## SCHEDULE AT A GLANCE

### SATURDAY, OCTOBER 22, 2016

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 PM – 9:00 PM</td>
<td>Welcome Meet &amp; Greet</td>
<td>Hotel Lobby Bar</td>
</tr>
</tbody>
</table>

### SUNDAY, OCTOBER 23, 2016

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>12:00 – 3:00 PM</td>
<td>Registration</td>
<td>Renaissance Ballroom Foyer</td>
</tr>
<tr>
<td>2:00 – 4:00 PM</td>
<td>Executive Committee Meeting (Invite Only)</td>
<td>Room 2</td>
</tr>
<tr>
<td>5:00 – 6:30 PM</td>
<td>Welcome Reception</td>
<td>Renaissance Ballroom</td>
</tr>
<tr>
<td>6:30 – 8:30 PM</td>
<td>President’s Dinner (Invite Only)</td>
<td>Georgetown University, Riggs Library</td>
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### MONDAY, OCTOBER 24, 2016

<table>
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<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>7:00 AM – 3:30 PM</td>
<td>Registration</td>
<td>Renaissance Ballroom Foyer</td>
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<tr>
<td>7:30 – 8:30 AM</td>
<td>Breakfast</td>
<td>Renaissance Ballroom</td>
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<tr>
<td>8:30 – 9:30 AM</td>
<td>Opening Plenary</td>
<td>Renaissance Ballroom</td>
</tr>
<tr>
<td>9:45 AM – 12:30 PM</td>
<td>President’s Forum (Invite Only)</td>
<td>Rooms 8 and 9</td>
</tr>
<tr>
<td>9:45 – 11:00 AM</td>
<td>Concurrent Sessions I</td>
<td>Rooms 2 – 7</td>
</tr>
<tr>
<td>11:15 AM – 12:30 PM</td>
<td>Concurrent Sessions II</td>
<td>Rooms 2 – 7</td>
</tr>
<tr>
<td>12:30 – 2:00 PM</td>
<td>Luncheon Plenary</td>
<td>Renaissance Ballroom</td>
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<tr>
<td>2:15 – 3:30 PM</td>
<td>Concurrent Sessions III</td>
<td>Rooms 2 – 9</td>
</tr>
<tr>
<td>3:45 – 4:30 PM</td>
<td>Concurrent Sessions IV</td>
<td>Rooms 2 – 9</td>
</tr>
<tr>
<td>4:30 – 6:00 PM</td>
<td>Poster &amp; Networking Reception</td>
<td>Renaissance Ballroom Foyer</td>
</tr>
</tbody>
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### TUESDAY, OCTOBER 25, 2016

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00 – 11:00 AM</td>
<td>Registration</td>
<td>Renaissance Ballroom Foyer</td>
</tr>
<tr>
<td>7:30 – 9:00 AM</td>
<td>Breakfast</td>
<td>Renaissance Ballroom</td>
</tr>
<tr>
<td>8:00 – 9:00 AM</td>
<td>Ad-hoc Meetings</td>
<td>Rooms 2 – 5</td>
</tr>
<tr>
<td>9:15 – 10:30 AM</td>
<td>Concurrent Sessions V</td>
<td>Rooms 2 – 7</td>
</tr>
<tr>
<td>10:45 AM – 12:00 PM</td>
<td>Concurrent Sessions VI</td>
<td>Rooms 2 – 8</td>
</tr>
<tr>
<td>12:00 – 1:30 PM</td>
<td>Luncheon Plenary</td>
<td>Renaissance Ballroom</td>
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## THANK YOU CONFERENCE SPONSORS

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Join the Conversation on Twitter • @MetropolitanU • #CUMU2016 | 3
The Coalition of Urban and Metropolitan Universities (CUMU) is the longest-running and largest organization committed to serving and connecting the world’s urban and metropolitan universities and their partners. CUMU focuses on strengthening institutions that are developing new responses to the pressing educational, economic, and social issues of the day. Our members share a passion for collaboration, student access and success, community development and revitalization, and discovery and innovation in teaching, learning, and research that enhance the knowledge resources that support advancement in higher education and our cities. CUMU was founded in 1989 by a group of ten presidents at Wright State University. The founders of CUMU came together to create a viable niche in higher education for those institutions united through their philosophies.

“The university must not stand apart from its society and its immediate environment but must be an integral part of that society. The university best serves itself and society by assuming an active leadership role.”

~ Charles Hathaway, Paige E. Mulhollan, and Karen A. White, inaugural Metropolitan Universities journal issue, 1989
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Wright State University

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York University (Canada)

As of 10/10/16
FEATURED SPEAKERS

BLAIR RUBLE  
Vice President for Programs, Woodrow Wilson Center; Director, Urban Sustainability Laboratory

Blair Ruble is the Vice President for Programs at the Woodrow Wilson Center and the Director of the Urban Sustainability Laboratory in D.C. Since 1991, “the Urban Sustainability Laboratory has advanced solutions to urban challenges – such as poverty, exclusion, insecurity, and environmental degradation – by promoting evidence-based research to support sustainable, equitable, and peaceful cities.” Dr. Ruble worked for the Social Science Research Council in NYC and the National Council for Soviet and East European Research in Washington before coming to the Woodrow Wilson Center.

Opening Reception Keynote Speaker: Sunday Welcome Reception  
Sunday, October 23, Renaissance Ballroom, 5:00 – 6:30 pm

DAVID DYSEGAARD KALLICK  
Director, Immigration Research Initiative, Fiscal Policy Institute

David Dyssegaard Kallick has been doing research, writing, and advocacy work around immigration for the past decade. As director of the Fiscal Policy Institute’s Immigration Research Initiative, he has written groundbreaking reports about the economic contribution of immigrants, how U.S.-born workers fare as immigrants enter the economy, the overall role of immigrant business owners, and the particular role immigrant-owned Main Street businesses have played in revitalizing cities around the country. Kallick played a leading role in coalitions to rebuild Lower Manhattan after September 11.

Opening Keynote Speaker: Monday Morning Plenary  
Can Immigrants Revitalize America’s Shrinking Cities?  
Monday, October 24, Renaissance Ballroom, 8:30 – 9:30 am

JOHN CAVANAUGH  
President, Consortium of Universities of the Washington Metropolitan Region

Dr. John C. Cavanaugh is a leader in higher education policy and innovation, as well as for innovative uses of technology. Dr. Cavanaugh is the President and CEO of the Consortium of Universities of the Washington Metropolitan Area, which consists of 14 universities representing nearly every sector of higher education. Previously, he served as Chancellor of the Pennsylvania State System of Higher Education and as president of the University of West Florida. As a higher education partnership, the Consortium is one of the world’s foremost educational collaboratives and is a powerful economic force in the region.

Moderator: Luncheon Plenary  
The Future of Urban and Metropolitan Universities and the Need for Real Innovation!  
Monday, October 24, Renaissance Ballroom, 12:30 – 2:00 pm

BOB CARET  
Chancellor, University System of Maryland

During his 20 years of public higher education leadership, Dr. Robert L. Caret has earned respect for his successful work in several areas, including helping to ensure college affordability, academic excellence, and the efficient use of resources. At Towson University, he created partnerships with regional business non-profit, and civic organizations; raised student graduation rates; and undertook a capital fundraising and building campaign to support campus infrastructure improvements. Dr. Caret’s leadership has been recognized by The Daily Record, which names him among its 2016 list of Influential Marylanders.

Panelist: Luncheon Plenary  
The Future of Urban and Metropolitan Universities and the Need for Real Innovation!  
Monday, October 24, Renaissance Ballroom, 12:30 – 2:00 pm
STEVE DUBB
Senior Fellow, The Democracy Collaborative

Steve Dubb, Ph. D., is Senior Fellow at The Democracy Collaborative, where he directs the Anchor Dashboard Learning Cohort, a group of six universities that are piloting a framework to assess institutional strategy and evaluate its community impact. Steve has also authored a number of books including (with Rita Hodges) The Road Half Traveled: University Engagement at a Crossroads and, most recently, Conversations on Community Wealth Building, a collection of nearly three-dozen interviews.

Moderator: Concurrent Session III Featured Panel
Building an Anchor Mission for Community Impact
Monday, October 24, Rooms 8 & 9, 2:15 – 3:30 pm

STEPHEN JORDAN
President, Metropolitan State University of Denver

Since taking the helm in 2005, President Jordan has put MSU Denver on the path to becoming the preeminent public urban university in the nation. Many of the retention and graduation initiatives he oversaw were developed specifically to support students of color; he established a goal for MSU Denver of achieving Hispanic Serving Institution status by 2018. With a current student population that is 35 percent students of color and 32 percent first-generation, MSU Denver is the “university of opportunity” for many who may not have had a chance for an education in the past.

Panelist: Luncheon Plenary
The Future of Urban and Metropolitan Universities and the Need for Real Innovation!
Monday, October 24, Renaissance Ballroom, 12:30 – 2:00 pm

LEONARD HAYNES
Senior Fellow, Consortium of Universities of the Washington Metropolitan Region

As executive director of the White House Initiative on Historically Black Colleges and Universities, Dr. Leonard L. Haynes, III was responsible for staffing the President’s Board of Advisors on Historically Black Colleges and Universities. Haynes has also been recognized for making important contributions to advancing the cause of international higher education and the public diplomacy efforts of the United States. He has published on matters relating to equity and parity for minority populations and their education, and is recognized as an expert on the desegregation of public higher education, especially as it impacts public black colleges.

Panelist: Luncheon Plenary
The Future of Urban and Metropolitan Universities and the Need for Real Innovation!
Monday, October 24, Renaissance Ballroom, 12:30 – 2:00 pm

KAREN STOUT
President, Achieving the Dream

Dr. Karen Stout is a nationally renowned scholar and academic leader in strategies for enhancing student success and completion, accelerating and scaling innovation, and developing new approaches to community college fundraising. She is the President and CEO of Achieving the Dream, a comprehensive non-governmental reform movement helping more than 4 million community college students access greater economic opportunity. She leads a diverse network of over 200 higher ed institutions, 100 coaches and advisors, 15 state policy teams, and investors in 35 states and the District of Columbia.

Panelist: Luncheon Plenary
The Future of Urban and Metropolitan Universities and the Need for Real Innovation!
Monday, October 24, Renaissance Ballroom, 12:30 – 2:00 pm

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Moderator: Concurrent Session III Featured Panel
Building an Anchor Mission for Community Impact
Monday, October 24, Rooms 8 & 9, 2:15 – 3:30 pm
FEATURED SPEAKERS

NANCY CANTOR
Chancellor, Rutgers University—Newark

Dr. Nancy Cantor is recognized nationally and internationally as an advocate for re-emphasizing the public mission of colleges and universities, viewing them not as traditional “ivory towers,” but as anchor institutions that collaborate with partners from all sectors of the economy to fulfill higher education’s promise as an engine of discovery, innovation, and social mobility. Having led a highly inclusive and democratic strategic visioning process at Rutgers University—Newark in her inaugural year, she is now leading implementation of the institution’s first strategic plan.

Panelist: Concurrent Session III Featured Panel
Building an Anchor Mission for Community Impact
Monday, October 24, Rooms 8 & 9, 2:15 – 3:30 pm

KATHERINE CONWAY-TURNER
President, Buffalo State, SUNY

Katherine S. Conway-Turner, Ph.D., was confirmed as the ninth president of Buffalo State College by the SUNY Board of Trustees on June 16, 2014. As a first-generation college student, she embraces the transformative power of education. She has experienced firsthand the potential of schools like Buffalo State, and she views the college as a special place that does incredible work to move its students forward. In addition to her administrative responsibilities, teaching, and research, Dr. Conway-Turner regularly travels to Haiti to perform humanitarian work as a member of H.O.P.E., a nonprofit volunteer organization.

Panelist: Concurrent Session III Featured Panel
Building an Anchor Mission for Community Impact
Monday, October 24, Rooms 8 & 9, 2:15 – 3:30 pm

JOHN FRY
President, Drexel University

As Drexel University’s 14th president, Dr. John A. Fry set out to transform Drexel into what he has termed the “modern urban university of the future”—an institution that harnesses both its long-established and still-emerging strengths to serve its students, its neighborhood, its city and the nation. Dr. Fry has championed several major neighborhood initiatives supporting local public schools, urban innovation and the development of neighborhood partnerships. He currently serves as a member of the board of directors of the American Council on Education, one of the nation’s most influential higher education association.

Panelist: Concurrent Session III Featured Panel
Building an Anchor Mission for Community Impact
Monday, October 24, Rooms 8 & 9, 2:15 – 3:30 pm

TOM GEORGE
Chancellor, University of Missouri St. Louis

Tom George, Vice President of CUMU’s Executive Committee, serves as Chancellor of University of Missouri St. Louis, where he has secured $150 million of new capital construction, renovation, and landscaping on campus and quadrupled the annual amount of philanthropic contributions during his tenure to over $26 million. George is an active researcher in chemistry and physics, specializing in chemical/materials/laser physics and nanoscience, including nanomedicine. He is active in his St. Louis community and was named Citizen of the Year by the St. Louis North Country Chamber of Commerce. George is also an accomplished jazz pianist.

Panelist: Concurrent Session III Featured Panel
Building an Anchor Mission for Community Impact
Monday, October 24, Rooms 8 & 9, 2:15 – 3:30 pm
RON KLEIN
Partner, Holland and Knight, LLP

Ron Klein, a member of Holland & Knight’s Public Policy & Regulation Group, has worked in the private sector as a business and transactional attorney for over 25 years and in the public sector as an elected official in both Tallahassee and Washington, D.C. This experience offers a distinctive combination of skill sets in having worked and advised private sector principals and management legal issues, as well as having served in the Florida House, Senate and U.S. House of Representatives. Mr. Klein’s experience gives clients an added edge in having their advocate understand their issues and concerns.

Panelist: Luncheon Plenary
Election 2016: Implications for Urban and Metropolitan Universities
Tuesday, October 25, Renaissance Ballroom, 12:00 – 1:30 pm

ROBERT BRADNER
Partner, Holland and Knight, LLP

Robert Bradner is a partner at Holland & Knight and has been with the firm for 16 years. Prior to that, he spent over a dozen years working on Capitol Hill and served as Chief of Staff to former Illinois Congressman John Porter, who then chaired the Appropriations Subcommittee for Labor, Health & Human Services and Education. Mr. Bradner is a cum laude graduate of Georgetown University Law Center and has a B.A. in History from Yale. His practice is centered around regulatory, funding and legislative work on behalf of institutions of higher education, research organizations and healthcare providers and patients.

Panelist: Luncheon Plenary
Election 2016: Implications for Urban and Metropolitan Universities
Tuesday, October 25, Renaissance Ballroom, 12:00 – 1:30 pm

JENNIFER MCGEE
Senior Public Affairs Advisor, Holland and Knight, LLP

Jennifer McGee, a Senior Public Affairs Advisor, has represented numerous institutions of higher education before Congress, the White House, the U.S. Department of Education and other relevant federal agencies. Her efforts have resulted in significant amounts of federal funding for the client. She has extensive experience in positioning her clients to obtain academic and programmatic funding for the STEM fields; early childhood education; K-12 University partnerships; healthcare workforce and various public-private partnerships. Ms. McGee served in the White House in the Clinton Administration.

Panelist: Luncheon Plenary
Election 2016: Implications for Urban and Metropolitan Universities
Tuesday, October 25, Renaissance Ballroom, 12:00 – 1:30 pm
About the Lynton Award

The Ernest A. Lynton Award was established in 1996 by the New England Resource Center for Higher Education (NERCHE). A founding member of NERCHE, Ernest Lynton served as the academic vice president for the University of Massachusetts system from 1973-1980. The award honors his work in raising the profile and status of faculty professional service both nationally and internationally. The award is presented annually at the CUMU Conference. Previous winners include:

Dr. Eric DeMeulenaere (2015)
Assistant Professor of Urban Schooling, Department of Education, Clark University

Dr. Jomella Watson-Thompson (2014)
Assistant Professor in the Department of Applied Behavioral Science, and Associate Director for the Work Group for Community Health and Development at the University of Kansas

Farrah Jacquez (2013)
Assistant Professor in the Department of Psychology at the University of Cincinnati

Jordan Karubian (2012)
Assistant Professor in the Department of Ecology and Evolutionary Biology at Tulane University

Katherine Lambert-Pennington (2011)
Assistant Professor of Anthropology at the University of Memphis

N. Eugene Walls (2010)
Assistant Professor of Social Work at the University of Denver

Nick Tobier (2009)
Assistant Professor in the School of Art and Design at the University of Michigan

Michelle Dunlap (2008)
Associate Professor of Human Development at Connecticut College

LYNTON AWARD

MARA TIEKEN, ED.D.
Assistant Professor and Associate Chair of Education, Bates College

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

CUMU is proud to announce that this year the New England Resource Center for Higher Education (NERCHE) and the Center for Engaged Democracy (CED) at Merrimack College have selected Mara Tieken, Ed.D., assistant professor and the associate chair of education at Bates College. A former third-grade and adult basic education teacher, her research focuses on racial and educational equity in rural schools and communities. Her book, Why Rural Schools Matter (UNC Press, 2014), is an ethnographic study of two rural Arkansas communities, examining the roles that rural schools play in rural towns—specifically how they shape a particular community and how they shape the racial landscapes of these towns. Her current project, funded by the Spencer Foundation, examines the factors shaping the college experiences—aspirations, transitions, and persistence—of rural, first-generation students. Tieken also studies community organizing for education reform, publishing an essay in A Match on Dry Grass: Community Organizing as a Catalyst for School Reform (Oxford University Press, 2011). In addition, she co-authored Inside Urban Charter Schools: Promising Practices and Strategies in Five High-Performing Schools (Harvard Education Press, 2009), a study of five urban charter schools, and has an essay about teaching antiracist history in all-White classrooms included in Everyday Antiracism: Getting Real about Race in Schools (The New Press, 2008). Mara received her Doctorate of Education from the Graduate School of Education at Harvard University.

Concurrent Session IV - Monday, October 24, Room 5, 3:45 – 4:30 pm
The Formation of Community-Engaged Scholars: A Collaborative Approach to Doctoral Training (The 2016 Lynton Award Winner)

ABOUT ERNEST A. LYNTON

Ernest A. Lynton (1926–1998) was a noted national academic leader whose leadership and writing helped to orchestrate the emergence of the ‘metropolitan university.’ His work and dedication to creating effective collaborations between campus, community, and commerce led to the formation of the Coalition of Urban and Metropolitan Universities (CUMU) in 1989. Lynton also served as the first editor of Metropolitan Universities. Dr. Lynton championed a vision of scholarly engagement as inclusive, collaborative, and problem-oriented work in which academics share knowledge-generating tasks with the public and involve community partners as participants in public problem solving.
**LYNTON AWARD PROGRAM**

**SATURDAY, OCTOBER 22, 2016**

8:00 – 9:00 PM / WELCOME MEET & GREET
Hotel Lobby Bar
Arriving early for the conference? Join us for a drink and to catch up with old friends and meet new ones. CUMU has reserved a section of the lobby bar for this informal and casual gathering. Feel free to bring guests or spouses.

12:00 – 5:00 PM / REGISTRATION
Renaissance Ballroom Foyer

2:00 – 4:00 PM
EXECUTIVE COMMITTEE MEETING (INVITE ONLY)
Room 2

5:00 – 6:30 PM / WELCOME RECEPTION
Renaissance Ballroom
The official kick-off of the conference begins with a networking reception on Sunday evening. This is the perfect time to connect with colleagues. The reception takes place before dinner, so you can still get out and enjoy D.C..

6:30 – 8:30 PM / PRESIDENT’S DINNER (INVITE ONLY)
Georgetown University, Riggs Library
Transportation will depart from Renaissance at 6:00

**SUNDAY, OCTOBER 23, 2016**

12:00 – 5:00 PM / REGISTRATION
Renaissance Ballroom Foyer

2:00 – 4:00 PM
EXECUTIVE COMMITTEE MEETING (INVITE ONLY)
Room 2

5:00 – 6:30 PM / WELCOME RECEPTION
Renaissance Ballroom
The official kick-off of the conference begins with a networking reception on Sunday evening. This is the perfect time to connect with colleagues. The reception takes place before dinner, so you can still get out and enjoy D.C..

Welcome and Keynote Remarks
• Wendell Pritchett, Presidential Professor of Law and Education, The University of Pennsylvania School of Law
• Blair Ruble, Vice President for Programs and Director of the Urban Sustainability Laboratory, Woodrow Wilson Center

Presentation of the Ernest A. Lynton Award
• Presenter: Elaine Ward, Associate Professor, Merrimack College
• Winner: Mara Tieken, Assistant Professor and the Associate Chair of Education, Bates College

6:30 – 8:30 PM / PRESIDENT’S DINNER (INVITE ONLY)
Georgetown University, Riggs Library
Transportation will depart from Renaissance at 6:00

**MONDAY, OCTOBER 24, 2016**

7:00 – 3:30 PM / REGISTRATION
Renaissance Ballroom Foyer

7:30 – 8:30 AM / BREAKFAST
Renaissance Ballroom

8:30 – 9:30 AM / OPENING PLENARY
Renaissance Ballroom
Opening Remarks
• Bobbie Laur, Executive Director, CUMU
• Richard Guarasci, President, CUMU; President, Wagner College
• Wes Moore, Founder and CEO, BridgeEDU

Can Immigrants Revitalize America’s Shrinking Cities?
David Dyssegaard Kallick, Fiscal Policy Institute

In the mid-twentieth century, the white middle class seemed to abandon many American cities, leaving behind a legacy of major institutions and infrastructure with a tax base that had a hard time supporting it. Today, some cities are rebounding with population growth driven in significant part by immigrants—most dramatically in places such as Denver, Boston, and Washington D.C., but also cities like Philadelphia, Minneapolis, Kansas City, and Memphis. Universities and colleges have been at the center of these changes, both as institutions that faced fiscal pressures and as agents of change in supporting a multicultural revitalization of central cities. What are the immigration and population trends fueling these changes? What other cities have the potential to see this kind of rebound?

9:45 – 12:30 PM / PRESIDENT’S FORUM (INVITE ONLY)
Rooms 8 - 9
Globalization: The Opportunity for Urban and Metropolitan Universities

9:45 – 11:00 AM / CONCurrent SESSION I

Room 2

Leading with the Civic: Institutionalizing a Two-Tiered Model of Community-Engaged Learning
Lina Dostilio, Duquesne University

Duquesne University has pivoted away from service-learning to a two-tiered model of community-engaged learning, which prioritizes civic learning outcomes and developmentally appropriate experiences. This presentation will present a civic learning model that is garnering attention nationally and share the processes, structures, and resources used to institutionalize the model.

Keywords: Civic Learning, Institutional Change
Supporting Institutional Change: A Case Study of Strategies that Really Work
Mary Ann Murphy, Heather Novak, and Dan Botting, Pace University

This presentation presents a case study of how Pace University, a multi-campus university, implemented an action plan toward creating a culture of civic engagement and educating for social justice across its campuses. The presenters will discuss the designation of the Center for Community Action and Research as a hub for planned change, the development of a Core Curriculum service learning requirement, and how the university encouraged individual and cross-constituency community partnerships.

Keywords: Civic Learning, Institutional Change

The Impact of Community Engagement as a Strategy in the Retention of Minority Students at an Urban, Public Commuter Campus
Liza Alonzo and Faiza Khoja, University of Houston-Downtown

Attendees will learn about a practical pathway and strategy employed at an urban, commuter university as a means to engage with the local community and retain students. The university's emphasis on service-learning has allowed the institution to make practical and meaningful connections with the local community and hopes to positively impact retention rates for its underserved populations of students.

Keywords: Civic Learning, University-Community Partnerships, Neighborhood Support

What the Heck is a Metropolitan University? (How to Promote it and Why it’s Important)
Emily Poeschl and Erin Owen, University of Nebraska Omaha

The University of Nebraska Omaha (UNO) is defined as Nebraska’s Metropolitan University within the University of Nebraska system. Seems like a great way to be defined at the surface, right? The problem is, when asked, everyone on campus and in the community had a different definition for what it meant. With just three years of existence as a campus office, the UNO Office of University Communications collaborated with campus partners to study and define what it means to be a Metropolitan University. The UNO Office of University Communications leadership team will describe the process of defining what a Metropolitan University means to the UNO campus; how to promote the Metropolitan University message; and why being a Metropolitan University is so important. You don’t have to be in communications or marketing to attend this session.

Keywords: Institutional Change, Innovations in Higher Education

Crafting and Enhancing Communications to Support Community-University Partnerships in Higher Education
Audrey Trussell and Valerie Holton, Virginia Commonwealth University

The Virginia Commonwealth University Division of Community Engagement website will be used as a case study on methods to structure content and communications to create a dialogue grounded in best practices of university-community partnerships. Attendees will walk away with tangible next steps to shape their existing communications to create complementary approaches that will convey the mutual benefit of university-community partnerships.

Keywords: University-Community Partnership

Georgetown’s Initiative for Labor and the Working Poor: An Experiment in Experiential Learning and Solidarity Building
Joseph McCartin, Georgetown University

This presentation will tell the story of the development of Georgetown’s Kalmanovitz Initiative for Labor & the Working Poor, an experiential learning lab that has provided Georgetown students with the opportunity to engage with issues that are currently affecting working people, especially the working poor. The presentation will address several aspects of the initiative, including: relationships with labor and community allies, undergraduate organizing and research internships, the development of student-labor solidarity projects, student-led research on labor issues, alternative break programs, curricular support, and faculty research and fellowship.

Keywords: Social Justice

Teaching Baltimore Together: Building Thematic Cooperation Between Classes
Matthew Durington and Samuel Collins, Towson University

One year ago, Baltimore citizens took to the streets to protest the death of Freddie Gray and the structural inequalities and structural violence that systematically limit the opportunities for working-class African Americans in Baltimore. This presentation describes how activists moved to both support the people of Baltimore while using the moment of critical reflection to critique racial inequalities on campus. The presenters will discuss how they brought together several courses in the Department of Sociology, Anthropology and Criminal Justice in order to examine the interrelationships between power, race, class, public space and urban development.

Keywords: Civic Learning, Urban Development, Community Development, University-Community Partnerships, Social Justice, Diversity, Shared Spaces, Innovations in Higher Education

Divided Baltimore Speaker Series/Course: Beginning the Process of Positive Change
Darien Ripple, Tylis Cooper, Joseph Wood and Sonce Reese, University of Baltimore

This presentation will describe how the University of Baltimore created the Divided Baltimore Speaker Series/Course, which invited UB students and the general public to attend Ted Talk style lectures presented by UB faculty, business leaders, activists, and community members one night a week in the campus Town Hall. The objective was to explore the city’s racial division with the larger community even while offering course credit at multiple levels.

Keywords: K-12+ Higher Education Partnerships, Civic Learning, Community Development, University-Community Partnerships, Social Justice, Innovations in Higher Education

Across the Continuum: A Framework for Community Engagement
Patricia Prado-Olmos, Sarah Villarreal, and Scott Gross, California State University San Marcos

Recognizing the value and need for these mutual and reciprocal relationships with community partners, the Division of Community Engagement at California State University San Marcos reorganized its programs and activities along a continuum “from outreach to engagement.” In this session, leaders from the Division will: (1) share this innovative structure, (2) discuss how programs and activities are plotted along the continuum, and
Room 6

Foucault Rides the Streetcar: Power, Privilege, and Service Learning in New Orleans
James Garrett, Tulane University

Students rapidly pass through universities and the surrounding communities, and yet in the context of service learning, these temporary residents hold power, transmitting knowledge between university and city. During this presentation the presenter will reflect on leading service learning seminars at Tulane University in order to explore these dynamics further, as well as present and solicit methods for promoting ethical conversation in service learning classes.

Keywords: University-Community Partnerships, Social Justice, Diversity

Service Learning and the Significance of Students’ Racial Identities
Bernadette Ludwig, Wagner College

This presentation addresses service-learning classes and their ability to change students’ stereotypes by exposing to individuals who differ from them in their ethnoracial, socioeconomic, and linguistic background. This case study about freshmen students’ service learning experiences with a local West African community not only tested Allport’s intergroup contact hypothesis but also provides insights how the experiences of White students differed from their ethnoracial minority and/or immigrant peers.

Keywords: Civic Learning, University-Community Partnerships, Social Justice, Diversity

Flipping the Script: From Problems to Promise
Marina Barnett, Widener University

Often when working in low-income neighborhoods, the focus is on need, vulnerability, and trauma. Using the example of the city of Chester, PA, the presenter will engage participants in an exercise designed to challenge perceptions of low-income neighborhoods and the people who live in them.

Keywords: Community Development, University-Community Partnerships, Social Justice

Room 7

Capturing the Promise: Moving beyond Partnerships based on Proximity
Connie Schaffer and Sarah Edwards, University of Nebraska at Omaha

This presentation will address (a) internal and external barriers (academic and administrative) encountered by the department as it initiated change within both the university and the P-12 districts, (b) expected and unexpected outcomes, and (c) data from two years of implementation. The ultimate question “has the promise of the new partnership model been reached?” will be the focus of the presentation.

Keywords: K-12+ Higher Education Partnerships, Institutional Change, University-Community Partnerships, Innovations in Higher Education

The Why, What and How of Building a Citywide STEM Ecosystem
Neal Grandgenett and Christine Cutcache, University of Nebraska at Omaha; Elizabeth Mulkerrin, Omaha’s Henry Doorly Zoo & Aquarium

The University of Nebraska at Omaha (UNO) partnered with the Henry Doorly Zoo and Aquarium, as well as more than 30 other citywide partners to undertake the effort of increasing the number of graduates in STEM programs and increase our international competitiveness. This presentation will discuss: 1) why such a citywide structure is critical, 2) what is entailed in creating such a multi-stakeholder effort, and 3) how the effort has been formalized in Omaha.

Keywords: K-12+ Higher Education Partnerships, Workforce Development, Institutional Change, Community Development, University-Community Partnerships, Innovations in Higher Education

Experiential Learning to Teach through University-Community and K-12 Partnerships
Glenda Moss, University of North Texas Dallas

This presentation will focus on the value of experiential learning partnerships between a school of education and external entities. The five case studies (three in traditional classroom settings, one in a museum, and one at a zoo) will include student’s narratives of experience that demonstrate the impact of experiential learning on pre-service teacher’s knowledge and skills for beginning to teaching.

Keywords: K-12+ Higher Education Partnerships, University-Community Partnerships

Room 2

Institutional Change to Support and Reward Faculty as Community-Engaged Scholars: Part One
Erica Bowers, and Lisa Kirtman, California State University, Fullerton; Lina Dostilio, Duquesne University

Presenters will describe how institutions have modified faculty personnel policies to recognize community-engaged scholarship in the RPT process; challenges encountered and strategies that have been successful in achieving institutional change; ways that institutions define engaged scholarship and differentiate it from or integrate it into the review of teaching, service, and conventional forms of scholarship; how engaged scholarship is presented and evaluated; and examples of how individual faculty have been able to navigate the process under varying RPT policies and conditions. The presentation will conclude with discussion of factors that appear to support institutional change.

Keywords: Institutional Change, Innovations in Higher Education
DC's Limited Purpose Driver’s License: Challenges and Opportunities for Integrating the Undocumented Community
Diana Guelespe, Christopher Murphy, and Heidi Tseu, Georgetown University

Georgetown University's Center for Social Justice and two of its long-standing community partners, Central American Resource Center (CARECEN) and Trabajadores Unidos de Washington, DC, initiated a community-based research project to understand the experiences of DC's undocumented community in accessing the limited purpose driver's license. The study highlighted immigrants' motivations and challenges in obtaining the license as well as recommendations for increasing its accessibility. This presentation will describe early lessons in implementation efforts and highlight community engagement opportunities to address immigrant integration.

Keywords: University-Community Partnerships, Social Justice

Actualizing Human Rights Advocacy at the Local Level
Jamie Abrams, and Enid Trucios-Haynes, University of Louisville

This presentation will highlight the Human Rights Advocacy Program created at the University of Louisville Brandeis School of Law. Leveraging existing admissions scholarships, students work under faculty supervision to work on issues impacting the immigrant/refugee/non-citizen community.

Keywords: Healthy Communities, Workforce Development, Community Development, University-Community Partnerships, Neighborhood Support, Social Justice, Diversity

On-Campus Community Service as a Means to Introduce and Expand Service and Civic Engagement
Angela Gordon, and Ashley John, University of Pittsburgh

PittServes is a University-wide initiative that engages students in meaningful service to the community on a local, national and international scale with a focus on sustainability, education and community development. This presentation describes the collaborative implementation of DIY Service Project Kits, which have generated over 850 hours of service.

Keywords: Civic Learning
Partnering with Universities: Pathways to Sustainable Academic Momentum
Wes Moore, and Debbi Johnson-Ross, BridgeEdU

The transition from high school to college is a tremendous challenge for many students; particularly those arriving on campus in need of developmental coursework. This presentation describes how BridgeEdU works in partnership with universities to provide a suite of high touch, high tech wraparound services and experiential curriculum.

Keywords: Innovation, Public Private partnership, Success Coaching, Persistence

Finding Calm in Teaching, Research, and Service: MSW Students, Community Partners and Somali Refugees
Holly Riffe, and Karen Brownlee, Northern Kentucky University; Jessica Baldridge, Northern Kentucky Area Development District; Rylan Truman, Catholic Charities Refugee of Louisville-Kentucky Office for Refugees

This presentation will describe efforts to integrate a graduate community course into the Somali refugee community while including community partners. The speakers will reflect on the "calm" that comes from watching students try new foods, socialize with the community, learn skills, and collaboration on advocacy and peer-reviewed presentations, thus fulfilling the goal of integrating teaching, scholarship, and service.

Keywords: Healthy Communities, Urban Development, Community Development, University-Community Partnerships, Neighborhood Support, Social Justice, Diversity

Lessons Learned and Best Practices from a Sustained University-Community Partnership
Sam Centellas, Marisel Moreno, and Rachel Parroquin, University of Notre Dame

This presentation will describe the best practices and lessons learned from a community-university partnership spanning five years and over 5,000 hours of engaged learning. Attendees will learn about the Community-Based Learning Coordinators (CBL) model that supports community partners in their work as co-educators and discover how a sustained, deep partnership increases partner capacity, enhances program quality, and has benefitted K-12 students through the local community organization.

Keywords: K-12+ Higher Education Partnerships, Community Development, University-Community Partnerships, Neighborhood Support, Social Justice, Diversity, Innovations in Higher Education

Fostering a Democratic Ideal: Facilitating Political Literacy and Political Participation
Mark Winston, Widener University

Declines in political literacy and lower levels among poor and young people accompany reductions in pertinent K-12 content and documented examples of political officials proactively limiting access to information. This presentation examines how the urban university mission provides the basis for fostering a societal ideal, supporting broad knowledge of issues and democratic participation.

Keywords: K-12+ Higher Education Partnerships, University-Community Partnerships, Social Justice, Diversity

Partnering with Universities to Reinvent the First Year
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Room 7

Please Touch the Art
Heike Langdon, University of Nebraska at Omaha; Carolyn Anderson, WhyArts? Inc.

Using the project “Please Touch the Art”, we will showcase a partnership between the UNO Art Department, WhyArts artists, and three organizations serving people with vision impairment, including workshops and culminating in a juried month-long exhibit held at UNO. Attendees will be presented with a range of program ideas and will discuss honest listening, creating open dialogues, and questions to ask to get to the heart of successful partnering.

Keywords: University-Community Partnerships, Diversity

Imagining Democracy on Campus and Beyond: Cultural Organizing and the ‘Art of Transformation’
Bev Bickel, Lee Boot, and David Hoffman, UMBC

How can universities develop deep, broad and sustained philosophical and pragmatic commitments to socially engaged work on the part of administrative leaders, faculty, staff, and students, community leaders and everyday residents? How can the process of generating those commitments embody and enact the commitments themselves? The presenters will share experiences with cultural organizing for community engagement at the University of Maryland, Baltimore County and the city of Baltimore, culminating most recently in a project called Art of Transformation. This organizing process has involved applying ideas championed by Imagining America: Artists and Scholars in Public Life.

Keywords: University-Community Partnerships, Civic Learning, Social Justice

12:30 – 2:00 PM / LUNCHEON PLENARY

Renaissance Ballroom Foyer

Introductory Remarks:
Nelson DeFigueiredo, Chartwells

Plenary Panel: The Future of Urban and Metropolitan Universities and the Need for Real Innovation!
- John Cavanaugh, President, Consortium of Universities of the Washington Metropolitan Region
- Karen Stout, President, Achieving the Dream
- Bob Caret, Chancellor, University System of Maryland
- Stephen Jordan, President, Metropolitan State University of Denver
- Leonard Haynes, Retired Executive Director of the White House Initiative of Historically Black Colleges and Universities (WHIHBCU)

This panel session will focus on the importance of campus and system leadership in rethinking traditional approaches to the institution-metropolitan area relationships. New, innovative partnerships, such as deeper engagement in economic development, creation of talent, and collaboration in confronting and solving complex regional issues will be addressed through specific examples of campus engagement. Panelist-audience dialogue will explore future directions.

2:15 – 3:40 PM / CONCURRENT SESSION III

Room 2

Fostering Service and Civic Engagement While Teaching in an Online Environment
Heather Novak, Pace University

While service-learning courses have been on the rise, the percentage of U.S. students taking at least one online course rose to 32% in 2010. This presentation will focus on the hallmarks of e-service learning, examples of the diverse approaches practitioners are using, pros and cons to consider, and how institutions can create space for these types of learning experiences.

Keywords: Civic Learning, Social Justice, Shared Spaces, Innovations in Higher Education

Intentionally Engaging Students in the Anchor Strategy of the Institution
Jennifer Johnson Kebea, Drexel University

This mixed-methods research study consulted a panel of national higher education experts to develop a strategic framework that defines how institutions of higher education can intentionally involve students in the anchor strategy of the institution to positively impact student civic learning and democratic engagement. The framework, titled the Student Anchor Engagement Framework, highlights 36 unique engagement strategies in the context of student involvement in anchor institution strategy.

Keywords: Civic Learning, Anchor Strategy, Innovations in Higher Education

The Georgetown Anacostia River and Surrounding Neighborhoods Working Group: An Opportunity for Multi-Disciplinary, Place-Oriented Engagement for the Common Good
Uwe Brandes, Christopher Murphy, and Maurice Jackson, Georgetown University; Don Edwards, Justice and Sustainability Associates

The Anacostia River and Surrounding Neighborhoods Working Group (“Working Group”) advances interdisciplinary dialogue between faculty, staff and students to support knowledge sharing, community-based research and service. The presentation will overview the formation of the Working Group, preview upcoming activities, and discuss potential of this endeavor to advance cross-disciplinary academic research that is inherently community-oriented.

Keywords: Civic Learning, Anchor Strategy, Healthy Communities, Economic Development, Workforce Development, Urban Development, Environmental Sustainability, Community Development, University-Community Partnerships, Neighborhood Support, Social Justice, Diversity, Shared Spaces, Innovations in Higher Education

Room 3

From Data to Action: How can Metropolitan Universities Use, Analyze and Maximize City Data for Neighborhood Revitalization?
Christopher Magno, Gannon University

This presentation will describe how can metropolitan universities use, analyze and maximize city data for neighborhood revitalization. Specifically I will discuss community-based mapping projects that I organized in my GIS (Geographic Information Science) courses that utilize data from the city of Erie.

Keywords: Healthy Communities, Economic Development, Urban Development, Environmental Sustainability, Community Development, University-Community Partnerships, Neighborhood Support, Social Justice
Campus and Community Leadership in the Spotlight: How University Presidents and City Managers View Town-Gown Relationships
Stephen Gavazzi, Ohio State University

Based on interviews conducted with university presidents and city managers as reported in his new book The Optimal Town-Gown Marriage: Taking Campus-Community Outreach and Engagement to the Next Level, Dr. Gavazzi discusses how campus and community leaders typically view their impact on outreach and engagement efforts. Qualitative and quantitative data from published studies using the Optimal College Town Assessment (OCTA) tool are covered, with emphasis placed on the generation of evidence that supports the presence of four distinct town-gown types: harmonious, traditional, conflicted, and devitalized.

Keywords: Healthy Communities, Institutional Change, Community Development, University-Community Partnerships

UNCOVERING SW Raleigh and Adaptable Communities: Towards a Sustainable Model for Community-University Engagement
Craig Brookins, North Carolina State University

UNCOVERING SW Raleigh was a 3-year Community-University partnership that involved an interdisciplinary team of community leaders, residents, researchers, and students, with the goal of insuring that all segments of the community would be empowered to take advantage of this change and to create an interdisciplinary prototype for future engagement in the city of Raleigh. This presentation will provide relevant details about the first three phases but primarily focus on describing the challenges of institutional transformation and the up-to-date results of these efforts.

Keywords: Anchor Strategy, Urban Development, University-Community Partnerships

Room 4

Building an Engagement Facility Through Love of Place: The Story of the Barbara Weitz Community Engagement Center
Sara Woods, and Deborah Smith-Howell, University of Nebraska at Omaha

This session will discuss the role of three movements (UNO’s reputation for engagement and outreach, the growth of their service-learning enterprise, and their role as an incubator of collective impact nonprofits) in the development of the CEC and unique characteristics of the CEC that occurred as a result. The session will conclude with a discussion of the lessons learned—good and bad—in developing this kind of center as well as insights into UNO’s unique approaches to community engagement.

Keywords: Institutional Change, University-Community Partnerships, Innovations in Higher Education

How Do We Enhance Our Impact?: Developing Alignment of University Efforts with Pressing Community Needs
Valerie Holton, Jennifer Early, Kevin Allison, and Catherine Howard, Virginia Commonwealth University

VCU has initiated a process to identify strategic opportunities to target, align and direct its institutional resources and assets towards addressing key community-identified priorities in specific focus areas. Beginning with a grounding in the national conversation and the efforts of others (e.g. UNO, UCLA, VCU) this Thinking Big Dialogue will be a facilitated discussion of how urban and metropolitan universities can focus their efforts in alignment with community identified needs as part of their overall effort to enhance their positive impact on students, faculty, staff and community partners.

Keywords: Anchor Strategy, Community Development, University-Community Partnerships, Shared Spaces, Innovations in Higher Education

Room 5

The Organizational Spine Supporting Community Engagement
Amy Spring, Jacob Sherman, and Stephen Percy, Portland State University

Using a new model of partnership development, the Sustainable Neighborhoods Network (SNI) of Portland State University has expanded the number and quality of community-based courses and research projects across the disciplines. We will share the Partnership Spectrum and the larger work of the Partnership Council and the organizing framework that gives shape to SNI programs as a means to help participants consider how these structures might inform the growth of their own partnership agenda.

Keywords: Healthy Communities, Institutional Change, Community Development, University-Community Partnerships, Neighborhood Support

The Neighborhood Team and University Police: How VCU Became a Better Neighbor
Tito Luna, Virginia Commonwealth University; Greg Felton, VCU Police; Lisa Mathews-Ailsworth, VCU - University Student Commons and Activities

In 1996 a partnership was created between Virginia Commonwealth University (VCU) and Carver, a struggling neighborhood along its northern border, with a steering committee comprised of residents, city officials and university representatives from various academic
Due to a continual reduction in state appropriations, MSU Denver's administration recognized the need for innovative and unique revenue solutions and public/private partnerships to better serve its students. This presentation will describe how MSU Denver used public/private partnerships to increase the excellence and growth of their Hotel and Hospitality Learning Center.

**Keywords:** Economic Development, Workforce Development, Innovations in Higher Education

**University-Business Partnerships: Transitioning from Transactional to Transformational Initiatives**

Mohammed Khayum, and Kevin Valdares, University of Southern Indiana; Paul McGowan, and Ashley Altheide, Pollux Systems, Inc.

This presentation will describe a university-business partnership based on the ecosystem perspective framework. A recent partnership initiative between the University of Southern Indiana and a medical claims processing firm (Pollux Systems, Inc.) will be used to illustrate the differences between a transactional and a transformational initiative.

**Keywords:** Economic Development, University-Community Partnerships, Innovations in Higher Education

**Rooms 8 & 9**

**Building an Anchor Mission for Community Impact**

Steve Dubb, The Democracy Collaborative; John Fry, Drexel University; Tom George, University of Missouri-St. Louis; Nancy Cantor, Rutgers University-Newark; Katherine Conway-Turner, President, Buffalo State, SUNY

Supported by the Annie E. Casey Foundation, seven universities—Buffalo State, Cleveland State, Drexel University (Philadelphia), Rutgers University-Newark, University of Memphis, University of Missouri-St. Louis (UMSL), and Virginia Commonwealth University (VCU) in Richmond—have come together as a learning cohort to pilot a community impact anchor dashboard measurement framework and shared best practices. This learning community is facilitated by The Democracy Collaborative, a nonprofit that has played a pioneering role in researching ways that anchor institutions such as universities can combine human, intellectual and economic resources to build community wealth in low-income communities and communities of color. This panel will be organized in a conversational format and will address how each campus has approached implementing an anchor mission and explore the relationship between education and community building work. There will also be lots of rooms for audience feedback, comments and questions. We anticipate a lively discussion!

**3:45 – 4:30 PM / CONCURRENT SESSION IV**

**Room 2**

**Universities as Partners in Scaling Up Evidence-Based Social Innovations**

R. Sam Larson, Michigan State University; Laura Toscano, The Campus Kitchens Project

In this presentation, the presenters share findings from a study commissioned by The Wallace Foundation that examines how evidence-based social innovations successfully scale up through partnerships with foundations, nonprofits, researchers and government agencies. They provide a case study of how The Campus Kitchens Project, a nonprofit headquartered in Washington, D.C., with a national staff of just 12 people, has partnered with more than 50 college campuses, several of which are CUMU members, to serve more than 2.6 million meals to campus communities.

**Keywords:** Civic Learning, Healthy Communities, University-Community Partnerships, Social Justice, Innovations in Higher Education

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**PROGRAM**

and administrative units; this partnership played a special role in building trust and fostering genuine relationships that benefited the neighborhood and the university. Programs and approaches will be highlighted, including the VCU Neighborhood Team, VCU Neighborhood Liaisons and Moving On, Moving Out. A special focus will be on how VCU Police engages its surrounding neighborhoods, including residents, students and property owners. Efforts to include community voice in university decisions, as well as challenges, will be highlighted, along with recommendations for other universities seeking to advance neighborhood engagement.

**Keywords:** University-Community Partnerships, Neighborhood Support, Police

**Room 6**

**Hunger and Food Insecurity: Building a Faculty/Staff/Student/Community Coalition**

Thomas Southard, Cabrini University

Over the past five years, Cabrini University has become known for its focus on and support of programs around hunger and food insecurity. This case-study will walk through the process the University used in identifying faculty and staff working in this area, assessing student commitment, building a coalition, finding funding for that coalition, and assessing the coalition’s work.

**Keywords:** Healthy Communities, University-Community Partnerships

**Undergraduate Student Research Opportunities and Economic Revitalization through Urban Agriculture Initiatives**

Michael Schlappi, Marquette University

Through interactions with the recently formed Cooperative of Urban Agriculture and Nutrition (CIUAN), a catalyst bringing together community organizations and academia to engage in mutually beneficial research and teaching projects, Marquette is supporting community efforts to bring healthy food to urban environments. Representatives from Marquette will discuss plans to involve undergraduate students in interdisciplinary research to promote urban agriculture and inner city farmers markets, which has the potential to turn blighted properties into urban gardens or rice paddies as part of metropolitan community development efforts.

**Keywords:** Healthy Communities, Economic Development, Community Development, University-Community Partnerships, Entrepreneurship and Small Business Support

**The Pitt Pantry: Addressing Food Insecurity on Campus**

Holly Giove ngo, and Erika Ninos, University of Pittsburgh

The Pitt Pantry is an on-campus food pantry for the University of Pittsburgh community and has attracted students from a multitude of backgrounds, from whom data is collected to better understand the lives of students experiencing financial instability during college. During this presentation we will discuss the process of creating a self-sustaining food pantry on a large campus and how the pantry is morphing into a resource hub for students in need, thus helping them attain a more affordable and equitable university experience.

**Keywords:** Healthy Communities

**Room 7**

**Successful Public Private Partnerships: Generating much needed revenues while delivering real world education to our students**

Steve Kreidler, Nate Grimm, and George Middlemist, Metropolitan State University of Denver

Due to a continual reduction in state appropriations, MSU Denver’s administration recognized the need for innovative and unique revenue solutions and public/private partnerships to better serve its students. This presentation will describe how MSU Denver used public/private partnerships to increase the excellence and growth of their Hotel and Hospitality Learning Center.

**Keywords:** Economic Development, Workforce Development, Innovations in Higher Education

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**Keywords:** Civic Learning, Healthy Communities, University-Community Partnerships, Social Justice, Innovations in Higher Education
Room 3

Threats and Challenges to the Urban and Metropolitan University Mission: Current Trends and a Community Discussion
Desiree Zerquera, University of San Francisco; Erin Doran, University of Texas at San Antonio

In this session, the presenters will highlight current pressures that pose the greatest threat to achieving a balance between providing access, especially to historically underserved student populations, and the types of external pressures that realign institutional priorities.

These include: mission differentiation efforts; resource competition; performance-based funding criteria; prestige expectations; and faculty pressures to focus more on research than teaching and service.

Keywords: Anchor Strategy, Institutional Change, Social Justice

Room 4

Identity and Image Management: Data Tracking and Reporting as Institutional Change Strategy
Emily Janke, and Terri Shelton, University of North Carolina at Greensboro; Barbara Holland, Barbara Holland Research; ICEE/UNCG Senior Scholar

Because higher education is particularly reputation and image conscious (Frombrun & Shanely, 1990), members of higher education institutions are especially susceptible to others’ views of “who” their organization is, and therefore, tend to spend considerable time, effort, and resources towards managing its image. Grounded in organizational identity (Whetten, 2006) and image (Price, Gioia & Corley, 2009) theories, the presenters share likely causes of and solutions to potential “scattered” images and identity problems that colleges and universities face when trying to capture and tell their “engagement stories.”

Keywords: Institutional Change

Room 5

The Formation of Community-Engaged Scholars: A Collaborative Approach to Doctoral Training (The 2016 Lynton Award Winner)
Mara Casey Tieken, Bates College

This presentation focuses on the training and development of community-engaged scholars in doctoral programs in education. The presenter will share the results of a study focused on a research project designed to foster the skills, dispositions, and commitments needed for community-engaged scholarship. This study explored how the project developed these skills and dispositions and the ways in which this learning shaped students’ ongoing practice of community-engaged scholarship. This presentation will offer critical lessons for those interested in the development of a new generation of researchers committed to working with communities for social justice.

Keywords: Social Justice, Institutional Change, Innovations in Higher Education, University-Community Partnerships

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**Room 6**

Innovative Models for Next-Generation International Partnerships with a Focus on Academic Impact and Community Engagement  
Hesham Ali, and Deepak Khazanchi, University of Nebraska at Omaha; Peter Mirski, Management Center Innsbruck, Innsbruck, Austria

International programs open the world to students and foster a global mindset which is critical to the success of today's college graduates; however, traditional international activities tend to focus on student mobility and produce cooperation agreements that rarely result in significant outcomes beyond exchange programs. The presenters plan to share specific examples of successful implementation of these models and how the impact is being sustained over a long period.  
*Keywords: Economic Development, Workforce Development, University-Community Partnerships, International Partnerships, Innovations in Higher Education*

**Room 7**

Designing the Future(s) at Georgetown University: The Role of Community Engagement and Experiential Learning in the Future of Undergraduate Education  
Lauralyn Lee, Randy Bass, and Brian McCabe, Georgetown University

Georgetown University’s “Designing the Future(s) of the University initiative” is Georgetown’s strategic institutional response to the widespread and noisy national conversation about the nature and value of traditional university education. This presentation will include an overview of Georgetown University’s efforts to actively explore innovations around the future of undergraduate education, with a particular emphasis on the role of meaningful community engagement and experiential learning. The presentation will feature an example of one such curriculum innovation, a new multi-year, and multi-faceted, urban studies program.  
*Keywords: Anchor Strategy, Institutional Change, University-Community Partnerships, Innovations in Higher Education*

**Room 8**

Dancing Without Stepping on One Another’s Toes: Challenges and Opportunities in Campus-Community Partnership  
Kevin Corcoran, Oakland University

This presentation provides an opportunity to take a close look at the experiences of Oakland University’s experience as they built a relationship with a community recovering from the loss of several GM manufacturing plants—located 6 miles from our campus. After presenting our experience and areas of accomplishment, they will facilitate a brief discussion of “lessons learned” from participants in this session so we may learn from one another.  
*Keywords: K-12, Higher Education Partnerships, Anchor Strategy, Institutional Change, Community Development*

**4:30 – 6:00 PM / POSTER PRESENTATIONS & NETWORKING RECEPTION**

**Renaissance Ballroom Foyer**

End your day of networking with colleagues and enjoying cocktails and hors d’oeuvres.  
CUMU is pleased to include poster presentations as part of the Networking Reception. The poster presentations address topics relevant to the success and growth of our urban campuses. We hope you will engage in one-on-one conversations with the presenters about their research. This is a great time to make connections, share stories, and exchange ideas.  
*Keywords: International Partnerships*
The Truest Kind of Partner: The Symbiotic Relationship Between Don Bosco Cristo Rey High School and D.C. Area Universities
Lauralyn Lee, Georgetown University; Michael Conway, Don Bosco Cristo Rey High School

This poster presentation will describe the multi-dimensional, symbiotic relationship between several Washington, D.C. universities and Don Bosco Cristo Rey High School, a college preparatory high school serving low income students from the D.C. metropolitan area. Part of the national Cristo Rey Network of schools, DBCR employs the unique Cristo Rey model: students receive a rigorous college preparatory curriculum in the classroom four days each week and spend the fifth day working in professional job placements facilitated by the school's Corporate Work Study Program. The work study program provides DBCR students meaningful work experience and practical education, and contributes to the cost of the students' education. DBCR has multi-faceted relationships with a number of area universities, and these relationships have proven to be mutually beneficial to both the high school and the partner universities. Using Georgetown University as a case study, the presentation will describe the wide ranging aspects of these relationships (i.e., employer, work study placements, tutoring and mentoring, research, student teaching, faculty, professional development, board service, undergraduate recruitment), and the ways these relationship have brought value to all participants. The Cristo Rey Network includes 30 schools in 30 different cities across the U.S., so this presentation is of relevance to universities nationally, many of which are co-located near another Cristo Rey high school.

Keywords: K-12+ Higher Education Partnerships, University-Community Partnerships

Understanding Leadership Across Generations: A Community Engaged Service Learning Model
Emma Franklin, Bailey Sweeney, and Lyn Holley, University of Nebraska at Omaha

We millennials are constantly told, you are the future. However, we easily dismiss the magnitude of what this four word phrase means for our reality. Youth has allowed us to avoid stepping up as the leaders necessary for a functional future. Through our Honors Gerontology/English project at the University of Nebraska Omaha, we discovered what the past generation did to reach an understanding of leadership, worked with high schools to gain an intergenerational perspective, and created important relationships. Thus we are better positioned to chart the future. Our professor gave us an elder partner, whose life story we learned. As we developed a relationship with our elder, we not only learned about a different generational lifestyle, but we were exposed to a mindset that should survive through future generations, including defining an everyday hero as a person who champions a persevering attitude, a diligent work ethic, and an unequivocal selflessness. To bridge generations and expand community engagement, we engaged three generations creating a learning dialogue, thus requiring us to be effective communicators. The experience from our gerontology project has pushed the status quo of our leadership expectations, raised concerns about our priorities, and, above all, provided insight on the past to use as the premise for paving a future we're proud to lead. Our presentation explores the benefits of advanced research methods in introductory classes of Western Art History taught at the University of Nebraska at Omaha, with service learning fostering our simultaneous community engagement. Rather than taking place in a traditional lecture hall, the class was held at the Joslyn Art Museum in Omaha to give students direct interaction with artwork. Employees, including curators and directors, were

Racial divide in Omaha, NE is apparent—African Americans in the north, Latinos in the south, and Whites in the west, which is visually depicted in Cable's racial dot map (2013). Beyond racial segregation, according to city data in 2013, 31% of the population are below the poverty level in North Omaha and 22.5% in South Omaha. These two regions result in a 30% poverty rate compared to 18% for all of Omaha. This clearly indicates that not only is the poverty rate higher for North and South regions of Omaha, but this specifically hits the African American and Latino population. The Omaha Public Schools district serves low-income students (73%) and minority students (71%) with the lowest graduation rates residing in North and South Omaha during the 2014 academic year. The University of Nebraska Omaha created a P-16 Service Learning initiative to specifically address poverty and its residual effects such as: educational achievement gaps, high dropout rates, disengaged youth, and high truancy rates. Due to the link between poverty and the negative effects on student's academic achievements, the P-16 initiative was created to serve the Omaha community by focusing on P-12 schools where 75% of attending families are below the poverty level. Our geographic map will quantitatively highlight the racial segregation which is associated with high poverty levels and where the P-16 Initiative has served the at risk population. Additionally the map will be used as an assessment tool to identify areas of need and where our presence is needed.

Keywords: K-12+ Higher Education Partnerships

Service Learning to Engage Students and Communities
Adrian Duran, Sara Bihlmaier, and Leah Strong, University of Nebraska at Omaha

Our presentation explores the benefits of advanced research methods in introductory classes of Western Art History taught at the University of Nebraska at Omaha, with service learning fostering our simultaneous community engagement. Rather than taking place in a traditional lecture hall, the class was held at the Joslyn Art Museum in Omaha to give students direct interaction with artwork. Employees, including curators and directors, were
also invited to speak to the class to introduce possible careers in museum management. Our class’ innovative and dynamic central project involved visiting and learning about art institutions that serve local people. The focus of the project included researching the region of North Omaha, which is home to a historically marginalized African-American population. Students then presented at a community symposium with the goal of informing the public of the cultural heritage and current developments occurring in the area. As students, this service learning opportunity provided us with firsthand experience of not only the course material, but its applications in urban and metropolitan areas. Such engaged learning efforts inspire an appreciation of community and create an alternative class format that builds connections and a more positive future. Our presentation will outline how other urban institutions can also adopt and adapt our model to chart their future learning opportunities and encourage community engagement.

**Keywords:** Community Development, University-Community Partnerships, Innovations in Higher Education

**Measuring Success: What do Students Get for Their Time and Tuition?**
Sarah Edwards, and Connie Schaffer, University of Nebraska at Omaha

While faculty and university administrators hope our students are gaining valuable knowledge and skills from our courses and programs, how do we know for sure? What approaches do we use to measure what students gain for their investment of time and tuition? What processes do we have in place to gather meaningful data to inform our decisions for continual refinement of our programs? As students have more options than ever for what they study, where they learn and how they access that knowledge, universities are under increasing pressure to show students, families, communities, and accrediting bodies proof of learning. This presentation will share impact results from two programs— a metropolitan undergraduate program with approximately 1200 students that relies heavily on community partner collaboration and an urban graduate literacy program with approximately 225 working adults. Five years ago, 1 in 10 students was removed from the undergraduate program but using data to drive discussions, students now have a much higher success rate and the program has proof of student growth in knowledge and skills. The graduate program is a partnership between a large urban school district and the metropolitan university where the leadership team made data the driver for programmatic decisions that resulted in measurable learning for the participants. In considering how these two programs use data to inform their practice and how that process helps the university show its value to students, participants can consider their own programs and practices.

**Keywords:** K-12+ Higher Education Partnerships, Workforce Development, Institutional Change, University-Community Partnerships, Innovations in Higher Education

**Charting the Future: Cross-Campus Partnerships for Institutional Change**
Rachel Parroquin, Connie Mick, and Shauna Williams, University of Notre Dame

Discover what it takes to make a successful collaboration work: use synergy between units and colleagues to build on the strengths of each, resulting in a stronger partnership than could be achieved alone. Hear lessons learned from the University of Notre Dame’s Department of Romance Languages and Literatures and the Center for Social Concerns. Presenters will share best practices and insights gained from the collaboration of two university units that developed an idea into an engaged program over eight years. See the timeline mapped out which has involved five faculty members teaching twenty-three Community-Based Learning (CBL) class sections with more than 250 CBL students who together with an additional 600+ Spanish students who did 15,000 hours of engaged learning in the local community. Discover how you can chart your program’s future by connecting to your school’s strategic plans, support professional development for faculty and program leaders so they can build strong community-university partnerships, and grow in intentional, strategic ways that tie program development to student learning outcomes. Find out what infrastructure and institutional support can be sought or developed to transform outcomes to outputs that move toward community and program impacts. Distinguish between indirect and direct programming within a continuum of experiential learning options, service in the community, and CBL courses for academic credit. Presenters will also share challenges and next steps to address. Take-aways will include resources like a bibliography of pertinent literature, a how-to faculty guide, and information on professional development opportunities.

**Keywords:** Institutional Change, University-Community Partnerships, Social Justice, Diversity, Innovations in Higher Education

**Student Versus Community Perceptions of the Value of Engaged Learning: Exploring Overlap and Divergence at the Program Level**
Tracy Michaud-Stutzman, University of Southern Maine

This presentation explores where students and community partners overlap and diverge in their perception of the value of community engaged learning strategies at the program level. The Tourism and Hospitality (TAH) Degree Program at the University of Southern Maine is highly engaged with the local community and the Maine tourism industry, producing workforce leaders in Maine’s strongest industry. TAH classes at all levels utilize community engaged learning strategies of some form. Research has been conducted assessing the value that current students, alumni, and community partners assign the various types of community engagement in TAH classes in order to develop Best Practice Guidelines for the USM TAH program. This research also informs a broader analysis and discussion of what level (1st, 2nd, 3rd, 4th year) each type of community engagement (guest speakers, field trips, group projects, internships, etc.) might best contribute to student learning as well as satisfy the motivation/need of community partners.

**Keywords:** Economic Development, Workforce Development, Community Development, University-Community Partnerships, Innovations in Higher Education

**Unpacking Diversity in the Higher-Ed Classroom: Thinking Big to Make Way for a Better Future**
Rowena Briones Winkler, University of Maryland; Danielle Catona, Ramapo College

Colleges and universities represent spaces of student enlightenment and transformation. The higher-ed classroom in particular is a place where students can not only learn practical skills to succeed within a constantly evolving job market, but where students can engage in critical discourse on social, cultural and political issues. By working to deepening our students’ awareness and understanding of significant challenges faced by diverse communities, educators can help students unpack the preconceived notions and unconscious biases we all face in navigating an increasingly diverse society. With the rise of social justice movements stemming from police brutality in urban cities to the fight for marriage equality, the need to equip and empower students with the theoretical and practical tools and opportunities to effectively engage diverse topics and communities is vital now more than ever. From teaching students how to decode media messages and instructing students on utilizing digital media as a social justice tool, to providing opportunities for students to interact with diverse communities through in-class service-learning projects, higher-ed instructors must now think of how they can use innovative technologies to help their students better engage communities.

**Keywords:** Civic Learning, Institutional Change, Social Justice, Diversity, Innovations in Higher Education

**Implications of Reciprocity Perspectives in University-Community Engagement Activities**
Aloha Balza, Florida Atlantic University
Higher education institutions have identified the adoption of community engagement practices as a promising strategy to increase both student performance and their economic impact in the community. Unfortunately, the adoption of such strategies has encountered challenges as resistance still prevails among higher education institutions. Divergent conceptualizations of community engagement activities and the reciprocal relationship expected between institutions and community partners might be creating additional constraints in the implementation process. This proposed study examines the implications community partners’ definition of reciprocity has in the way in which higher education institutions are implementing and evaluating their community engagement activities. Through the use focus groups, surveys, and interviews, the researcher seeks to develop a comprehensive definition of the term reciprocity in the community engagement context based on community partners’ perspectives. Florida Atlantic will serve as case study in supporting a collaborative approach to term’s definition may indicate sustainability and productivity of community-engaged activities.

**Keywords:** University-Community Partnerships

### Optimizing Campus Mobility with a Focus on Sustainability: A Graph Theory Approach to Intra-Campus Transportation Networks

Quinn Nelson, Donald Steffensmeier, and Sachin Pawaskar, University of Nebraska at Omaha

The idea of public transportation is supported by most in theory but often heavily criticized by users when put into application. There are common tensions that are related to public transportation, as described by frequent users: unreliable, too crowded, and slow. The University of Nebraska-Omaha (UNO) is a growing metropolitan institution that uses a shuttle system to transport students among their three campuses daily. As of 2015, the current total student enrollment is approximately 16,000; UNO plans to enroll 20,000 students by 2020. The expected student growth is also reflected by the current construction of new buildings and expansion of UNO’s campus. Like most metropolitan universities, space and parking on a college campus is a limited resource, and UNO’s shuttle transportation system plays a vital role in ensuring student mobility between campuses.

With growing pressure from the UNO community to improve kinesis there is a need to optimize intra-campus transportation in an environmentally sustainable manner. To alleviate the tensions involved with the UNO shuttle system, we have created an algorithm to model shuttle routes using graph theory. Once modeled, our program chooses an optimized route based on various conditions: time, volume of students anticipated to use the shuttle, and fuel cost. The algorithm created can be used to optimize transportation routes, alleviate user tension, and decrease the carbon footprint of transportation networks. Our project thus charts the future by improving student transportation methods and people movement between urban campuses in an environmentally friendly and efficient way.

**Keywords:** Urban Development, Environmental Sustainability

### Leveraging University and P-12 Partnerships to Challenge the Perceptions and Question the Assumptions of Future Urban Teachers and Teacher Leaders

Connie Schaffer, Meg White, and Corine Meredith Brown, Assistant Professor, Rowan University

The future of metropolitan universities will demand institutions to maximize existing partnerships and push beyond addressing diversity to promoting social justice in urban environments. This presentation will describe a proven approach to do this by leveraging existing partnerships between university programs and urban P-12 schools. The increased racial, ethnic, linguistic, and socio-economic diversity found in urban P-12 schools requires universities to assist teachers in understanding how these demographic variables impact teaching. Teachers can gain knowledge of self and others through the use of the autobiography, biography, and cross-cultural analysis. The use of this model allows individuals to connect home, school, and community in order to gain greater cultural and contextual understanding of themselves and their students. It also encourages pre-service and in-service teachers to examine their perceptions of urban schools as an important precursor to teaching P-12 students in urban settings and ultimately challenge systemic injustices related to urban education. The activity was implemented with in-service teachers (preschool to high school) in urban schools. The teachers were enrolled in an existing graduate literacy leadership program co-designed through an existing P-12 and higher education partnership. The activity was also implemented within a summer urban teacher academy which partnered urban high school students with faculty from an urban teacher preparation program. Qualitative analysis of the activity supported five distinct stages of cognitive dissonance related to urban schools and the students who attend them. The developmental stages culminate in preparing individuals to teach from a social justice perspective.

**Keywords:** K-12+ Higher Education Partnerships, Social Justice, Diversity

### P-16 service Learning Outcomes: Charting New Paths to Partner and Assess Innovative Collaborations

Julie Dierberger, and Samantha Kanouse, University of Nebraska at Omaha

Commitment to quality service learning instruction at the higher education level has been a major tactic used to achieve the metropolitan mission at the University of Nebraska at Omaha (UNO). As service learning has become institutionalized across the campus, expansion to include the P-12 area schools and teachers became not only an important next step in relationship development, but also a means to better serve the Omaha community. To that end, UNO has been partnering with P-12 schools and non-profit organizations for five years to create the P-16 Initiative, a unique model of service learning in which P-12 teachers, UNO faculty members, and non-profit partners co-create service learning experiences to meet state standards, course learning goals, and community-identified needs.

**Keywords:** K-12+ Higher Education Partnerships, Social Justice, Diversity

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PROGRAM needs. These experiences are unique in that they are co-created with a P-12 teacher, UNO faculty member, and non-profit partner; traditional models show P-12 students served by higher education students in service learning courses. The presentation will explore the assessment tools utilized to understand this unique partnership and how students are reporting change. The research presented will answer the following research questions: 1. What are the identified knowledge, skills and abilities identified from students at the University of Nebraska at Omaha that are participating in a service learning course with a P-12 partner? 2. How do students' self-reported outcomes of their experiences change before and after their service learning experience?

Keywords: K-12+ Higher Education Partnerships, University-Community Partnerships, Innovations in Higher Education

Faculty, Newspapers, and Students: Why Connect These Dots in 2016 and Beyond?
Maria Anderson Knudtson, Jody Neathery-Castro, and Megan Bennett, University of Nebraska Omaha

Even in a world of disappearing print, faculty members often assume that students are familiar with newspapers as a credible source of information. Most students, particularly those at urban and metropolitan universities, do not read newspapers either on-line or in print. The relationship between newspaper readership on college campuses and civic participation is both important and understudied. This presentation reviews three elements that have created successful integration of newspapers into courses at the University of Nebraska Omaha with attention to the relationship between students reading the newspaper and their level of civic engagement. Specifically, the project examines eight years of faculty participation, curriculum development, and student responses. Based on surveys conducted at structured campus events called Campus Conversations, we find that newspaper readership in the classroom shares a positive relationship with the likelihood of student participation in on-campus civic events. We argue that the program has a strong positive effect on how well-informed the students are on world events. Research has shown that reading national newspapers combats student political disengagement, and using positive effect on how well-informed the students are on world events. Research has shown that reading national newspapers combats student political disengagement, and using

Keywords: Civic Learning, Healthy Communities

Empowered Students, Happy Butterflies: Using a Rain Garden Project to Enhance Urban Habitat, Student Learning, P-16 Service Learning Outcomes, and Community Engagement
Steve Rodie, and John Matthews, University of Nebraska Omaha

P16 Service Learning is a powerful and innovative education tool that can be used to attain better student learning outcomes through the utilization of experiential learning in service to the community. This presentation focuses on a successful STEAM concepts-based service learning project that involved the collaborative programming and design of a rain garden/research area on the campus of Omaha Northwest High School (ONW). Using the project as a case study, we will discuss the specific elements that ensured a successful, impactful project and the generation of a variety of additional direct benefits to our university, the Omaha Public School District, and the greater Omaha community. The specific project elements we will explore in this presentation include: development of a sound P16 service learning project design; creation of a successful partnership between UNO and ONW; cultivation of strong UNO and ONW classroom and student relationships; and how we used our project to strengthen connections between UNO to the Omaha community through the relevant topic of environmental sustainability.

Keywords: K-12+ Higher Education Partnerships, Environmental Sustainability, University-Community Partnerships, Innovations in Higher Education

Institutional Upward Mobility and Implications for Developmental Education
Erin Doran, University of Texas at San Antonio

This poster presentation will consist of some findings from Texas, Florida, and other states nationwide where developmental education is being limited at 4-year institutions. So-called 'striving' institutions are often pushed to more heavily pursue graduate education and more traditional, academically prepared students while they also try to number the amount of developmental education services they provide. However, developmental education is crucially important to the students in urban populations who may be more likely to attend K-12 schools that did not adequately prepare them for college-level work. Therefore, literature, empirical data, and ideas will be shared about how institutional upward mobility does not have to come at the sake of underprepared students and developmental education services.

Keywords: Institutional Change, Social Justice

Villa VCU Mentoring Partnership
Beth Kreydatus, Virginia Commonwealth University; Matthew Kreydatus, Career and Transitions Services, St. Joseph's Villa

For the past two years, first-year Virginia Commonwealth University undergraduates enrolled in a general education seminar, Focused Inquiry, have served as mentors for students at St. Joseph's Villa, the nation's longest continually operating non-profit. The Villa provides special, nontraditional, and alternative education to students from the Richmond area. Since September 2014, 40 VCU first-year students have provided 40+ hours each of near peer mentoring to Villa students diagnosed with autism spectrum disorder, emotional disabilities, specific learning disabilities, intellectual disabilities, and other health impairments, as well as students who have been suspended or expelled from public schools, and finally, students who benefit from a more holistic approach to education. The VCU students visit the Villa to offer mentoring and support, and each semester, Villa students can earn up to five trips to VCU, where they participate in student-designed activities, eat lunch with their mentors, and attend classes. VCU first-year students have provided the Villa students with relatable peer mentors in a college setting, helping to make post-secondary education seem a more attainable possibility. On the other hand, VCU first-year undergraduates have benefited from having an authentic, meaningful focus for their academic work in their class. We have found this to be a fruitful collaboration, and innovative in that it connects first-year undergraduates, a population that has fewer opportunities for service learning, with their community. We'd love an opportunity to discuss our program and possibilities for future growth.

Keywords: K-12+ Higher Education Partnerships, University-Community Partnerships, Diversity, Innovations in Higher Education
5:00 – 11:00 AM / REGISTRATION
Renaissance Ballroom Foyer

7:30 – 9:00 AM / PROFESSIONAL DEVELOPMENT NETWORKING BREAKFAST
Renaissance Ballroom
Begin your last day of the conference with breakfast and informal professional development networking. This is a great time to discuss areas for professional growth, career exploration, and to share challenges and opportunities. Often, these informal conversations can be the most valuable.

8:00 – 9:00 AM / AD-HOC MEETINGS
- MUJ Focus Group (Open to all attendees) Room 8 - 9
- Emerging Academic Administrative Leaders (Invite only) Room 2

9:15 – 10:30 AM / CONCURRENT SESSION V
Room 2
Creative Ways for Universities to Leverage Private Real Estate Investment in Neighborhoods
Andy Frank, Johns Hopkins University

Since 2010, Johns Hopkins University has become more intentional and transactional in its implementation of two place-based community revitalization strategies. These efforts have leveraged more than $620 million of private real estate investment, creating hundreds of jobs, growing the tax base, and expanding opportunities for women- and minority-owned businesses. Learn how universities, with strong leadership and a team of internal advocates, can creatively leverage their financial and intellectual resources in support of neighborhood revitalization efforts. Although real estate development alone is not an effective revitalization strategy for anchor institutions, new real estate investment can be transformative. The presenter will show that when the same talents, relationships and access to resources of a university’s leadership team are pressed into service on behalf of community investment, the prospects for revitalization are greatly enhanced. Find out how this kind of participation produced two restored movie theaters in a fledgling arts district, a 550-bed graduate student housing project, a 550-bed graduate student housing project, $260 million state office building, Walgreens and a popular local restaurant.

Keywords: Anchor Strategy, Healthy Communities, Economic Development, Workforce Development, Urban Development, University-Community Partnerships

Addressing the Housing Crisis in Oregon: Different Approaches to Collaboration
Judith Ramaley, Portland State University

This session will use the housing crisis in both the Portland Metropolitan region and in rural and remote Oregon as a vehicle for describing four different approaches to understanding and addressing the housing challenges facing the state. These four approaches offer insights into different approaches to defining and exploring a problem, new approaches to generating options for responding to the problem, different kinds of resource sharing and ways to generate a sense of shared purpose.

Keywords: Institutional Change, Community Development, University-Community Partnerships

Room 3

The University of Massachusetts Dartmouth Endeavor Leadership Scholars Program
Matthew Roy, University of Massachusetts Dartmouth; John Quinn, University of Massachusetts School of Law Dartmouth

The Endeavor Leadership Scholars Program was established at the University of Massachus- sets Dartmouth in 2010 and is designed for high performing women and minorities who have been involved in community service in high school. This presentation is designed to explain the program’s learning objectives and corresponding required activities.

Keywords: Civic Learning, Healthy Communities, University-Community Partnerships, Diversity, Innovations in Higher Education

American University’s Community-Based Research Scholars Program
Jane Palmer, and Brandan Persaud, American University; Tuesday Hence, and Michael Walker, Maya Angelou Public Charter School

American University’s Community-Based Research Scholars (CBRS) program is an innovative living-learning community with an emphasis on community-based service learning and research. In this session, the CBRS director and an undergraduate Scholar will describe how the program has evolved since its inception in 2014. Community partners from a DC Public Charter Schools will present on the benefits and challenges of conducting community-based service learning and research projects with university students. In addition, the presenters will share the outcomes of our ongoing collaborations and the components of the program that lead to its success.

Keywords: K-12+ Higher Education Partnerships, Civic Learning, University-Community Partnerships, Social Justice, Diversity, Innovations in Higher Education
PROGRAM

Innovation + Proven Practice: Increasing First Generation Student Success in STEM at Georgetown University
Heidi Elmendorf, Devita Bishundat, Missy Foy, and Lauralyn Lee, Georgetown University

This presentation will describe the new Georgetown University Regents Science Scholar Program, designed to increase the number of underserved and first-generation college students who successfully complete degrees in the sciences and graduate prepared for careers in STEM fields. The program's resources include access to a vast alumni network with hundreds of volunteers, peer mentors, a pre-orientation program, career and academic counseling, emergency financial support, summer and winter break housing, a physical space for gathering, and targeted programming.

Keywords: K-12+ Higher Education Partnerships, Innovations in Higher Education

Strategies to Build Effective Tutoring and Mentoring Programs for Youth
Katherine Regetta, Drexel University

The Lindy Scholars Program at Drexel University provides mathematics and literacy support along with other related services to students in grades 6-8 enrolled in partner elementary schools, with Drexel students serving as small group tutors twice a week and mentoring four Saturdays per term. This presentation will focus on what has worked well with the Lindy Scholars Program model, including: the program structure, breakdown of tutoring and mentoring sessions, “divide and conquer” small group approach, best practices for student recruitment and training, and collaborating with schools to determine needs beyond after-school programming.

Keywords: K-12+ Higher Education Partnerships, Civic Learning, University-Community Partnerships, Neighborhood Support

A Unique Community Partnership: Lessons learned for the future
Betsy Hart, University of Arkansas at Little Rock; Ryan Davis, UALR Children International

The University of Arkansas at Little Rock (UALR) has a 23 year partnership with UALR Children International, which serves 3,200 low income children and their families every year with the goal of breaking the cycle of poverty for the children and families the program serves. This presentation will discuss unique aspects of this 23 year partnership with UALR, how we assessed programming needs for the population served, challenges of increasing university engagement with CI and implications of assessing impact.

Keywords: K-12+ Higher Education Partnerships, Social & Community Services Partnerships

Safety and Protection of Minors: Developing Policy and Best Practices to Protect Youth on Campus
Catherine Howard, and Tina Carter, Virginia Commonwealth University

Activities for non-enrolled minors at colleges and universities such as camps, clinics, workshops, shadowing and conferences are integral components of outreach activities and pipeline programs on urban campuses. Virginia Commonwealth University (VCU) recognized the need for a centralized process to address the safety of youth on campus and embarked on a process of developing a policy and support mechanisms for implementation. This presentation will review processes, best practices in youth program delivery and recommendations identified during the development and implementation of VCU’s Safety and Protection of Minors Policy.

Keywords: K-12+ Higher Education Partnerships, Institutional Change, University-Community Partnerships, Innovations in Higher Education

Lessons from the Playground: How Three Rival Universities Found Sharing Just Works Better
Michael Preston, Florida Consortium of Metropolitan Research Universities

The Florida Consortium of Metropolitan Research Universities collaborate utilizing predictive analytics, career readiness, high-tech pathways, and targeted support to assist student success through institutional collaboration. This session will examine the coming tide of inter-university higher education collaboration and how it will begin to allow for the formation of partnerships designed to strengthen student success, increase access, and improve overall educational quality while also sharing resources and avoiding the duplication of efforts.

Keywords: K-12+ Higher Education Partnerships, Innovations in Higher Education

Managing and Mapping Highly Engaged Students: Metaphorical Code-Switching as a Mode of Experiential Reflection
Chris Countryman, Rutgers University, Camden

Rutgers-Camden Civic Scholars is a Bonner Leader program that awards selected students a scholarship to serve 300 hours per year with nonprofits in Camden, NJ. Civic Scholars provides educational experiences that connect academics with intensive service, engagement with a variety of social issue areas and experts, and an emphasis on leadership and professional development. This workshop will be a discussion that delves deeper into the concept of metaphorical code-switching as a viable experiential learning reflection mode.

Keywords: Civic Learning, Anchor Strategy, Community Development, University-Community Partnerships, Diversity

Using Research Awards to Encourage Applied Research Relevant to an Urban Mission
Jerome Deichert, and Theresa Barron-McKeagney, University of Nebraska at Omaha

In 2014 and 2015, the College of Public Affairs and Community Service (CPACS) at the University of Nebraska at Omaha (UNO) provided funding for projects with high relevance to current urban issues, with the potential to apply the findings to practice in Nebraska, Iowa, and beyond. In this session the presenters will: discuss the motivation for developing the program; describe the process they use in awarding the funds; review the projects that we have funded; discuss how community partners were involved in the projects; and discuss the overall benefits and impacts of the projects both from the perspective of faculty and staff and community partners.

Keywords: University-Community Partnerships, Innovations in Higher Education

Medical Student-Community Partnership: Researching/Proposing Real World Solutions to Critical Community Problems
Kim Bullock, Beverly Roberson Jackson, Ed.D., and Debbie Vargas-Collins, Georgetown University

In the District of Columbia changing demographics now include a population of 25,517 children under the age of three; 25% of the child population. Families of children in this age group have long complained of inequities of diagnosis and treatment for children with special health care needs. This presentation will present an overview of the multi-year strategies and measurable outcomes achieved through an equity partnership model to develop and communicate resonant messages and policy for families based on reflections, focus
MEET THE ARTIST BEHIND THE PAINTING

Arlette Cepeda generously donated an original piece of artwork to CUMU titled Urban Engagement, which was reproduced on the notecards provided to conference attendees.

Arlette Cepeda was born in New York City and raised in Santiago, Dominican Republic. Her work is inspired by her life experiences and is emotionally charged. Although focused on the self, the work presents universal feelings with which the viewer can relate to. In her artwork, Cepeda utilizes a simple vocabulary of symbols that straightforwardly communicates her ideas, characterized by a vivid color pallet and a narrative composition. For Cepeda, creating art is a way of releasing emotions that transform into a palpable object, a depository that allows her to continue life's journey.

As a child, Cepeda studied music and visual arts. After finishing high school, she moved back to New York City to pursue a career in the visual arts. She received a B.A. in Studio Art from Hunter College in 2004, and is currently pursuing a M.A. in Higher Education and Learning Organizations Leadership at Wagner College. Cepeda has participated in various individual and collective exhibitions. She currently works at Wagner College, as the Director for the Center for Leadership and Community Engagement, where she oversees community engagement programs.

Urban Engagement by Arlette Cepeda, 2016

Photo credit: Anna Mulé

Room 7

Measurement and Assessment of Community Engagement: Starting a Campus-Wide Dialogue
Deborah Smith-Howell, Anthony Starke, and Keristiena Shenouda, University of Nebraska at Omaha

The University of Nebraska at Omaha faces difficulties in documenting and systematically gathering data about its community engagement activities, which are essential steps towards measuring the outcomes, impacts and quality of community engagement. This presentation describes the landscape analysis research conducted to understand how stakeholders perceive community engagement, perceived requirements, identify data gaps in reporting mechanisms, consolidate reporting needs, and identify best practices in measurement. Keywords: Institutional Change, University-Community Partnerships, Innovations in Higher Education

Into the Weeds: Using Institutional Data to Support Program Improvement Across the University
Erin Brown, Lynn Pelco, Scott Oates, and Christopher Rillstone, Virginia Commonwealth University

This presentation will provide attendees with an overview of a unique pilot that was undertaken by VCU to strategically utilize institutional data to support program-level improvement, focusing on two programs that serve as models of high impact practices (HIPs) within the university, service-learning and ASPIRE, a living-learning program. The first semester of the pilot found that both service-learning and ASPIRE are succeeding as HIPs at VCU with underrepresented and diverse students participating and being retained at the university when compared to non-participants. Keywords: Institutional Change, Innovations in Higher Education
Disrupting the Norm: Collaborative Approaches to Inspire Institutional Change
Shannon Looney, and Julia Michaels, Association of Public and Land-grant Universities

This session will feature lessons learned from two cross-institutional initiatives: 1) Collaborating for Change, which tests and deploys strategies that foster innovation across urban public research universities and 2) Urban Universities for HEALTH, which aims to build a diverse health and biomedical research workforce to address health disparities. This interactive session will ask attendees to consider how collaborative approaches featured through the two initiatives may apply to their own institutions and change efforts.

Keywords: Anchor Strategy, Healthy Communities, Institutional Change, Diversity, Innovations in Higher Education

Preparing Professionals to Meet the Healthcare Workforce Needs of Our Diverse Communities
Laurie Roades, and Cindy Greenberg, California State University, Fullerton

This presentation will discuss a college-wide, multi-faceted approach to increase both the number and the diversity of healthcare providers through academic programs and curriculum, organizational structure, and special student initiatives. Successful programs in Nursing, Health Science, Human Services, Child and Adolescent Studies, Counseling, and Social Work combine to prepare students to be skilled, culturally-sensitive providers of a broad range of healthcare services in diverse communities.

Keywords: Healthy Communities, Workforce Development, Diversity

Student Success for All: Support for Low Income Students at an Urban Public University
Mark Potter, and Lori Kester, Associate Vice President, Enrollment Management, Metropolitan State University of Denver

In 2015, The Lumina Foundation released “Beyond Financial Aide”, which reported that as increases in the cost of higher education outpace the availability of financial aid, more and more students are left with unmet need, placing especially low-income students at risk of dropping out. The presenters will describe the process at MSU Denver for undertaking solution-oriented discussion on this critical topic and will share examples of how the cross-functional team is now working toward meeting the goals for supporting low-income students. Attendees will also be asked to share their solutions for meeting this critical student-support need.

Keywords: University-Community Partnerships, Social Justice, Diversity

The Shared Value of Nonprofit Partnerships
Debra Hettleman, Building STEPS, Baltimore, Maryland

Partnership is more than a buzz word. For nonprofits, key deliverables and outcomes often rely on strategic partnerships. A multi-faceted partnership with a major university may be the underpinning of a successful nonprofit. More than 80% of Building STEPS’ Baltimore City public high school students earn a college degree. This could not happen without university partnerships. Come learn what successful partnership looks like from the nonprofit perspective, and how collaborative partnerships benefit the university, the nonprofit, the student and the community.

Keywords: Partnerships, Success, Achievement, STEM

Creating an Entrepreneurial Ecosystem: A Strategy for Rust Belt Revitalization
Elgin Klugh, and Ronald Williams, Coppin State University

Institutions of Higher Education located within former “rust belt” communities are increasingly seen as valuable anchors that not only provide gateways for individual economic empowerment, but also serve as “brain centers” charged with generating practical solutions for the economic woes of surrounding communities. This presentation explores the development of The Center for Strategic Ingepreneurship (CSI) at Coppin State University in West Baltimore, Maryland.

Keywords: Anchor Strategy, Economic Development, Urban Development, Entrepreneurship and Small Business Support

Connecting Learners and Job Seekers to Opportunities in Philadelphia
Joanne Ferroni, and Yuri Seung, Drexel University

Digital On-Ramps (DOR) is a collaborative network of 13 agencies based at Drexel University committed to improve the workforce readiness of students and job seekers in Philadelphia by improving the system of training and employment services through the use of 21st century technology. This presentation will focus on the challenges and opportunities with cross industry partnerships, and the differences in implementation from a systems view to an on-the-ground perspective.

Keywords: Anchor Strategy, Economic Development, Workforce Development, Institutional Change, University-Community Partnerships, Neighborhood Support, Innovations in Higher Education

Community Engagement Day Focus Group Workshops: Action Research on Collective Impact
Constance Lacy, Univeristy of North Texas at Dallas

Nonprofit organizations are overwhelmed often by the lack of support, infrastructure and knowledge to create long-term sustainability around their work in order to become more effective in addressing the challenges faced internally and externally. The goal of this presentation is to explain how building and increasing collaboration among a constituent group of organizations can result in collective impact and community engagement using the engaged scholarship model.

Keywords: University-Community Partnerships, Neighborhood Support, Innovations in Higher Education

Public Sector - University Collaboration: Prioritizing Policy Alternatives for the Public Good
Ellen Szarleta, Indiana University Northwest

University-community collaborations in distressed urban areas are often focused on complex, multi-dimensional problems that pose significant challenges to policy makers and academics alike. In this presentation, a case study describing the relevance and use of the decision making model that provided community leaders with a unique view of property
values in the context of urban redevelopment will be detailed and the lessons learned will be shared to inform similar collaborative efforts.

Keywords: Urban Development, Community Development, University-Community Partnerships, Social Justice

Weber State and Ogden: Defining Each Other through the College Town Initiative
Chuck Wight, and Brenda Marsteller Kowalewski, Weber State University; Bill Cook, Ogden City

The partnership between Weber State University (WSU) and the City of Ogden, UT was recognized in 2015 as the most robust partnership in the United States and Canada by the International Town and Gown Association. Presenters from Ogden and WSU will outline key elements of the College Town Initiative, with the main goal of showcasing a model of stewardship that is strategic, intentional, and formalized between the university and its host city.

Keywords: Anchor Strategy, University-Community Partnerships, Diversity, Shared Spaces

Room 6

A Service Year: Innovations in Campus-Community Partnerships
Jenna Dell, Service Year Alliance; Jennifer Johnson, Drexel University

This session will describe a partnership between Service Year Alliance and Drexel University’s UConnect initiative, through which students learn about the real and pervasive social justice issues effecting their local communities, while also supporting their neighbors in navigating the complex social service landscape. Presenters will guide a discussion around this strategy, share best practices, and help participants explore whether a service year strategy will help fulfill their institutional goals.

Keywords: K-12+ Higher Education Partnerships, Civic Learning, Anchor Strategy, Healthy Communities, Economic Development, Community Development, University-Community Partnerships, Innovations in Higher Education

Music to Our Ears: A University / Youth Orchestra Collaboration
•Lynn Stanton-Riggs, and Marisol Morales, University of La Verne

This presentation will describe an innovative first-year university student program called FLEX: Freshman Learning Experience, and will show how adding a community engagement component to the FLEX triad of courses greatly enhanced the experiences of the faculty, students, youth and administrators involved in the University / Youth Orchestra collaboration. Attendees will hear of the successes and challenges of this ambitious collaborative project between the University and YOLA at HOLA, a successful urban program providing for some of Los Angeles’ most vulnerable youth, specifically through a K-12 social change/youth development orchestra program.

Keywords: Institutional Change, Innovations in Higher Education

First Year Experience: Success and Challenges in a First Year Experience Program
Kim Wingate, Valerie Rutledge, and Beth Crawford, University of Tennessee at Chattanooga

This presentation will highlight the process of developing and implementing a First Year Experience program intended to impact up to 2100 freshmen annually at a four-year public university. This session will provide attendees with recommendations in fast-tracking their own institutional First Year Experience program, while also promoting dialogue in best practices across existing and proposed programs.

Room 7

Starting with Faculty: Building a Culture of Engaged Scholarship on Campus
Arto Woodley, and Benjamin Berger, Swarthmore College

Participants will gain an understanding of what motivates some faculty members to consider the work of engagement. They will learn how to assist faculty to connect their existing research and coursework to engagement opportunities. Finally, they will understand how to move their engaged scholarship work from being activity-based to sustainable with strong community partnerships.

Keywords: Civic Learning, Anchor Strategy, Institutional Change, Urban Development, University-Community Partnerships, Social Justice

Community Engagement: Can it Retain its Momentum Throughout a University Presidential Transition?
Dian Olszowy-Jones, University of Georgia

University presidents hold the strategic and symbolic power to communicate their institutions’ missions internally within their institutions and externally to the larger community; however, the requirements and demands of the position are dramatically increasing and significant presidential turnover is also occurring. The purpose of this session is to present a case study on the effects of community engagement throughout a university presidential transition and its applicability to urban and metropolitan universities.

Keywords: Institutional Change, University-Community Partnerships

Professional Development for Community-Engaged Research and Teaching: An Integrated Model for Administrators, Instructors, Researchers, and Community Partners
Lynn Pelco, and Jennifer Early, Virginia Commonwealth University

Traditional professional development strategies, such as workshops and lectures, are ill-suited to meeting the goals of adult learners interested in utilizing community-engaged research and teaching methods. Participants will learn key andragogy principles and how to integrate these into community-engagement professional development initiatives; core community-engagement concepts that apply to both teaching and research activities; a method for creating a flexible professional development system that can be delivered in multiple formats; and strategies for creating learning environments that can simultaneously meet the needs of multiple stakeholder groups.

Keywords: University-Community Partnerships, Innovations in Higher Education

Join the Conversation on Twitter • @MetropolitanU • #CUMU2016 | 29
In a Presidential election year like no other — replete with contentious debates, harshly personal accusations, scandals and controversies — real discussion of many policy issues has been lost in the noise. But one thing is clear: the results of November 8th will have profound implications in a range of areas, including urban education policy. We invite you to join us for a robust luncheon discussion of these issues:

- What are Hillary Clinton’s real domestic policy priorities and where does urban revitalization, research and education fit on that agenda? Can she deliver?
- What opportunities would a Donald Trump Administration present for education and urban development policy?
- How is the likelihood of legislative action affected by the different scenarios for control of Congress? Which scenario is the most likely?
- Could the tone, tenor and substance of public discourse actually improve after the election? Could we actually see a better-functioning legislative branch or improved collaboration between Congress and the President?
- Who are likely to be the key players on education, labor, urban development and economic policy in 2017 and beyond?
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