



Date: Friday, April 5, 2013

8:00 a.m. to 2:00 p.m.

Location Information:

Registration, Breakfast, Keynote, & Lunch:

[UMass Lowell Inn and Conference Center](#)

50 Warren Street

Lowell, Ma 01852

Morning & Afternoon Breakout Sessions:

[Middlesex Community College, Lowell City Campus](#)

(Across the footbridge from the Umass Lowell Inn & Conference Center)

Program Overview

- 8:00 - 8:30 a.m. Optional Morning Wellness Activity-(Wake Up and R-E-L-A-X)
- 8:00 - 8:45 a.m. Registration and Continental Breakfast
- 8:45 - 8:55 a.m. Welcome from Middlesex Community College
- 9:00 - 10:00 a.m. Keynote:
Alberto Olivas, Director,
Center for Civic Participation
Maricopa Community College
- 10:15 - 11:30 a.m. Concurrent Sessions
- 11:30 - 11:45 a.m. Break
- 11:45 - 1:00 p.m. Concurrent Sessions
- 1:15 p.m. Luncheon
- 2:00 p.m. Adjourn
- 2:00 - 2:30 p.m. Optional Afternoon Wellness Activity (Meditation Session)
- 2:30 - 4:00 p.m. Optional Afternoon Activity (Lowell Historical Trolley Tour)

Concurrent Session Descriptions

Room Codes: LC - Lowell City; LF - Federal Building

8:00 – 8:30 a.m. Optional Wellness Activity

Wake Up and R-E-L-A-X – LC-Lower Cafeteria

Lynn Gregory, Personal Counselor, Middlesex Community College

A Chinese proverb says, "Tension is who you think you should be. Relaxation is who you are." Come experience guided relaxation and let go of all the "shoulds". Guided relaxation induces the relaxation response, which is a physical state of deep rest that changes our emotional and physical response to stress. In today's session, you will receive instruction in the following relaxation strategies: deep breathing, passive progressive relaxation, and visualization. If this sounds like a nice way to start your day, please join us.

10:15 – 11:30 a.m. Concurrent Session I

Strategic Synergies: Using Service-Learning to Build STEM Pipelines for Underserved Communities - LF – Assembly Room

Robert W. Franco, Professor and Director of Institutional Effectiveness, Kapiolani Community College, University of Hawaii

Community colleges are a "critical nexus" in the efforts of communities and states to increase citizen participation in STEM majors and degrees. Service-learning and engaged partnerships can be leveraged to develop STEM degree pipelines for under-represented students. Two NSF initiatives, the Experimental Program to Stimulate Competitive Research (EPSCoR) and Science Education for New Civic Engagements and Responsibilities (SENCER), will be featured in this interactive session.

Engaged Learning Economies: Aligning Civic Engagement and Economic Development in Community – Campus Partnerships -LF213

Barbara S. Canyes, Executive Director, Massachusetts Campus Compact MACC

An Engaged Learning Economy connects economic outreach and civic engagement in college-campus partnerships. Last October, 2012, Campus Compact released a new report on aligning civic engagement and economic development. This workshop will explore the value of creating engaged learning economies to develop economically vibrant communities. Community College Case studies will be used to highlight and discuss approaches to aligning civic engagement and economic development efforts. In addition, Massachusetts Campus Compact will share resources on how to start institutionalizing this work on your community college campus.

Where Faculty Fear to Tread: Role Modeling Civility in a Digital World - LF203

Lance Eaton, Coordinator of Instructional Design, North Shore Community College

This presentation explores the ways and whys to have meaningful engagement with students through social media. Colleges deliver role models in the flesh, but fail to create digital role models. With applicants increasingly "Googled" for each job application, it's worth helping students to become well-rounded digital persons.

It Takes a Village: Improving Access and Success through Textbook Cost Management - LF205

Clea Andreadis, Associate Provost; MaryAnn Niles, Assistant Dean of Academic Resources; Jeanne O'Connor, Disability Support Coordinator; and Rhaisa Menezes, student, Middlesex Community College

Students report that textbook costs are an impediment to their academic success. In this session, the MCC Textbook Committee will discuss strategies employed to mobilize the community to address this access issue. Topics will include open source materials, the college's innovative Textbooks Unbound project, and student-to-student education.

One College, One Book: Engaging a Community of Readers - LC104

Lore Loftfield DeBower, Dean of Arts and Humanities and Jeanmarie Fraser, Associate Dean of Academic Support & Learning Resources, Cape Cod Community College; Nina Keery, Professor of Writing and Literature and Cathy Abraham, Librarian, MassBay Community College; Jennifer Cohn, Associate Professor of English, Bunker Hill Community College; and Jennifer Rudolph, Coordinator of Public Services and Instruction, Massasoit Community College Library

Reading a common book on campus forges a community identity. Reading for pleasure supports lifelong learning and positively impacts student success. Campuses with very different One Book budgets have found ways to make common book initiatives work. The presentation will include handouts, sample illustrative interactive practices, a PowerPoint that includes photos and video clips.

Promoting a Safe and Supportive Campus Environment - LC112

Susan Woods, Associate Dean of Student Support Services; Lynn Gregory, Personal Counselor and Consultation Services; and Aimee Rusman, Director, TRIO Program for Student Achievement, Middlesex Community College

Utilizing on-line reporting mechanisms and tracking software, the MCC Student Assessment and Intervention Team (SAIT) receives reports of disruptive, problematic, concerning behavior or misconduct and takes appropriate action. Attendees will gain increased understanding and knowledge of current practices, the impact on the college community, and strengths and challenges of SAIT initiatives.

Civic Engagement Programs and Courses for Encouraging Community Service Leadership - LC113

Mary Zahm, Professor of Psychology and Director of Civic Engagement; Rebecca Clark, Assistant Professor of Human Services and Assistant Director of Civic Engagement; and Jennifer Boulay, Civic Engagement Program Coordinator, Bristol Community College

The presenters will discuss several opportunities BCC students have to learn effective leadership strategies and practice leadership skills. These include the Community Service Leadership Program, Community Leadership and Global Leadership Courses, and Global Leadership Certificate of Accomplishment. Some student-led community service projects will be highlighted.

The Occupy Movement, Fugitive Democracy and Active Citizenship - LC110

Stephen E. Slaner, Professor of Political Science and Paul Saint-Amand, Professor of English, Northern Essex Community College

As part of the college experience, students are often encouraged to devote time and energy to causes larger than themselves. This notion involves a conception of citizenship going beyond simply voting. Active citizenship and the idea of a fugitive democracy will be discussed with examples drawn from the recent Occupy movement.

The Plus 50 Encore Completion Program: Your Gateway to Success - LC210

Jacque Scarbrough, Plus 50 Advisor; Linda Willoughby, Adult Learner Advisor; Dawn Harney, Career Specialist; and Paula Fay, Adult Learner Specialist, Cape Cod Community College

Community colleges are increasingly developing Plus 50 programs to better meet the academic and developmental needs of people age 50 and older. Presenters will share a myriad of student support strategies and academic activities to assist the adult learner as well as information on grant funding and the Plus 50 Encore College Completion Program that helps baby boomers earn high-value degrees or certificates in key fields that give back.

Debate Across the Curriculum – Let’s Bring Some Life to the Classroom - LC118

Lisa Heller Boragine, Associate Professor of Communication and Matthew Vazquez, Assistant Debate Coach, Cape Cod Community College

Debate Across the Curriculum is a movement to integrate the skills and practice of academic debate into a broad range of classroom settings. Learn about a small pilot program implemented over the past two years at CCCC, including the basic format, necessary preparation, and follow-up activities that help make classroom debates successful.

A Model to Engage Work Study Students in Community Building and Engagement Activities: The NECC Student Outreach Squad - LF220

Silvia Serrano, Director, Community Relations and Jose De Jesus Gil, Staff Assistant, Northern Essex Community College

Learn how NECC has developed an organized approach for utilizing community college work study students in volunteer efforts that influence and strengthen existing and future community collaborations and facilitate student development of personal and professional career development goals related to meeting current local workforce needs.

A Collaborative Approach to Assessing the Impacts of Service-Learning on Retention and Success - LC101

Charlotte Belezos, Professor of Information/Office Technology and Social Science and Department Chair, Roxbury Community College; Ted Carlson, Professor of Mathematics, Bunker Hill Community; Joanna Gonsalves, Associate Professor of Psychology, Eric Metchik, Professor of Criminal Justice, and Tiffany Keyes, Graduate Research Assistant, Salem State University; and Cynthia Lynch, Director of Service-Learning, Middlesex Community College

This session reports on a multi-campus investigation of service-learning and its relationship to students' growth and success in the first and second year of college. Results from our spring 2012 pilot study involving five campuses suggest that well-designed service-learning opportunities can improve students' perceptions of their own learning abilities.

Improvisation Builds Leaders - LF204

Deborah Finkelstein, English Professor, North Shore Community College

Improvisation teaches students critical thinking skills, to think on their feet, work with others, handle unexpected situations, speak in front of a group, and understand the lives of others. No theater background is required. Improvisation can be used by student life, orientation committees, and professors.

Video for Social Change – Real Life Activism and Communication Literacy - LF219

Ali Pinschmidt, Adjunct Faculty and Program Coordinator at Community Supported Film, Holyoke Community College

Learn about an exciting course model that allows students to become literate in the technological and communication tools of our time, "video and social media," while also learning the strategic planning and communication skills needed to address the social issues for which they feel most passionate.

Empowering and Broadening Diverse Student Voices – LC Multicultural Center Ground Floor

Pat Demaras, Assistant Dean of International and Multicultural Affairs; Maryanne Mungovan, Director of Multicultural and Veterans Affairs; Tooch Van, International Student Advisor; Genevieve Green, Assistant Director - Supplemental Instruction; and Jason Smith, Multicultural Achievement Peer Program Coordinator, Middlesex Community College

This workshop will provide valuable information on developing and implementing a Diversity Awareness Summit for students. Participate in this engaging discussion where MCC students and staff will share their perspectives on issues of culture, identity and social justice. Highlights will include a panel presentation by a diverse group of students, assessment data and examples of interactive workshops.

Listening to Student Voices in the First Year - LC214

Lori Corcoran, Dean of Special Populations, Quinsigamond Community College

Community colleges are crucial in providing access to college, especially for students with disabilities. However, the completion rate is exceptionally low for this population. This presentation will highlight a qualitative research study of first-year students with disabilities and identify factors that enhance successful transitions and persistence in college.

How to Build a Plane While You Are Flying It: Developing a New Curriculum Model for Civic Engagement at Berkshire Community College - LC303

Colin Adams, Assistant Professor of Sociology; Maryann Schroder, Adjunct Instructor of Psychology; Mary Parkman, Service-Learning Coordinator, Berkshire Community College; Karen Vogel, Early Childhood Coordinator, Berkshire United Way; and Debra Blatt, Community Representative, Pittsfield Promise

BCC faculty, staff, students, and community partners will discuss a civic engagement initiative to increase Pittsfield's childhood literacy to 90% by 2020. The project uses Asset-Based Community Development approaches to mobilize, map, and connect community assets. Students will be assessed using the Civic Engagement LEAP standards.

Using the Jigsaw Technique to Promote Active Learning in the Classroom - LC213

Rachael Bancroft, Coordinator of Learning Resources and Kathleen Soderstrom, Professor/ Chair of Developmental Education Committee, Cape Cod Community College

The Jigsaw activity is an active learning technique that can be used across disciplines to engage students in the learning process, promote study skills, and enhance critical thinking skills. This in-class activity increases student participation and discussion through peer teaching and promotes student retention. Those attending this workshop will take part in a Jigsaw designed to promote discussion among colleagues on student motivation.

Creating a Culture of Civic Learning - LC212

Fagan Forhan, Director of Experiential Learning Opportunities & Civic Engagement; Greg Clement, Assistant Dean of Student Service; and Maureen Provost, Assistant Professor of Early Childhood Education and Elementary Education, Mount Wachusett Community College

In order for an institution to move toward embracing a culture of civic learning, faculty, administration and student services must all be at the table. We must move together in a succinct manner to benefit our students rather than compete with each other for resources. Learn about one model of effective collaboration and the impact that it can have on student learning.

Launching a Successful Service-Learning Philanthropy Course - LC103

Jennifer O'Loughlin-Brooks, Professor of Psychology, Collin College and Valerie T. Smith, Dean of Mathematics, Behavioral and Social Sciences, Bunker Hill Community College

This presentation will provide an overview of a pilot program involving psychology courses that employ service-learning as an impetus for content mastery and student philanthropy. The program was modeled after the Northern Kentucky University Mayerson Student Philanthropy Project, the premise of which is to allow students to identify community wants through the integration of service and academic content and act on the observed needs.

Textbook Matters – How Does Your Teaching Align with Your Textbook Design? - LC115

Gerard Teichman, Adjunct English Instructor, Bunker Hill Community College

Many community colleges have departmental-wide textbook adoptions. Many instructors build syllabi and assign readings in textbook chapter sequence, but more often many “re-design” the chapter sequence according to their own sense of what's most important to the subject area. This workshop will explore how our own theoretical constructs are sometimes in sync with the textbook design, when at other times, there is opposition and conflict. Congruency and discord can have an impact on teaching outcomes.

The Dynamic Trio – Learning Communities, “Spiritual Pedagogy,” and Peer Mentoring: Empowering Men of Color - LC211

Dr. Lloyd Sheldon Johnson, Professor, Department of Behavioral Science; Jamie Vargas, Trent Whitley and Anthony Labate, Peer Mentors; and Justice Kumahia, Student Success Coach Supervisor, Bunker Hill Community College

Across the country, community colleges have been stepping up their efforts to be more inclusive and successful in addressing the personal, social, and academic issues responsible for the alarming and disappointing demographics on the achievement of Black and Latino males in college. One learning community seminar's best practices have proven to be an effective tool for fostering persistence, perseverance, and academic success for young men and specifically for Black and Latino males. This session will present the data that shows what really works in these seminars and how this success can be replicated. Participants will be guided through a seminar simulation where they will be able to see the processes of empowerment in operation.

Bio-Engineering in College and Elementary School: A Collaborative Service-Learning Project - LC304

Frank Schickor, Professor of Biology; John Tatro, Assistant Professor of Engineering and Technology; and Cristy Barnes, Colin Suchenicz, and Nickolaus Kuni, Students, Berkshire Community College

Responsible social change requires an interdisciplinary approach as well as communication between the generations. Learn about a collaborative service-learning project that links engineers, microbiologists, and college and elementary school students. The project will be presented by participating college students.

Concepts of Numbers: Pre-Algebra Using the Discovery Method - LF206

Annette Guertin, Professor of Mathematics, Berkshire Community College

Concepts of Numbers is an innovative redesign of a traditional arithmetic course emphasizing concept development and collaborative learning. This workshop will present the promising findings from Berkshire Community College's first semester of implementing Concepts of Numbers for its classroom based developmental pre-algebra students.

Assessment Strategies that Promote Student Engagement – LC305

Ruth Ronan, Course Developer and Tia Juana Malone, English Professor, Roxbury Community College

This session will present strategies for applying rubrics to increase student engagement and promote inclusiveness. Effective rubric design with online tools will be applied to: communicate course, assignment, and evaluation expectations; develop self and peer assessment skills; collaborate with tutors; and guarantee grading consistency across students and course sessions.

Reacting to the Past: Engagement with Historical Problems in an Experiential Classroom – LC209

Lisa Cox, Adjunct Instructor in Humanities and Heather Franklin and other students, Greenfield Community College

Reacting to the Past increases student engagement by giving students authentic roles to play in an elaborate game, having them read relevant documents, and, with instructor guidance, run the class, sharing papers and speeches they prepare to advance their objectives. Participants will experience an abbreviated game session run, in part, by students.

Andragogy: Welcoming Adult Learners and their Experiences – LC306

Lisa Sheldon, Adjunct Instructor in Biology, Greenfield Community College

Adult students sometimes feel isolated and distanced from traditional-aged colleagues and learning experiences. Andragogy (adult learning theory) offers individual growth and problem-solving strategies and makes classroom experiences more engaging and inclusive for adult students. Instructional principles create classrooms where the diverse experiences of all learners are respected and valued.

First-Year Experience (FYE) Seminars/Courses Create Community, and a Strong Foundation for Students' Personal and Professional Development – LC114

Jo Mucci, Director, First-Year Experience & Student Success; Marci Barnes, Denise Marchionda, Michael Rideout, Angela Rios, Jessica Tvrdy, Michelle Wagner, FYE Instructors, Middlesex Community College (MCC) and MCC Students
Middlesex Community College is currently offering linked, First-Year Experience (FYE) seminars/courses that engage, motivate and support students. Join a panel discussion with FYE instructors and students who will share experiences, data and student reflections about the impact of these linked, FYE Learning Communities. Learn how these high-impact educational practices have the potential to impact retention and persistence starting with the students' critical, first year.

11:45 a.m. – 1:00 p.m. Concurrent Session II

Preparing for the 2015 Elective Carnegie Community Engagement Classification- LF-Assembly Room

John Saltmarsh, Co-Director, New England Resource Center for Higher Education; Robert Franco, Professor of Pacific Anthropology and Director, Office for Institutional Effectiveness, Kapiolani Community College, University of Hawaii; and Fagan Forhan, Director of Experiential Learning Opportunities and Civic Engagement, Mount Wachusett Community College

This session focuses on community colleges that are preparing for, or are interested in, learning more about the Carnegie Foundation's elective Community Engagement Classification. Participants will learn from national and local experts about how much time is needed to plan for the process, data and information gathering, and organizing and writing the application.

Combat Veterans in Academia: A Transition in Progress - LF203

Bryan Craven, Professor/Department Chair of Computer Media Technology and Shirley Cassara, Professor of Sociology, Bunker Hill Community College

Through this presentation on the evolution of a learning community seminar for veterans and returning service personnel, including its successes and failures, the seminar audience will gain an understanding of the philosophy, project-based reflection assignments, and dynamics of having students present their work in e-portfolio format.

Cultivating Student Leaders: One Moment in Time - LF220

Kathy Torpey Garganta, Associate Vice President of Enrollment Services, Bristol Community College

In sixth grade, my teacher encouraged me to run for class president. I did. I lost. But, I never forgot the moment. Come learn strategies you can implement to change the course of another life. Our future leaders need you to see their future through their strengths.

Clearing a Path: Fostering Student Engagement and Participation through the Gateway to College Program at Bristol Community College - LC112

Erik Baumann, Director, Gateway to College, and Cheryl Sclar and Iva Brito, Gateway to College Resource Specialists, Bristol Community College

This presentation will provide a brief overview of the Gateway to College Program at Bristol Community College and discuss the ways in which the program design fosters curricular and extracurricular engagement on and off campus. The presenters will discuss best practices, lessons learned and ways in which other programs can adopt similar strategies.

Now What: Service-Learning and Faculty Development - LC113

Suzanne M. Buglione, Dean, Lash Center for Teaching & Learning; Mary Zahm, Professor of Psychology and Director of Civic Engagement; and Karl Schnapp, Technical Specialist for Instructional Support and Innovation, Bristol Community College

The panel will discuss the need for increased faculty involvement in academic service-learning and share the collaborative plan developed by the Civic Engagement Program and the Lash Center for Teaching & Learning to address this challenge. They will also discuss faculty members' considerations as they engage in service-learning faculty development.

Promoting Academic Integrity: Taming the Plagiarism Monster in All Disciplines - LC110

Margie Bleichman, Professor of Computer Science; Jean Cremins, Professor of Science; and Jill Keller, Professor of English, Middlesex Community College

This interactive workshop will present several preventative strategies that aim to achieve academic honesty. Starting from a succinct definition of plagiarism that can be incorporated into assignments and syllabi, we will also discuss anti-plagiarism software and various online, homework and class assignments that discourage the temptation to copy.

Creating an Inclusive Learning Environment with Collaborative Technologies - LC104

Kevin Forgard, Instructional Designer; Donna Passman, Instructor in Mathematics, Holly Pappas, Instructor in English, Howard Tinberg Professor of English; Susan Souza-Mort, Reference Librarian/Instructor in History, Bristol Community College

Is the incorporation of Web 2.0 social media tools a key to creating a more inclusive learning experience? Our faculty panel will discuss how they have been using these tools in order to promote learning collaborations in their course. Learn how these tools are opening learning opportunities for our students in the classroom and beyond.

Classroom Debates Engage Students and Promote Critical Thinking - LF204

Deborah Finkelstein, English Professor, North Shore Community College

Classroom debates engage students while promoting critical thinking, establishing connections to course content, and improving teamwork, presentation skills, and persuasive writing skills. Learn how to hold a debate in your classroom. We will discuss different types of debates, how to organize and hold the debate, research, and post-debate activities.

Pathways to Careers in Allied Health: Women, ELL and Community Colleges - LC114

Jayne MacPherson, Professor of Surgical Technology, Bunker Hill Community College

This presentation is based on the findings of my dissertation research on women, English Language Learners, and community colleges. The research examines transformational learning and its applications in helping adult women succeed in college. Topics include how students persist while overcoming the challenges of learning a new language and struggling with the cultural issues of assimilating to a new country and what supports can be put in place to help them.

Successful Approaches to Service-Learning with Developmental Students - LC211

Cate Kaluzny, Service-Learning Coordinator; Kathy Yanchus, Professor & Department Chair, Communication Skills; Christian Bednar and Jeremy Branstad, Communications Skills Faculty; and Russell Green, Assistant Professor of Communication Skills, North Shore Community College

This session reports on service-learning projects for developmental students. Communications Skills faculty will discuss a range of projects from writing letters and collecting supplies for the military to students reading stories they have written to preschool children. Discussion will center on best practices when creating projects for developmental students, including both planning and implementation.

United for a Common Cause: Project-Based Service-Learning at Middlesex Community College - LC101

Cynthia Lynch, Director of Service-Learning; Sally Quast, Professor of Chemistry; Katherine DiMarca, Adjunct Faculty, Humanities; and community partners and students, Middlesex Community College

As Middlesex Community College enters its third decade of service-learning, it has revamped its program to include project-based service-learning. In this model, students work together to address community issues while becoming deeply engaged in the curriculum. This session will feature a panel of faculty, students, and community partners who will demonstrate the steps and best practices for implementing project-based service-learning.

MOOC Revolution: How Massive Open Online Courses are Influencing Community Colleges - LF205

Peter Shea, Director of Professional Development, Middlesex Community College

This presentation will explore how the new phenomenon of Massive Open Online Courses (MOOCs) is influencing the landscape of higher education. Attendees will leave this presentation with a greater understanding of how these free, high quality courses are impacting education, specifically community colleges.

Developing an Effective Training Infrastructure to Promote the Smartpen as a Tool for Persistence - LC214

Lori Corcoran, Dean of Special Populations and Laura Rosen, Coordinator of Disability Services, Quinsigamond Community College

This session will showcase the evolution of QCC's Smartpen pilot program by outlining the current research, alpha and beta testing, development of student training workshops, collection of quantitative and qualitative assessments, funding and replication that can be adapted to meet the needs of any campus.

The ACE Mentor Program: Achievement, Cultural Competency and Engagement - LC213

Liya Escalera, Director of Learning Communities; Matthew Nelson, Special Projects Coordinator; and Lynne Benson, Adjunct Professor English & Learning Communities, Bunker Hill Community College

This session will highlight the ACE (Achievement, Cultural Competency, and Engagement) Mentor Program at BHCC. The program will serve as a framework for discussion on using peer mentoring to improve cultural competencies, facilitate difficult conversations in the classroom, and help new students make a successful transition to college.

An Engaged Conversation: Developing a Culture of Service-Learning and a Broader Culture of Community-Based Learning - LC212

Paula Richards, Service-Learning Coordinator and Assistant Professor of ESL; Susan Grolnic, Dean, Experiential Learning; and Cecilia Sederman, Instructor, Health Professions, Northern Essex Community College

In this dynamic workshop, engage in conversation about how to develop, nurture and sustain a culture of service on our college campuses. We want our college cultures to reflect the values of service and civic mindedness. Explore ways to broaden the context for service to fit into your college's overall vision.

Co-Curricular as Pedagogy - LF219

Paula Dias, Student Learning Engagement Specialist, Middlesex Community College

Integrating curriculum and co-curriculum so students are provided with multiple authentic opportunities to achieve our six institutional student learning outcomes is at the forefront of Middlesex's vision for reforming student learning. Attendees will learn about curriculum design where experiential education is providing students with unique opportunities to learn holistically through engagement.

To Tweet or Not to Tweet? To Say or Not to Say?- LC210

Vivica Smith Pierre, Director, Library and Learning Commons; Andrew McCarthy, Stefanie MacLin, and Lana Ordain, Academic Librarians, Bunker Hill Community College

Students, faculty, and academic librarians communicate information using a variety of technology tools, including Facebook, Twitter, Skype, WebEx, YouTube, and others. BHCC librarians and instructors are constantly exploring and evaluating how today's college students communicate, because we seek continuous improvements to enhance learning and, more than that, we all have a role to play in shaping culturally aware graduates, as well as critical thinkers.

Town and Gown: Creating a Successful Community Partnership with Today's College Students - LC115

Shelley Errington Nicholson, Director of Community Learning, Mount Wachusett Community College and Neisha Boulanger, AmeriCorps Job Ready Member

This session will address volunteer recruitment, management and engagement. With a focus on Generation Y, presenters will share insights related to working with college students or recent alumni and what makes a college/community partnership thrive, drawing on the success of a myriad of experiential learning programs coordinated through MWCC.

Teaching Social Responsibility via Collaborative Learning Methods - LC304

James Grenier, Part-time Instructor, Business and Humanities, Middlesex Community College

Can students help each other learn what social responsibility means in a collaborative learning environment? Yes! Participants will have the opportunity to work together to explore how they might use this approach in their own teaching and learning environments.

Easily Adaptable UDL Approaches for any Class - LF213

Dawn Tamarkin, Professor of Biology, Springfield Technical Community College

A number of universal design for learning (UDL) approaches will be shared that can be readily incorporated into other classes. Some simple options as well as more complex ones will be offered. These UDL approaches have been developed over the past 15 years by the presenter and other STCC faculty.

The Effects of a Working-class Background on Community College Faculty: A Critical Ethnography - LC303

Susan Dole, Senior Academic Counselor, Bunker Hill Community College

The session will offer a presentation of research findings involving full-time, doctoral trained, liberal arts community college faculty members from working-class backgrounds who reflected on their experiences in higher education and the intersection between their working-class backgrounds and their new professional identities as academics. A focus is on the significant social class barriers that may prevent students from successfully participating in higher education. Potential application to pedagogy, student retention practices, and professional development will also be discussed.

Learning Communities: Linking Your Courses for Student Success and Sound Assessment - LC103

Valerie Smith, Dean of Mathematics, Behavioral and Social Sciences, Bunker Hill Community College and Jennifer O'Loughlin-Brooks, Professor of Psychology, Collin College

This presentation addresses the challenges of team-teaching, blending learning objectives and student outcomes and creating dynamic and successful pairings. During this session, participants will explore the commonalities among successful pairings and offer strategies for course development. Participants will be invited to consider future pairing possibilities, and a follow-up online platform will be made available for later discussion among participants.

Educating for a Peaceful, Just and Sustainable Future: A Participatory and Holistic Pedagogical Approach - LC118

Brian Trautman, Instructor, Peace and World Order Studies and Amanda Hoag, Student, Berkshire Community College

This workshop will offer perspectives on the value of peace education and a student-centric instructional practice for the acquisition of core competencies that are necessary for effective peace-building. Peace education in and out of the classroom as a critical aspect for facilitating the social awareness and civic participation of the peace-learners and

engaging the learners in their local and global communities will be discussed. The experiences of a peace studies student in regard to this pedagogical approach will be shared.

Conversations on the Bridge: Strategies for Developing Multicultural and Global Curriculum Projects on Campus - LF206

Dona Cady, Dean of International Education and Carina Self, Assistant Dean of Social Sciences and Service-Learning, Middlesex Community College

How can we integrate campus conversations about multiculturalism/diversity, global literacy, and civic engagement? What can humanities faculty contribute to learning outcomes in these areas? Which resources can be brought to bear on such efforts? To discuss these questions, attend this session led by an inter-institutional team.

I Can See My House from Here! – LC305

David Perkinson, Classroom Technology Specialist, Roxbury Community College

This workshop introduces Google Earth and demonstrates how it can be used to encourage and strengthen our sense of social responsibility. The presentation includes an exercise students can do on their own to better understand the complexities of the world around them.

The Real World Classroom – LC209

Carol Gray, Adjunct Faculty, Greenfield Community College

Experiential learning with a focus on current events is an ideal vehicle for teaching social responsibility. Learn ways in which you can incorporate such activities as town meetings and local, state and national initiatives and events into your classes. In addition to the presentation, there will also be brainstorming in small groups and then sharing of ideas. Collaborative and experiential learning is hands on and the sharing of techniques and successes keeps everyone engaged and everyone being both a learner and a teacher.

Implementation Plans for a Center for Experiential Learning – LC306

Patty Lynch, Associate Dean for Experiential Learning, Civic Engagement, & Perkins Programs; Kathleen Reid, Director of Student Life; Marie McDonnell, Director of Academic Resources; Kerryn Snyder, Coordinator of Academic Resource Center Math Services, Massasoit Community College

Massasoit Community College received a Vision Project grant to develop a Center for Experiential Learning. This is a resource for students, faculty, employers and community partners to receive/provide experiential learning opportunities that enhance academic learning, integrate theory and practice, and promote professional development and active citizenship. The workshop will highlight the implementation strategies for the Center.

Gateway to Cultural Competence Course for Pre-service Teachers: Towards Pedagogy in Addressing Needs for Cultural Competency – LF214

R. Rachel Bernard, FIPSE Project Director and Linda Romero, Chair and Associate Professor of Education Department, Massachusetts Bay Community College

Learn about a three-year FIPSE-funded project partnering MassBay Community College, UMass Boston and educational institutions in Haiti. The course work and related activities are aimed at enhancing educational collaborations and cross-cultural experiences between the US and Haiti. This is accomplished through a joint curriculum design, training of Haitian trainers, and a shared practicum with a strong service-learning component.

Optional Post-Conference Sessions

Meditation Session (2:00 – 2:30 p.m.) – Assembly Room

Robert Fera, Professor of Psychology and Coordinator of Human Services

Clear out the mental cobwebs in this relaxing, refreshing, highly beneficial meditation session. Open to all levels of experience, this 30-minute experiential session will introduce participants to the practice of mindfulness meditation. Meditation can help to clear your mind, help you focus, improve your awareness of your body and mind, increase overall relaxation, deepen your

breathing, calm your nerves, inspire creative thought, and help you to feel more grounded, both physically and mentally. If this sounds appealing, we hope you will join us!

“Views of Lowell” Trolley Tour (approximately 1.5 hours) - Pick up time between 2:15 - 2:30 p.m. Meet inside at LC Lower Cafeteria

Discover the diversity and variety of Lowell's stories. Find out about the famous Mill Girls, the technology that powered the mills, the ways that immigrants have contributed to the industrial city, and how all of these have shaped both the city's past and its present. Commentary provided by a park ranger. *Seating is limited to 40; wear appropriate outdoor clothing.*