



Service Learning for the Public Good

National Community College Conference on Service Learning and Community Engagement
Conference Schedule (as of May 7, 2018)

Friday, May 18, 2018

8:00 am-5:00 pm: Registration
(East Entrance)

8:00-9:00 am: Breakfast for Preconference Workshop Attendees
(2nd Floor Foyer)

9:00 am-12:00 noon: Preconference Workshops

Preconference Workshop 1: An Introduction to Service Learning and Community Engagement (Room 2305)

Duane Oakes, Faculty Director, Center for Community and Civic Engagement, Mesa Community College; Patty Robinson, Faculty Director, Civic and Community Engagement Initiatives, College of the Canyons

Attend a hands-on workshop to learn what service learning is, what it isn't, and why and how to do it. The majority of community colleges offer service learning as a strategy for increasing student success in a community-based setting. Hear about faculty experiences with service learning and how it transformed their academic courses. Discussion will cover definitions and examples of service learning and community engagement; community college service learning outcomes and student success; the importance of developing reciprocal relationships with community-based organizations; and how service learning can satisfy course competencies and learning objectives. Individual and small-group activities will include identifying effective reflection techniques; understanding how various stakeholders contribute and benefit; identifying appropriate service opportunities and partner sites; and incorporating service learning in course syllabi.

Preconference Workshop 2: Preparing for the 2020 Carnegie Community Engagement Classification (Room 2303)

Gail Robinson, Education Consultant, Gail Robinson Consulting; Alexandra Wendt, Service-Learning Coordinator, Chandler-Gilbert Community College

Since 2006, the Carnegie Foundation for the Advancement of Teaching has selected 392 colleges and universities for its elective classification on community engagement. The classification provides an established level of legitimacy, accountability, public recognition, and visibility. It can be a catalyst for efforts to improve teaching and learning through curricular connections to community-based problem solving, as well as a tool for institutional benchmarking, self-assessment, and self-study. If your college

is planning to apply for the 2020 classification, or if you simply are interested in what the process entails, this is a don't-miss opportunity. This workshop will feature information and tips from some of the 20 community colleges that currently hold the designation. Learn what you need to plan for the process, including forming a team, gathering data and information, and organizing and writing the application. Discover why and how to use the classification to benefit your service learning and community engagement initiatives. Consider how to improve your practice in assessment, reciprocal partnerships, faculty rewards, and integration and alignment with other institutional initiatives.

Preconference Workshop 3: How to Build and Institutionalize a Service Learning Center (Room 2315)

Velda Arnaud, Business and Leadership Instructor, Blue Mountain Community College; Diana Hornick, Communication Faculty, Arapahoe Community College; Brandon Kosine, Dean, School of Social and Behavioral Sciences, Casper College

At some community colleges, service learning experiences are scattered throughout the college as separate curricular or co-curricular experiences. Such a non-systemic structure may confuse students and not allow them to build their skills and develop their knowledge about service. A campus-wide or institutionalized approach serves students and community partners well and demonstrates value to the students. With a campus-wide structure, collaboration among faculty becomes much easier, as does developing relationships with community organizations. When students see a shared vision and definition, student organizations may become more involved with projects on and off campus, and these activities build synergy among student groups. On some campuses, service learning exists only as isolated activities. In this workshop, we will discuss strategies to engage faculty and students to develop more curricular and co-curricular opportunities. Participants will learn the benefits of a campus-wide program and develop strategies to overcome obstacles.

12:30-2:00 pm: Lunch and Opening Session (Community Room 0650, Lower Level)

How Do You Make the Impossible Possible?

Paul Hernandez, PhD, Senior Community College Leader and Author, The Pedagogy of Real Talk
Dr. Hernandez is a nationally recognized speaker and leader in college access and success, community outreach, and pedagogy for educators working with underserved and underprepared students and those at risk of dropping out of school. Additionally, he is an award-winning scholar and administrator through his diverse work in higher education, K-12, and with nonprofit organizations. After his talk, Dr. Hernandez will answer questions and sign copies of his book.

2:00-2:30 pm: Break and Book Signing

2:30-3:30 pm: Concurrent Sessions A (Workshops)

A1: Bobo Books: Turning Art into Poetry—into Sandwiches? (Room 2303)

Emily Bobo, English Faculty, Ivy Tech Community College, IN; Charity Heggstad, Photographer and Philanthropist, The Joy of Film, IN

Learn how to turn art into poetry and poetry into public good in a service learning workshop! In addition to providing hands-on experience, this workshop will explore the challenges, successes, and logistics of incorporating a service

learning project that seeks to raise funds for local charities. Participants will be given ideas on how to incorporate service learning projects into their own classrooms and turn those projects into a public good in their communities.

**A2: Converging on Reciprocity: Bottom-Up and Top-Down Approach to Community Partnership Development
(Room 2305)**

Sean Crossland, Director, Thayne Center for Service & Learning, Salt Lake Community College, UT
Partnership programming at Salt Lake Community College started with an AmeriCorps VISTA eight years ago. Today, we use a multi-tiered, customizable partnership agreement and maintain partnerships with more than 100 organizations. This interactive session will provide an overview of SLCC's approach to community partnership development, including sharing results from the 2018 assessment of the community partnership development program and a discussion on how reciprocity became a central theme of SLCC's Civic Action Plan.

**A3: Cultivating Food Justice through a Community-Based Learning Approach
(Room 2307)**

Diane Shingledecker, District Career Technical Community-Based Learning Faculty Coordinator, Portland Community College, OR

Community-based learning (CBL) is one of the most effective ways to engage students while incorporating social justice into higher education. When CBL projects develop across disciplines and integrate community partners, student work can reinforce course outcomes and directly address social issues such as food insecurity. This workshop will discuss an innovative cohort model centered around our campus food canteens and in collaboration with local food pantries. We will then share projects utilizing campus gardens that can become a vital part of food insecurity work. CBL coordinators will discuss their work and help participants develop projects for their own campuses.

**A4: Faculty Learning Communities: Building a Culture of Service Learning through In-Depth Engagement of Instructors
(Room 2301)**

Sapan Parekh, Associate Director, Service Learning and Community Engagement, Bellevue College, WA
Faculty learning communities (FLC) provide an opportunity for interested instructors to dive deeply into service learning, and to support each other in creating innovative, community-engaged courses. Additionally, FLC participants become champions for service learning on their campus. Community colleges often face unique challenges when it comes to service learning, but having well-informed and passionate instructors can help to overcome some of them. Bellevue College, the largest community college in Washington State, is now working with its second FLC cohort. This interactive workshop will draw from these experiences to help participants design FLCs that meet the needs of their own colleges.

**A5: Statewide Policy on Civic Learning and Engagement in Public Higher Education: The Massachusetts Story
(Room 2317)**

John Reiff, Director, Civic Learning and Engagement, Massachusetts Department of Higher Education; Cate Kaluzny, Senior Specialist, Learner Effectiveness and Civic Engagement, North Shore Community College, MA; Suzanne Buglione, Dean, Lash Division for Teaching & Learning, Bristol Community College, MA

This session will tell how Massachusetts public institutions worked together since 2012 to first shape and then implement the first policy in the nation to call on all the state's community colleges and state universities to make civic learning (in the classroom, in the co-curriculum, and in engagement with communities beyond the campus) an expected outcome for all their undergraduates. Special attention will be given to service learning in community colleges, one of which will serve as a case study. Participants will explore how they might help create similar policies in their own states.

**A6: "There Goes the Neighborhood": Utilizing City as Text for Community Engagement and Service Learning
(Room 2315)**

Verdis Robinson, National Director, The Democracy Commitment, DC

This session will explore ways to incorporate the "City as Text" active learning pedagogy to engage communities through service learning projects. Demonstrating the legacy of a service learning project conducted at Monroe Community College, The Democracy Commitment's national director will take participants on a virtual tour created by community colleges students of their own communities to discover its historical transformation and inform renewal efforts. Participants will also explore ways to apply this transformative service learning project on their own campuses and in their own communities.

3:30-4:00 pm: Break

4:00-5:00 pm: Concurrent Sessions B (Workshops)

**B1: Communities and Entrepreneurs Partnering for the Public Good
(Room 2307)**

Donna Armelino, Business Faculty, Red Rocks Community College, CO

This interactive workshop addresses the designing and facilitation of service learning projects that teach future entrepreneurs to cultivate and engage their communities. Fostering the idea that entrepreneurs are the heart of the community, a business-consulting model of service learning will be addressed. The workshop will be a hands-on, problem-solving initiative that demonstrates how communities can be strengthened by actively engaging students with local entrepreneurs and their businesses. Additionally, the use of a business-consulting model will provide participants with a systemized way for working hand-in-hand with students and local organizations.

**B2: More than Citizen Science: Igniting the Spark of Service through Integrating Honors and Science
(Room 2305)**

Barbra Sobhani, Director, Trefny Honors Program, Red Rocks Community College, CO

Service learning has been a hallmark of Honors education, connecting students to their communities, often through humanities courses. At Red Rocks Community College, we are integrating service learning into our science honors courses. Citizen science is one way to engage students in doing science and participating in the scientific community. However, service learning allows an even deeper connection to the community and the environment. Honors faculty are building service learning projects across the curriculum. Come share ideas and discuss building partnerships for successful projects.

**B3: Crossing Bridges & Engaging Students beyond the Classroom, One Book at a Time
(Room 2315)**

Yanely Cordero, Assistant Professor of English, Miami Dade College, FL; Jessyca Perez, Associate Professor of Psychology, Miami Dade College, FL

Participants will engage in a practical hands-on training/working session where they will become familiar with "Pages for All Ages," a White House Bright Spot in Hispanic Education Initiative recognized service learning program. "Pages For All Ages" creates meaningful mentoring relationships between college students and need-based agencies while exploring literacy through various modes. The goal is to inform emerging communities, other programs, initiatives, and stakeholders on what is working for Latinos in K-20 education. Participants will receive training on program implementation, and will role-play mentor/mentee roles as they embark in the process of completing a short book.

**B4: Evaluate Before It's Too Late
(Room 2301)**

Carrie Braaten, Service-Learning Placement Coordinator, Chandler-Gilbert Community College, AZ
Formative assessment techniques, unlike summative assessments, aim to solve problems and guide students during their service learning experience. With immediate feedback, faculty, community partners, and staff can help students serve more effectively, which can lead to greater good in the community. When the service is great, students learn more content and grow personally and professionally. Participants will leave this workshop with their own simple and effective evaluation to use in the new academic year.

**B5: How to Be a Good NeighBEAR: A Detailed Look at Service Programs and Their Development
(Room 2317)**

Anthony Krajewski, Service Learning & Civic Engagement Coordinator, Brookhaven College, TX; Racheal Owen, Department Assistant, Brookhaven College, TX

In a detailed look at programs used as a part of Brookhaven College's Service Learning & Civic Engagement Department, this session will highlight the importance of in-house developed programs, academic/faculty collaborations (curricular and co-curricular), and local city-government partnerships. Attendees will have the opportunity to collaborate and discuss potential connections and unique opportunities that can be developed through departments on their own campus. Information on how to create an outline for starting their own on-campus programs to promote service learning, volunteerism, and civic engagement will also be included.

**B6: Supporting the Global Public Good: Connecting Community Engagement to the United Nations' Sustainable Development Goals
(Room 2303)**

Beth Blissman, U.N. Representative, Loretto Community, NY; Gail Robinson, Education Consultant, Gail Robinson Consulting, MD

Experienced community college practitioners will facilitate a rich conversation about some of the highest hopes of humanity: the United Nations' Sustainable Development Goals (SDGs). We will frame this discussion in a manner that celebrates the achievements of the service learning and community engagement field and also challenges the field in directions that encourage local programs to go global in both perspective and action. Join us for a lively conversation that looks at integrating global learning outcomes with curricular and co-curricular engagement, using the 17 SDGs as a focus for preparation, action, and reflection.

**5:00-6:30 pm: Reception, Marketplace, and Student Poster Session
(Grand Foyer)**

Saturday, May 19, 2018

**8:00 am-4:00 pm: Registration
(East Entrance)**

**8:00-9:00 am: Breakfast
(Red Rocks Café)**

9:00-10:00 am: Concurrent Sessions C (Workshops)

**C1: Connecting STEM Students to the Community Enhances Learning
(Room 2307)**

Antonina Ries, Department Chair, Sciences and Mathematics, Ivy Tech Community College, IN; Inna Estep, Microbiology Faculty, Ivy Tech Community College, IN

This session focuses on how connecting our students to the community in a meaningful service project is used as an alternative teaching and learning methodology to meet the curriculum learning outcomes. Including a service component in a chemistry and microbiology course required flexibility and creativity on the instructor's part as well as the institution. During the presentation we will share examples of how meaningful community service with instruction and reflection can engage college students, challenge them, teach them to work effectively in teams, help to explore connections between public policy and environmental chemistry and health safety, improve students' reasoning ability and confidence in their science-based decisions, and enrich learning experience in any class YOU teach.

C2: Challenging and Supporting Faculty Who Are New to Community-Based Learning: Best Practices for Meeting Faculty Where They Are (Room 2303)

Hannah Cherry, Program Coordinator, Portland Community College, OR; Lisa George, Cascade Campus CBL Faculty Coordinator; Portland Community College, OR; Catherine Thomas, Southeast Campus CBL Faculty Coordinator, Portland Community College, OR

Can community-based learning be incorporated into any discipline? It may be possible to include service projects into just about any course, but what about facilitating reflections and difficult conversations about social issues? How do we address faculty apprehensions about incorporating a pedagogical approach with a social justice lens? The team from Portland Community College's Community-Based Learning Program will share their professional development continuum approach, which aims to meet faculty where they are and encourage them to evolve their CBL practice. We invite participants to discuss their own concerns as well as strategies they have used at their own institutions.

C3: Critical Formative Assessment to Institutionalize Service Learning as an Innovation (Room 2301)

Robert Franco, Professor, Pacific Anthropology, and Director, Institutional Effectiveness, Kapi`olani Community College, HI

Service learning is often framed as an innovative high-impact practice, with campus leaders extolling its virtues. The excitement of "innovation" and probably some minimal injection of funding carry the program forward until someone (faculty senates, chairs, administrators) asks the question, "Does it work?" or more recently, "Does it lead to improvements in student success?" This session will focus on the formative assessment methods that Kapi`olani Service and Sustainability Learning (KSSL) uses to institutionalize KSSL through 2021. Participants will take home a number of qualitative and quantitative methods that can be adapted for their use in moving from innovation to institutionalization.

C4: Service Learning and Strategic Partnerships as a Pathway to Community Electoral Engagement (Room 2305)

Verdis Robinson, National Director, The Democracy Commitment, DC; Dan Xie, Political Director, Student PIRGs; Kathryn Quintin, Programs Manager, Asian and Pacific Islander American Vote, DC

In this session, The Democracy Commitment will discuss and demonstrate the use of service learning as a pathway to student-led community electoral engagement. TDC's Community College Political Engagement Project aspires to empower students to engage their campuses and communities politically through service learning and strategic partnerships with national nonpartisan nonprofit organizations such as Student PIRGS and APIAVote. Featuring efforts in New York, Massachusetts, and California, this session will demonstrate how to empower community college students to harness their civic power through service learning projects. Participants will also begin the early stages of democratic engagement action planning ahead of the 2018 elections.

C5: Serving the Public Good: Teaching Social Justice through Academic Travel and Service Learning (Room 2315)

Toni Nicholas, History Faculty, Red Rocks Community College, CO; Wendy Bird, Business Faculty, Red Rocks Community College, CO; Jen Macken, Director, Center for Inclusion & Diversity, Red Rocks Community College, CO

What happens when you combine diverse student populations for a semester of service learning, encountering a different real-world problem each week, and THEN put them on a bus together for 11 days for a Civil Rights Road Trip that walks them through the footsteps of history? Explore questions about service learning as a tool for social justice: Who are we engaging in these experiences? Who benefits from this work? How can we be intentional about creating experiences that don't exploit or perpetuate oppressive structures?

C6: Using Problem-Based Learning to Create an Alternative Break Service Project (Room 2317)

Joseph Coppola, Speech Instructor, Palo Alto College, TX; Hunter Bates, Student Success Coordinator, Palo Alto College, TX

In the wake of Hurricane Harvey, Palo Alto College sought to offer students an opportunity to participate in a winter break project serving affected communities in south Texas. Speech students researched and identified where and which agencies they could assist. Students used a problem-based learning (PBL) framework to meet course outcomes including critical thinking, leadership, group communication dynamics, and conflict management. This session explores how PBL can be used within service learning classrooms and how empowering students to make decisions can ease the burden for service learning offices. Participants will learn how to apply the PBL process, develop a day or multiple days of service opportunities, and brainstorm opportunities for collaboration with faculty.

10:00-10:30 am: Break

10:30-11:45 am: Concurrent Sessions D (Roundtables)

Each of the following sessions will be offered twice as informal roundtables from 10:30-11:00 am and 11:15-11:45 am.

D1: Integrating Soft Skills Development for Service Learning Success (Room 2301)

Erin Hoag, Vice President of Financial Services & Strategic Development, Innovative Educators, CO; Kristen Seldon, Director of Institutional Relations, Innovative Educators, CO

It is clear that service learning is beneficial to students, their college, and their community, but how do we make sure that students are as prepared as possible for their service learning experience? How do we make sure that students can contribute at the highest level? Answer = Soft skills! "Research from the National Soft Skills Association reports that 85% of job success comes from having well-developed soft skills." Attend this roundtable to discuss how to provide soft skills training to students so they can have job success and the service learning partnership can be as successful as possible.

D2: Creating Lasting Connections and Lifelong Learning through the Development of a Summer Kids' College Program (Room 2307)

Annie Pearson, Agriculture Faculty, Redlands Community College, OK; Natalie Cox, Physical Education Faculty, Redlands Community College, OK

In an effort to provide local children with an active learning experience that fosters excitement for education, Redlands Community College has created a Summer Kids' College Program that is a collaborative force across our academic disciplines and utilizes the talents of our college students, who receive service learning credit to develop curriculum and teach students who have completed first through sixth grades.

**D3: Educational Outreach as Service Learning
(Room 2304)**

Lynnette Hoerner, Astronomy Faculty, Red Rocks Community College, CO

Are you involved in outreach events in classrooms, libraries, or other public venues? Is this something you'd like your students to do? Then come join this roundtable discussion on how to plan and carry out educational outreach events with your students. Students can plan, organize and teach these events and, in the process, develop teamwork skills, presentation skills, and an appreciation for sharing their knowledge with others. Come share ideas for establishing community partnerships, organizing events, and assessing learning in this type of service learning program.

**D4: Intersection of Study Abroad and Service Learning
(Room 2315)**

Linda Yazdani, Director of International Student Services & Programs, Red Rocks Community College, CO

Study abroad is becoming increasingly popular among community colleges systems, and with federal financial support, some study abroad opportunities have become more accessible to students. In order to increase the value of study abroad opportunities for community college students, many short-term and longer-term study abroad programs are including a service learning focus or at least a service learning component in their offerings. This session will use examples from successful service learning study abroad opportunities, discuss multiple service learning/study abroad formats, and allow time for group discussion.

**D5: Johnson County Community College's Civic Leadership Program
(Room 2305)**

Tara Karaim, Community Based Learning Coordinator, Johnson County Community College, KS; Ana Hyo Young Lim, Student, Johnson County Community College, KS

Johnson County Community College recently revamped its sole service program on campus that promotes leadership and civic engagement. It was reorganized and simplified to three sections: service, leadership, and reflection. The program requires 75 hours of service (of which 20 hours must be earned in a service learning course), a series of leadership tasks, reflection in the form of an online course, a final project, and assessment of student learning outcomes. This roundtable will discuss the importance of such programs, deliberate effectiveness, and suggest ways of improvement.

**D6: Doing Democracy and Service Learning
(Room 2317)**

Sharyn Lowenstein, Director, Center for Community-Based Learning, Lasell College, MA

We will explore ways in which democratic pedagogy can elevate the service learning experience so it is more impactful, enhances empathy, and helps students explore the relationship between self and society. In the first roundtable, we will look at Talking (or Peacemaking) Circles and their role in developing team building. In the second roundtable, we will focus on Deliberative Dialogue, a conversational format in which pressing social issues are discussed and members reason together in the public space. Both sessions will include discussion of how to better position students to move beyond personal interest and re-orient to the common good.

**D7: STEM, Innovation, and Community Engagement with Peer-to-Peer Service Learning: Defining a
"Public" Closer to the Classroom**

(Room 2303)

Sara Fall, English Faculty, Red Rocks Community College, CO; Jeremy Beard, IDEA Lab Lead Academic, Red Rocks Community College, CO

Want to find a way to implement service learning without leaving campus? Create meaningful partnerships between students? Collaborate with colleagues? Peer-to-peer service learning provides authentic collaborative experiences without your having to facilitate off-campus activities. Our technical writing and pre-engineering classes collaborate as they would professionally: teams partner across classes, and students work together to communicate technical details and innovative engineering designs to broad audiences in multiple projects over the

course of the semester. Sometimes this works out great, sometimes not so much. We'll share our process with you and help you brainstorm ideas for this kind of partnership.

**12:00 noon-1:30 pm: Lunch and Plenary Session
(Community Room 0650, Lower Level)**

What Are You Going to Do? Social Justice and the Public Good

Lecia Brooks, Outreach Director, Southern Poverty Law Center

Lecia Brooks leads the Southern Poverty Law Center's outreach efforts on key initiatives and social justice issues. As outreach director, she frequently gives presentations around the country to promote tolerance and diversity. She also serves as director of the Civil Rights Memorial Center in Montgomery, Ala., an interpretive center designed to provide visitors to the Civil Rights Memorial with a deeper understanding of the civil rights movement. She joined the SPLC staff in 2004 as director of Mix It Up at Lunch Day, a Teaching Tolerance program designed to help break down racial, cultural and social barriers in schools. Previously, she worked for 12 years in a number of capacities for the National Conference for Community and Justice in its Los Angeles office. She is a graduate of Loyola Marymount University.

1:30-2:00 pm: Break

2:00-3:00 pm: Concurrent Sessions E (Workshops)

**E1: Best Practices in Service Learning
(Room 2315)**

Andrea Mason, English Faculty, Arapahoe Community College, CO; Katie Caron, Ceramics Coordinator/Faculty, Arapahoe Community College, CO; Terry Harrison, Biology Faculty, Arapahoe Community College, CO; Josie Mills, English Faculty, Arapahoe Community College, CO

Arapahoe Community College faculty from English, ceramics, and biology will present their experiences with service learning, including best practices on creating and integrating service learning projects into courses. The goal will be to give staff and faculty a feel for what service learning assignments have worked well in particular classes and why. Attendees should come away with ideas of how to successfully integrate a service learning project into an existing class.

**E2: Empowering Our Community Partners through Reciprocal Relationships
(Room 2305)**

Alexandra Wendt, Service-Learning Coordinator, Chandler-Gilbert Community College, AZ

Learn about Chandler-Gilbert Community College's service learning program and what practices have helped them build reciprocal partnerships. Participants are invited to interactively examine principles and practices found in research that serve to foster reciprocal relationships with community partners. Principles and practices to be examined and discussed include listening, collaboration, inward reflection, intentional communication, evaluation, trust, inclusion in student learning activities and reflections, and balance of power. The question is, how do we best engage these practices and principles to the benefit of community partners, student learning, and our institutions?

**E3: Hunger, Students, and Classroom: What Good Can We Do?
(Room 2317)**

April Lewandowski, English Faculty, Front Range Community College, CO; Kelli Cole, English Faculty, Front Range Community College, CO

During our courses, students read "The Grapes of Wrath," create a PhotoVoice essay, serve at the Food Bank of the Rockies, and produce a Hunger Banquet. This session focuses on the experience of the Hunger Banquet, hoping to stir your imagination about how you can use project-based learning for the good of your students, your college, and your community. In this session, you'll receive a ticket that identifies your story of hunger as a

community college student. Participate in the interactive banquet to learn more about what it means to be hungry and how Composition students engage in project-based learning.

E4: Pathways of Public Service and Civic Engagement (Room 2307)

Gail Robinson, Education Consultant, Gail Robinson Consulting, MD; Sean Crossland, Director, Thayne Center for Service & Learning, Salt Lake Community College, UT

Learn about multi-institution programming and research on an innovative holistic framework for six Pathways of Public Service and Civic Engagement that describe a range of possibilities by which college students can contribute to the public good. The six Pathways include community-engaged learning and research, community organizing and activism, direct service, philanthropy, policy and governance, and social entrepreneurship and corporate social responsibility. A diagnostic tool helps identify students' predispositions and interests, and informs faculty/staff considerations for advising, programming, and research. Learn how to use the free tool and share data in ways that strengthen its validity and usefulness nationally.

E5: Sustaining Service Learning: Effective Faculty Programming at Onondaga Community College (Room 2301)

Fairlie Firari, Assistant Professor, Communications, Onondaga Community College, NY; Maria Malagisi, Assistant Director, Service-Learning, Onondaga Community College, NY; Lee Berg, Associate Professor, Nursing, Onondaga Community College, NY; Carolyn Bice, Association Professor, Communications, Onondaga Community College, NY

Most agree service learning is good for students and the community; unfortunately, that doesn't always lead to faculty participation. At Onondaga Community College, a group of faculty initiated a plan to increase faculty and community partner engagement. They applied for OCC's President's Incentive Grant to pilot a Service Learning Faculty Fellowship Program that is now in its third year. Experienced committee members and faculty will share "the good, the bad, and the won't do that again" learned through this process to help other colleges support faculty as they begin their journey of designing, implementing, and administering rewarding service learning projects for their courses.

E6: Thinking Through On-Campus Service Learning at Community Colleges (Room 2303)

Kara Lundin, Higher Education Coordinator, PeaceJam Rocky Mountain, CO

Using a case study from an on-campus service learning course at Red Rocks Community College as a foundation, this session will explore best practices and the challenges of integrating on-campus service learning into community college courses. Participants will then workshop ways they can incorporate on-campus service learning at their institution or expand on current initiatives. This interactive session welcomes all attendees, whether they are new to service learning, or looking to deepen their knowledge in a co-created learning environment.

3:00-3:15 pm: Break

**3:15-4:00 pm: Closing Plenary Session
(Community Room 0650, Lower Level)**

Presidents' Panel

Dr. Michele Haney, President, Red Rocks Community College; Dr. Everette Freeman, President, Community College of Denver; Dr. Carmen Simone, President, Trinidad State Junior College

The conference will close with a panel of community college presidents reflecting on their institutions' service learning and community engagement initiatives as related to the public good.