole child in this age of accountability and inequity.

7. Building Community Resiliency: A Public-Private Partnership

Michelle Vasquez-Jacobus, Sherry Russell and David Scobey: University of Southern Maine

The Downtown Education Collaborative (DEC) is an innovative community–campus collaborative which includes four colleges, both public and private, and three community partners in interdisciplinary educational programs. We will share DEC’s vision of community reciprocity and collaborative leadership and the role of collaborative models in enhancing the resiliency of community and campus.

8. Through Different Lenses: Dual Perspectives on Building Community Resiliency

Irma McClaurin and Sherrie Pugh: University of Minnesota

This roundtable will focus on the development of the University Northside Partnership (UNP) in North Minneapolis, and take the form of a presentation/conversation between a University of Minnesota Urban Research and Outreach /Engagement Center representative and a community partner about how to define community resiliency, and the role of both universities and communities in this process.

9. Educational Infrastructure for Nurturing Community Resiliency

Kim Bullock, Marisa Brown and Beverly Roberson Jackson: Georgetown University

This discussion will illuminate community-based teaching strategies used to instruct urban medical students. Two model community partnerships will be highlighted in this discussion. These alliances exemplify the values-based education that effective community/campus partnerships yield, and demonstrate the need for further institutionalization of service-learning as a legitimate training method.

10. Reimagining the Urban Campus through Civic Engagement: A Model for Building Community Partnerships

Marcia Wilson Brown and Diane Hill: Rutgers University

11. Creating a Culture of Engagement: The Role of Gerontology in Intergenerational Community Health Promotion

Jessyna M. McDonald and Chonda Walden: University of the District of Columbia

This session describes how the Institute of Gerontology and the Paving Access Trails for Higher Security Program (PATHS) programs at the University of the District of Columbia developed an intergenerational collaborative model for pre-service and in-service training in community health promotion in Washington, DC.

12. Where’s the Public? Connections and Collaborations among Universities and Metropolitan Publics

Marc Holzer, Alan Sadovnik, Robert W. Snyder, Jamie Lew and Mark Krasovic: Rutgers University

Our panel, a roundtable discussion among panelists and audience, explores questions arising from Rutgers-Newark’s embrace of metropolitan Newark in research, teaching and programming. What are the risks and benefits for universities working collaboratively with city government? Who represents the public? What happens when research and public perceptions collide?

13. Cost-Effective Solutions to School System Professional Development Needs Through University Collaborative Partnerships

Beverly German and Betsy Neville: Towson University

14. The Status of University Civic Engagement Impact Assessment

Stephen Kauffman, Marcine Pickron-Davis: Widener University

Concurrent Sessions IV 8:50 – 10:00 a.m.

Washington Room A: Paper Presentations

1. Engaging Undergraduate Student in Community-Based Research

Stephen Percy and Patricia Najera: University of Wisconsin-Milwaukee

The paper explores a novel program at the University of Wisconsin-Milwaukee--a large urban research university—to engage undergraduate students in community-based research to expand their appreciation of this work in communities.

2. Courses on Community Theory and Practice: Model Assignments to Promote Civic Engagement

Stephen Kauffman, Jenny Wyatt and Marina Barnett: Widener University

This presentation describes how a community theory and practice course may be structured to promote civic engagement. The session will demonstrate how a variety of civic engagement activities have been integrated into the class. The presentation will discuss each type of activity, any problems experienced and how to overcome them.

3. Youth, Faith and Services: A Leadership Consortium

Ralph Fitzpatrick and Chris Locke: University of Louisville, Metro United Way

Presenters will share their experiences and strategies on building a new Youth Services leadership training paradigm focused on leveraging resources and increasing organization capacity. Presentation highlights will include recommendations on educational curriculum development, mentoring, program evaluation and assessment, marketing and public relations, grant writing, and training certification.

Washington Room B: Paper Presentations

1. Creating Opportunities to Promote Empowerment

Joan Tilghman and Patricia D. Setlow: Coppin State University

Many women are released from prison and return to their communities lacking accurate information about health care. The Graduate Nursing program of the Helene Fuld School of Nursing sponsors forums detailing health specific information for formerly incarcerated women and high risk women residing in the urban community

2. Instilling Resilience in System Involved Youth

Lisa Hutchinson: University of Arkansas-Little Rock

Through a collaborative effort with the Department of Human Services and the University, system involved youth are given the opportunity to participate in a mentoring program in which University students from various majors serve as mentors. During this two semester program, mentors work with their mentees both during their incarceration, as well as while they transition back into the community.

3. Nurturing Community Resiliency by Teaching Critical Thinking Tools to Prison Inmates

Jeff Buechner: Rutgers University-Newark

We provide a mechanism, employing our innovative method for teaching critical thinking that changes prison inmates from social problems to social assets, in the form of intellectual capital.

Washington Room C: Panel Presentations

1. Community Engagement Initiatives in a Physical Therapy Program

Jill Black Lattanzi, Kerstin Palombaro and Robin Dole: Widener University

The Widener University Institute for Physical Therapy Education (IPTE) has a multi-faceted program related to community engagement. This panel will provide an overview of the IPTE program philosophy and how it connects to community engagement opportunities. Additionally, the panel will discuss the variety of community engagement opportunities for students that occur throughout the year which range from one-day events to comprehensive programming.

2. A Youth Leadership Development Approach to University-Community Collaboration

Barbara Ferman, Leshia Nelson and Alison Huxta: Temple University

Discusses the UCCP's (Temple University) work with high school and college students in preparing and supporting youth and young adults to become confident, effective leaders and in collaborating with organizations to create cultures that value and integrate the contributions of youth, thereby building stronger communities.

Congress Room A: Paper Presentations

1. *Radical (Re) Constructions and Experimental Pedagogies within Migrant Communities of Mumbai and Philadelphia*

Scott Gerald Shall: Temple University

In the summer of 2008, a forty-person team representing two countries, eight universities and six disciplines traveled to Mumbai where they worked with local communities to create new educational approaches for migratory workers. Informed in part by writings of Guy DeBord, Pierre Bourdieu, and Claude Levi-Strauss, the work produced offered not a single project, but an infrastructure through which many projects might be realized over time by a myriad of publics.

2. *Responding to Community Adversity in Global Perspective: The Role of University Leadership across Borders*

Reginald Avery, York Bradshaw and Paul Mbatia: Coppin State University

Our proposal examines a research and community engagement project that compares urban policy related to education, health, and housing in Baltimore; Pretoria, South Africa; and Nairobi, Kenya. Three universities (one in each city) collaborate with each other to provide the major leadership role in this project, which focuses on resilient communities.

3. TBA

Ronald Berkman: Cleveland State University

Congress Room B: Panel Presentations

1. *Communiversality Reconsidered – A Panel on University Public Service Programs*

Evan Stark, Carl Milofsky, Kyle Farmby, Mahako Etta and Amanda Buberger: Rutgers University-Newark, Bucknell University, Tulane University

2. *Youngstown 2010: The Story of Campus/Community Development*

David C. Sweet, Mayor Jay Williams and Hunter Morrison: Youngstown State University

Managing the complex relationship between universities and the cities that they call home is one of the biggest challenges facing university administrators. This session will discuss the lessons from executing the Youngstown 2010 community development process. Participants will hear from three of its principal architects.

Congress Room C: Paper Presentations

1. *Curricular and Co-Curricular Reform to Advance Civic Engagement*

Frank E. Ross, Scott Evenbeck and Jill Wright: Indiana University-Purdue University Indianapolis
Presenters will share details of curricular transformation coupled with an innovative co-curriculum to advance civic engagement for students at a large, urban university. Using the USA Today's Collegiate Readership Program as our foundation, these faculty members engaged students in learning about social issues impacting the local community.

2. *Green, Wireless Moving: A Neighborhood Management System*

Ralph Fitzpatrick and Michael Brooks: University of Louisville, California Neighborhood Coalition

Presenters will highlight the work of a community based collaborative that is asset-driven, valuing the unique gifts of its membership and encouraging civic participation. Presenters will highlight action steps taken to position the target area community to become "green, wireless and moving to an arts beat!"

Concurrent Sessions V – Tuesday, 10:40 – 11:50 AM

Washington Room A: Paper Presentations

1. *Urban Survival: A Community-Based Model to Promote Nutritional and Environmental Security*

Britney Chase and Mintesinot Jiru: Coppin State University

Urban survival project promotes community-based gardening to avoid fast food options that cause different kinds of disease. The project consists of nutrition evaluation, preservation of food and cultivation of land. Community gardens sites are selected at Coppin University's neighborhood to

cultivate different kinds of crops using appropriate water and crop management technologies. It is expected that urban survival model helps us understand urban university's role in transforming the livelihoods of neighborhood communities.

2. *Good Launching: New PsyD Students Learn About Community Life Through Film and Narrative*

Virginia Brabender and Woodwyn Koons: Widener University

This presentation discusses the use of a film providing the narrative history of a community as a means of orienting Psy.D. students to their community and fostering a discussion about community engagement.

3. *Improving Access to Care Through Community Partnerships*

Joan Tilghman, Patricia Setlow and Marcella Copes: Coppin State University

The Helene Fuld School of Nursing School-based Health Center is designed to meet needs of urban residents. The clinic is surrounded by multiple underserved communities. The clinic mission is to deliver culturally sensitive health care with an emphasis on primary health care, patient education, health promotion, rehabilitation, and self care.

Washington Room B: Panel Presentations

1. *The Civic Sphere and Community Resiliency in the Brick City: Newark Comes of Age*

Clement Alexander Price, Christina Collins, Mark Krasovic and Reniqua Allen: Rutgers University-Newark, Harvard University

2. *Building Institutional Capacity Through Individualized Leadership Development*

Sharon A. McDade and Andrea Warren Hamos: American Council on Education

The ability of universities to help communities respond to adversity and risk requires institutional leadership prepared to assume that challenge. The nation's premier leadership development program provides an integrated learning approach for rising administrators that helps CUMU members build their institutional leadership capacities, especially regarding community engagement.

Washington Room C: Panel Presentations

1. *University Green: Building Community Resiliency with Trees*

Mindy Maslin, Barley Van Clief and Sue Pringle: Pennsylvania Horticultural Society

The University Green program promotes successful University/community collaborations through tree planting. Learn how to start your own University Green program and create: stronger "town / gown" relationships; meaningful service-learning opportunities for students, and safer, healthier and more resilient communities and campuses for all.

2. *University as Catalyst for Community Development*

Frank Russell: University of Cincinnati

The University of Cincinnati has experienced diverse relationships with the surrounding communities as a result of both circumstance and intention. In the last decade, on the heels of an ambitious campus master plan, UC is seeking to remake its surrounding communities as viable live-work neighborhoods that complement the vision of the University administration to create a world class campus and learning environment.

Congress Room A: Panel Presentations

1. *Common Goals Enhance Resiliency*

Barbara Edington and Sandra Westcott: St. Francis College

The mentored internship course, offered at St. Francis College, combined structured skill-based classroom learning with on-site work experience. Businesses benefited from the technical expertise of the students, the students garnered valuable experience, and the college became an integral part of the community by facilitating the attainment of common goals.

2. *Aligning for Success: Preparing High School Graduates for Colleges and Careers*

Postsecondary institutions need to be deeply engaged in initiatives to align high school graduation with college-ready expectations. The presenter will discuss Achieve's American Diploma Project (ADP) and the important role of urban and metropolitan universities in helping to prepare high school graduates for success in postsecondary education and beyond.

Congress Room B: Paper Presentations

1. *Building Community Resilience: The University Role in Homeland Security*

Bernard McCarthy and Rachelle Darabi: Missouri State University

Universities play a significant role in building community resilience to natural and manmade disasters throughout the United States.

2. *Building Disaster Resilient Communities: The Role of an Engaged University*

Robin Ersing and Manny Rivero: University of South Florida

Hurricane Katrina established a marker to measure all future responses to community disasters. This presentation demonstrates the important role of university-community engagement as a mitigation strategy for neighborhoods impacted by a natural disaster. We discuss a grassroots initiative that offers strengths-based tools to help organize and build disaster resilient communities.

Congress Room C: Paper Presentations

1. *Saturday Ecology Academy: Connecting Girls and Pre-Service Teachers to the Urban Environment*

Nadine McHenry, Erika Scarborough, Suzanne Barrett and Bernard Carrozza: Widener University

The Saturday Ecology Academy represents an innovative collaboration between Widener University and John Heinz National Wildlife Refuge. Faculty, refuge staff, and pre-service teachers provide learning experiences for the girls to explore the beauty and adversity in their urban environment while investigating their personal strengths as means to help their communities.

2. *Comparing the Spatial Distribution of Community Assets with the Socioeconomic Condition of Residents in Chester, PA Using Advanced Geographic Information Systems Analysis*

Brittany Sanders and Corey Gemerek: Widener University

The project goal is to compare the spatial distribution of the socioeconomic condition of residents within Chester, Pennsylvania with available community resources. By analyzing maps, exact resources that are unavailable to residents and the characterization of asset poor "islands" can be identified. These are now target areas for economic development.

3. *Consuming Well for the Wealth of Communities from the University to the World*

Frank E. Ross and Gayle Williams: Indiana University-Purdue University Indianapolis

Presenters will share details of an urban university engaging the campus and community with a common theme: "consuming well for the wealth of communities." Our three foci allow faculty, staff and students to engage in meaning dialogue with community members regarding healthy communities, green economy, and just sustainability.