

# **Bringing Theory to Practice (BTtoP)** *Action-Conference*

**April 15-17, 2004**  
**Intercontinental Hotel, Chicago**

## **PROGRAM**

Thank you for participating in the Bringing Theory to Practice Action-Conference.

The Bringing Theory to Practice Project is an academic response to the increase of alcohol and drug abuse and the prevalence of certain forms of depression among college students. The Project has both a research and action component, encouraging campus-based programs that can, by calling upon the essential academic strengths of the academy, serve to address these persisting issues. The Conference is designed to provide access to available research and to be supportive of action programs developed on your campus.

A Planning Group (composed of scholars, educators, researchers, medical practitioners and policy advocates) advises the Project which is sponsored by The Charles Engelhard Foundation of New York and coordinated by the Association of American Colleges and Universities.

You have been invited to the Action-Conference in teams, representing approximately 40 colleges and universities. We welcome your interest and your involvement. As participants, you are being asked to stay connected to the Project, sharing the nature and success of your own programs and using the tools and evidence presented at the Conference to support your work. Opportunities for interaction and participation are major parts of the Action-Conference and we welcome your full involvement and encourage you to take advantage of the resources available.

Welcome to the Conference.

## **CONFERENCE SPONSOR**

**The Charles Engelhard Foundation** is a New York-based foundation whose mission focuses on projects in higher and secondary education, cultural, medical, religious, wildlife and conservation organizations.

## THURSDAY, APRIL 15

**11:00 AM**  
**Valencia Foyer**  
**First Floor**

### **CONFERENCE REGISTRATION FOR BTtoP OPEN**

*Conference registration will be open from 11:00 AM until 7:00 PM on Thursday, April 15 and again on Friday, April 16<sup>th</sup> from 8:00 AM until 12:00 PM.*

**1:00 PM**  
**Renaissance**  
**Fifth Floor**

### **INTRODUCTION TO CONFERENCE**

**The Scope of the BTtoP Project and Its Potential. Expectations of Participants and the Layered Objectives and Purposes for the Conference. Presentation of Key Questions.**

Presenters: Donald W. Harward, President Emeritus, Bates Colleges, Senior Fellow, Association of American Colleges and Universities, and Project Director, Bringing Theory to Practice; Sally Engelhard Pingree, Trustee, Engelhard Foundation

**1:30 PM**  
**Renaissance**  
**Fifth Floor**

### **PLENARY SESSION**

**An Introduction to an Interpretive and Integrative Framework**

Presenters: Dr. L. Lee Knepfkamp, Professor of Psychology and Education, Teachers College of Columbia University; Dr. Richard H. Hersh, Senior Fellow, Rand Corporation's Council for Aid to Education, and former President, Trinity College, Connecticut and Hobart and William Smith Colleges, New York

**3:00 PM**  
**Renaissance**  
**Fifth Floor**

### **PLENARY SESSION**

**What the Research Suggests: An Introduction to the Research Literature and the Scope of the Issues**

Presenter: Dr. Linda Richter, Senior Research Associate, CASA at Columbia University. Author of the Research Review, commissioned by the Project

**4:00 PM**  
**Camelot**  
**Third Floor**

### **CONCURRENT SESSIONS A, B, & C**

**Giving the Issues Greater Perspective: Looking at the Current Status of the Three Zones of Interest**

*Session A: Alcohol Abuse and Related Behavior Among College-Age Populations*

1. Crafting an integrated perspective regarding alcohol abuse, its causes and its manifestations.
2. What have been approaches for prevention or intervention?
  - a. "Norming" models
  - b. Altering access models
  - c. Enforcement and accountability models
  - d. Treatment models
3. Why would an integrated approach include attention to engaged learning?

Presenter: Ms. Laurie Davidson, Associate Director, Higher Education Center for Alcohol and Other Drug Prevention, Education Development Center, Inc.

**Renaissance**  
**Fifth Floor**

*Session B: Depression and Debilitating Expressions of Depression Within Student Populations*

This presentation will first address trends in depression, suicidal thoughts and attempts among youth with a special attention to those 18-24 years of age. Subsequently, it will address the emergence of gender differences during adolescence of affective disorders. Finally, it will touch upon risk and protective factors associated with suicidal thoughts and attempts.

1. Levels and pathology of forms of depression: the reported extent within student population, indicating gender and racial differences.
2. Diagnosis, prevention and intervention models, including chemical modification.
3. The linkage of depression and substance abuse: depression and suicide among the student population.
4. Why could attention to engaged learning or relational contexts make a difference?

Presenter: Dr. Robert Wm. Blum, Professor and Director, Center for Adolescent Health and Development, University of Minnesota

**Michigan  
Upper Fifth Floor**

*Session C: Engaged Learning*

This presentation will explore new modes of academic learning designed both to empower students individually and to engage them in being a force for the larger public good. Drawing upon research about student learning and the campus programs and practices that foster identity development and involvement in real world issues, this session will suggest some directions institutions might go to promote deeper learning that liberates and integrates simultaneously.

1. What is engaged learning? How is it expressed?
2. The conditions, contexts, and implications of engaged learning.
3. Why is this important? What is at stake?
4. Distinguishing engaged learning, civic learning, civic engagement, and other conceptually related categories.

Presenter: Dr. Caryn McTighe Musil, Vice President, and Co-Director of the Center for Liberal Education and Civic Engagement, AAC&U

**5:00 PM  
Camelot  
Third Floor**

**PLENARY SESSION**

**Film and Introduction to Awareness Materials**

*A viewing of the 30 minute film, "The Truth About Suicide," with special permission from the American Foundation for Suicide Prevention.*

**6:00 PM  
King Arthur Court  
Third Floor**

**OPENING CONFERENCE DINNER FOR BTtoP REGISTRANTS**

*Dinner will begin promptly following brief remarks regarding Conference Program.*

**7:30 PM  
Grand Ballroom  
Seventh Floor**

**OPENING PRESENTATION JOINTLY WITH AAC&U  
PEDAGOGIES OF ENGAGEMENT (POE)**

**Now That You Know: The Obligations and Opportunities of Learning**

Transformative learning has consequences. Calling forth a different understanding of various elements of both the world and the self, it reshapes the relationships through which learners interpret events and color their experiences. The accretion of effects from the activities of engaged learning bends the mind toward freedom, reveals new options, and inspires the flash of thought into action. In this presentation, we explore these consequences and their manifestations in the lives of learners.

Presenter: Richard P. Keeling, M.D., Former Editor, *Journal of American College Health*, and President of the Foundation for Health in Higher Education

**8:45 PM  
Renaissance Room  
Fifth Floor**

**JOINT RECEPTION WITH AAC&U POE CONFERENCE**

*A selection of hors d'oeuvres, desserts, and beverages will be available.*

*Friday afternoon sessions from 2:00 PM until 5:30 PM are open to registrants from the Bringing Theory to Practice Conference and the concurrent AAC&U Pedagogies of Engagement (POE) Conference. In addition, evening POE sessions are also open to BTtoP registrants. A complete list of POE Friday sessions is available starting on page 15.*

**8:00 AM**  
Renaissance  
Fifth Floor

**CONTINENTAL BREAKFAST FOR BTtoP REGISTRANTS**

**8:30 AM**  
Renaissance  
Fifth Floor

**STUDENT-LED PRESENTATION**

**Student Choices**

This presentation will bring together a diverse group of students selected from the conference participants. The presentation will aim to define the challenges faced by students as well as highlight creative, meaningful and valuable ways to confront these challenges through forms of engaged learning. The students will describe the challenges from their own perspective, and explain how their work has helped them chose alternatives to substance abuse, and have ultimately affected their choices of behavior and health.

The students will offer observations on their perspective of the transition to college with insights regarding what elements were brought to their college/university experiences and what elements were introduced there.

Students have been asked to touch upon their experiences with service-learning, faculty-student research, directed theses using as a resource the community, or any other types of engaged learning. They will highlight the impact and the value of these experiences.

Presenters: Panel of Students led by Elizabeth Huffman, Government Relations Advisor, Collier Shannon Scott

**9:45 AM**  
Seville West  
First Floor

**CONCURRENT SESSIONS A & B**

**Promising Models and an Introduction of Selected Projects**

*Session A:*

Project 1: Dr. Thomas O'Toole, Professor of Internal Medicine, Johns Hopkins University Medical School

Project 2: Dr. David J. McMenamin, Professor of Philosophy and Director of "PULSE" Program, Boston College

Project 3: Dr. Dessa Bergen-Cico, Associate Dean of Students, Syracuse University

**Seville East**  
**First Floor**

*Session B:*

Project 4: Dr. Felicia McGinty, Assistant Vice President for Student Affairs, University of Maryland Baltimore County; Jennifer Lepus, Assistant Director of University Health Services, University of Maryland Baltimore County

Project 5: Phillip Satow, Founder and President, The Jed Foundation

Project 6: Dr. William M. Miley, Professor of Psychology, Director of "The Options Program," The Richard Stockton College of New Jersey

**11:30 AM**  
**Renaissance**  
**Fifth Floor**

**PLENARY SESSION**

**Research Project Update**

*A Proposed National Attitudinal Study of College Students (The methodology to be used and the implications of the study for future research.)*

Presenter: Ms. Susan E. Foster, Vice President and Director of Policy Research, National Center on Addiction and Substance Abuse at Columbia University (CASA)

**12:15 PM**  
**Grand Ballroom**  
**Seventh Floor**

**LUNCHEON FOR BTtoP REGISTRANTS**

**2:00 PM**

**Seville East**  
**First Floor**

**CONCURRENT SESSIONS A & B**

**Synthesizing Themes**

*Session A: Clarifying and Deepening a Common Language of Service-Learning and Civic Engagement*

What do we mean by the terms “service-learning” and “civic engagement?” Why are they being discussed in the same breath as positive learning outcomes and antidotes for debilitating student behaviors? This session will attempt to arrive at a common language and set of best practices that can be meaningful to faculty interested in creating strategies for better learning and living on our campuses.

Presenter: Dr. Rick Battistoni, Professor of Political Science and Director of the Feinstein Center, Providence College

**Seville West**  
**First Floor**

*Session B: Depression, Health, Development, and Cultural Constructs. What are the Relevant Factors in “Deconstructing” these Issues?*

How do popular culture, media, and advertising shape understandings of depressive illness? This talk will explore the impact of cultural gender stereotypes through an in-depth analysis of popular representations of depressive illness. Dr. Metzl will discuss the results of a systematic analysis of popular articles about depression from a mix of American magazines and newspapers spanning the years 1985 to 2000. Through this approach, he uncovers a widening set of gender-specific criteria outside of the Diagnostic and Statistical Manual criteria for dysthymic or depressive disorders that have, over time, been conceived as indicative of treatment with anti-depressants. Dr. Metzl is the author of "Prozac on the Couch: Prescribing Gender in the Era of Wonder Drugs" published by Duke University Press (2003).

Presenter: Dr. Jonathan Metzl, PhD, MD, Department of Psychiatry and Women’s Studies, University of Michigan

**3:00 PM**  
**Seville Foyer**  
**First Floor**

**BREAK**

*Light refreshments will be available at 3:00 PM.*

**3:15 PM**

**Seville West**  
**First Floor**

**CONCURRENT SESSIONS C & D**

**Synthesizing Themes**

*Session C: The Professoriate and Engaged Learning: The Barriers and the Conditions of Support*

Although faculty are instrumental to engaged learning in higher education, there are serious obstacles to their involvement, some of which relate to their preparation for the professoriate and the professional roles they construct for themselves, others of which result from the institutions in which they work and their place in the larger society of which they are part. This presentation will identify the obstacles to involving the faculty in engaged learning, and some of the ways of overcoming them. It draws upon empirical research and secondary literature, examines general propositions and unanswered

questions, and discusses directions for future research and practice.

Presenter: Dr. Barry Checkoway, Professor, School of Social Work and Urban Planning and Founding Director, The Ginsburg Center, University of Michigan

**Seville East  
First Floor**

*Session D: Overview of Neurobiological and Pharmaceutical Dimensions of Alcohol Abuse and Behavior*

Neurobiological factors are integral to the predisposition to initiate and sustain habitual alcohol consumption as well as comprise among the most salient features of the adverse effects associated with persistent consumption. The presentation will begin with a discussion of the normal changes in the human brain between adolescence and young adulthood. Next, the emerging scientific literature will be reviewed pertaining to the neurologic factors in childhood and early to mid adolescence that affect the risk for alcohol abuse. The last segment of the presentation will overview the pathways to alcohol-related neurologic injury and its cognitive, behavioral and emotional manifestations.

Presenter: Dr. Ralph E. Tarter, Professor of Pharmaceutical Science, Psychiatry, and Psychology and Director of the Center for Education and Drug Abuse Research, University of Pittsburgh

**4:30 PM**

**CONCURRENT SESSIONS E, F & G**

**Seville West  
First Floor**

**Synthesizing Themes**

*Session E: Strengths and Weaknesses of Current Prevention Approaches in Peer Intensive College Environments*

Substance abuse prevention efforts in higher education currently choose from or attempt to integrate strategies based on diverse models including health education, risk aversion, social control, and social norms approaches. This presentation will first critically examine the theoretical rationales and empirical support (or lack thereof) for promoting these various substance abuse prevention strategies. It will focus here on the strengths and weaknesses of each prevention model for adolescents and young adults in general and more specifically for the peer intensive settings of colleges and universities. Then in light of this assessment and the importance of peer norms, the presentation will consider how efforts to promote college student engagement can be enhanced, and how this engagement when strengthened by a peer norm approach can potentially become more effective in preventing substance abuse. Likewise, the presentation will describe why, among current prevention initiatives, those integrating a peer norm framework are best suited to help address stress and depression related substance abuse as well as to address the more common casual abuse that occurs on campuses.

Presenter: Dr. H. Wesley Perkins, Professor of Sociology, Hobart and William Smith Colleges, New York

**Seville East  
First Floor**

*Session F: Privacy; Legal and Social Access to Behaviors; The Identification of Conditions for Intervention and Prevention*

Engaged learning in public service may play a role in preventing or reducing alcohol abuse and depression among college students. College staff and faculty can use screening and early case finding methods to identify students who may benefit from various forms of service learning and divert them from alcohol abuse and depression. This presentation describes and explains several types of screening and case finding methods used in institutions of higher education. Related issues of confidentiality and student rights are explored.

Presenters: Dr. John L. Ford, Senior Vice President, Dean of Campus Life, and Professor of Public Health, Emory University; Martin T. Howell, Assistant to the Senior Vice President, Dean of Campus Life, Emory University

**Renaissance  
Fifth Floor**

*Session G: Panel and Discussion. Is a National Effort Which Links Support for Mental Health Services for Students, and the Current Higher Education Agenda Viable?*

Panel: Dr. Bernard S. Arons, Senior Science Advisor to the Director, NIMH; Dr. Thomas Bornemann Director, Mental Health Programs, The Carter Center; Dr. Mary Jane England, President, Regis College

**6:00 PM  
King Arthur Court  
Third Floor**

**RECEPTION FOR BTtoP REGISTRANTS**

**7:00 PM**

**WORKING DINNER FOR CAMPUS TEAMS**

*Dinner costs will be reimbursed up to \$100 per team with submission of receipts. Team leaders have been provided instructions regarding reimbursement of receipts. A list of restaurants convenient to the hotel is included in your Conference folder.*

**7:30 PM  
Sullivan  
Eighth Floor**

**WORKING DINNER FOR PLANNING GROUP MEMBERS**

**SATURDAY, APRIL 17**

**7:30 AM**  
**Renaissance**  
**Fifth Floor**

**CONTINENTAL BREAKFAST FOR BTtoP REGISTRANTS**

**8:15 AM**  
**Renaissance**  
**Fifth Floor**

**CONCLUDING ROUNDTABLE PANEL DISCUSSION**

Panel and Roundtable Discussion led by Donald W. Harward, President Emeritus, Bates Colleges, Senior Fellow, Association of American Colleges and Universities, and Project Director, Bringing Theory to Practice

**9:30 AM**

**BREAKOUT ROUNDTABLES BY GROUPINGS OF RESPONSIBILITY**

**Sullivan**  
**Eighth Floor**

**What are the Priorities from our Perspective?**  
*Roundtable A: Presidents and Deans Breakout*  
Coordinator: Dr. Mary Jane England, President, Regis College, Boston

**Renaissance**  
**Fifth Floor**

*Roundtable B: Faculty and Those Supporting Engaged Learning (e.g., Service Learning Coordinators)*  
Coordinator: Dr. Rebecca Herzig, Women's and Gender Studies, Bates College

*Roundtable C: Student Breakout*  
Coordinator: Ms. Elizabeth Huffman, Government Relations Advisor

*Roundtables B and C are separate events sharing the same space.*

**Wright**  
**Eighth Floor**

*Roundtable D: Student Affairs and Counseling Staff Breakout*  
Coordinator: Dr. Joyce A. Bylander, Associate Provost for Campus Academic Life, Dickinson College

**10:30 AM**

**BREAK AND BREAKOUT ROUNDTABLES BY CAMPUS TEAMS**

**Institutional Initiatives and the Development of Specific Action Plans**

*Campus Teams Discuss Working Drafts of Their Action-Steps*  
*Teams should meet in a location convenient to their needs (The Sullivan, Wright and Renaissance rooms are available during this time.).Beverages will be available in the Renaissance room for BTtoP Registrants.*

**11:30 AM**  
**Renaissance**  
**Fifth Floor**

**PLENARY SESSION**

**Presentation of Grant Resources for Campus-Based Projects and Procedures for Application**

*Discuss a Sample of Action-Steps and Gather Network of Contacts*

**12:00 PM**  
**King Arthur Court**  
**Third Floor**

**CONCLUDING LUNCHEON FOR BTtoP REGISTRANTS**

## BIOGRAPHIES OF PLANNING GROUP MEMBERS AND CONFERENCE PRESENTERS

### **Bernard S. Arons**

Dr. Arons was formerly the Director of the Center for Mental Health Services. He served as a psychiatrist and administrator at St. Elizabeth's Hospital (1973-1987) and as a chief clinical advisor. In 1993, he was selected as chair of the Mental Health and Substance Abuse Working Group Cluster of the President's Task Force on National Health Care Reform. A graduate of Oberlin and the Case Western Reserve University School of Medicine, Dr. Arons serves as Clinical Professor of Psychology at the Georgetown University School of Medicine and as a Senior Science Director at the National Institute of Mental Health.

### **Rick Battistoni**

Rick Battistoni, Ph.D., is Professor of Political Science at Providence College and Campus Compact Engaged Scholar on Civic Engagement. For the past 15 years, Rick has been a leader in the field of community service-learning, especially as it relates to questions of civic education and engagement. From 1994-2000, he served as the founding Director of the Feinstein Institute for Public Service at Providence College, the nation's first degree-granting program combining community service with the curriculum. Before coming to Providence College, Rick developed and directed service-learning efforts at Rutgers and Baylor Universities. A scholar in the field of political theory with a principal interest in the role of education in a democratic society, his major service-learning publications include *Civic Engagement Across the Curriculum: A Resource Book for Faculty in all Disciplines (Campus Compact, 2002)*. Rick is currently director of *Project 540*, a national high school civic engagement initiative funded by a grant from The Pew Charitable Trusts. A native Californian, Rick lives in Rhode Island with his wife, Betsy Ritz, and three daughters, Alyssa (17), Katie (15), and Marielle (15).

### **Dessa Bergen-Cico**

Dessa Bergen-Cico, Associate Dean of Students Syracuse University, is the director of the Substance Abuse Prevention and Health Enhancement Office; the University Rape: Advocacy, Prevention, and Education (R.A.P.E.) Center; the Coordinator of Assessment for the Division of Student Affairs; and an Adjunct Professor in the Department of Psychology and School of Education. Dessa's expertise is in the field of population based prevention and health promotion. She is the author of several college health research articles and has conducted over 100 professional presentations and television appearances. In 1992 she was inducted into the Syracuse University Women's Athletics Hall of Fame, holds a black belt in Tae Kwon Do, and is the mother of two teenagers.

### **Jenny Elsa Blau**

Ms. Blau serves as a Congressional Health Fellow, with special responsibilities in the Office of Congresswoman Hilda L. Solis, the Chair of the Congressional Hispanic Caucus Health Task Force. A graduate of Bates College with a B.S. in Race, Poverty and Health, Ms. Blau is the recipient of the 2002 National Howard Swearer Humanitarian Award for her work with Latino populations at a local community clinic in Lewiston, Maine and internationally. She is the author of "Student Voices: Making Ourselves Heard," published by Campus Compact, and is currently preparing for medical school.

### **Robert William Blum**

Dr. Blum is Professor and Head of the Division of Pediatrics and Adolescent Health at the University of Minnesota. The author of two books and over 200 articles and publications, he was co-principal investigator of the National Longitudinal Study of Adolescent Health. He is Past-president of the Society for Adolescent Medicine, the Chair of the National Academy of Sciences' Committee on Adolescent Health and Development and a consultant to the World Health Organization, UNICEF and The World Bank. His research and medical experiences are focused on risk and protective factors in the lives of youth.

### **Thomas H. Bornemann**

Dr. Bornemann became the Director of the Carter Center's Mental Health Programs in 2002. Prior to that, he served as Senior Advisor for Mental Health in the Department of Mental Health and Substance Dependence of the World Health Organization. Dr. Bornemann has spent his entire career in public mental health working in all aspects including: clinical practice, research, research management, policy development and administration at the national level. At the National Institute of Mental Health, he was one of the leaders in developing a national mental health

program for refugees. He held the appointment of Deputy Director of the Federal Center for Mental Health Services in the Substance Abuse and Mental Health Services Administration. He was responsible for providing direction of a program of support to states and communities in service delivery, and in promoting knowledge, development, and application of best practices.

### **William David Burns**

Since 1995, David Burns has served as Senior Policy Director at AAC&U. He is the principal investigator for Science Education for New Civic Engagement and Responsibilities Project, funded by the National Science Foundation, and the Program for Health and Higher Education, funded by the Center for Disease Control.

Before joining AAC&U, Burns served as Assistant Vice President for Student Life Policy and Services and as Director of Special Projects at Rutgers University. He has served as a Woodrow Wilson National Fellow, as a Henry Rutgers Scholar, and as founder and chair of the American College Health Association's Task Force on Alcohol and Other Drugs. He has published extensively on issues of health and higher education, and youth risk behavior.

### **Joyce Bylander**

Joyce Bylander is Dean of Students at Dickinson College. Dean Bylander came to Dickinson in August 1998 as Associate Dean. She assumed the position of Dean of Students in July 2000. In addition to Dickinson College, she has served Bucknell University in Lewisburg, PA as Associate Dean of Students responsible for campus diversity programs; prior to that she worked at the College of Charleston, in Charleston, SC. At Dickinson she is responsible for setting the vision for student life consistent with the ideals of a residential liberal arts college. She provides direction and supervision to the directors of Counseling and Disability Services, Health Center, Student Activities and Greek Life, Diversity and Social Justice, Residential Life, Religious Life and Community Service, Hillel and the Discipline System. Dean Bylander is also involved with academic initiatives that support campus diversity efforts. She teaches the introductory course in American Studies, "Cultures of the U.S." She has coordinated the Hewlett Freshman Seminars and the Crossing Borders Exchange, two grant-funded programs that address diversity issues.

### **Barry N. Checkoway**

Dr. Checkoway serves as Professor of Social Work and Urban Planning at the University of Michigan. His research projects include "Involving Young people in Community Change" (Ford and Kellogg Foundation), "Community Initiatives to Promote Health of Older People in Latin America" (HelpAge International), "Leadership and Management of Community Health in Africa" (World Health Organization), and "Community Participation in Health Planning" (National Academy of Sciences). He is the founding director of the Edward Ginsberg Center for Community Service and Learning, and of the Michigan Neighborhood AmeriCorps Program involving graduate students and community-based organizations in Detroit neighborhoods. He previously taught at the University of California at Berkeley and University of Pennsylvania, and was visiting scholar at the London School of Economics and Political Science and at the Hebrew University of Jerusalem.

### **Laurie Davidson**

Ms. Davidson is an Associate Director of the Higher Education Center for Alcohol and Other Drug Prevention, the nation's primary resource center for assisting institutions of higher education in developing and carrying out alcohol and other drug (AOD) prevention programs on their campuses. She develops Center collaborations with national organizations working on campus AOD prevention and helps campus, government, and community officials start and sustain statewide campus and community prevention initiatives. Before joining the Higher Education Center, she served a variety of organizations in the business, higher education, and non-profit sectors. Laurie has an MA in Counseling and worked for eight years in community mental health centers.

### **Joy Dryfoos**

Joy Dryfoos is a researcher, writer, and lecturer from Hastings-on-Hudson, New York. She received support from the Carnegie Corporation from 1984-2001 for a long-term "youth-at-risk" project with a focus on four prevention fields: substance abuse, delinquency, school failure, and teen pregnancy. Dryfoos has written four major books, including *Adolescents-at-Risk: Prevalence and Prevention* (Oxford, 1990), *Full Service Schools: A Revolution in Health and School Services for Children, Youth, and Families* (Jossey Bass 1994), and *Safe Passage: Making it Through Adolescence in a Risky Society* (Oxford 1998) shows how families, schools, and communities can insure that adolescents grow into responsible adults and presents her vision of a full service community school.

### **Mary Jane England**

Mary Jane England, M. D., is President of Regis College, Weston, MA, a Catholic liberal arts college for women and her own *alma mater* (class of 1959). Taking her medical degree from Boston University in 1964, she launched a national and international career as a child psychiatrist, the first commissioner of the Department of Social Services in Massachusetts (1979-83), associate dean and director of the Lucius N. Littauer Master in Public Administration Program at the John F. Kennedy School of Government at Harvard University (1983-87), president of the American Psychiatric Association (1995-96) and the American Women's Medical Association (1986-87), and corporate CEO (Prudential, 1987-90, Washington Business Group on Health, 1990-2001). Dr. England serves on the Board of Visitors of the Boston University School of Medicine, Mrs. Rosalynn Carter's Task Force on Mental Health, and the National Academies/IOM Board on Children and Families. In 2004 she received the Elizabeth Blackwell Award for a distinguished American woman physician from AMWA.

### **John Lewis Ford**

Dr. Ford is the Senior Vice-President, Dean of Campus Life, and Professor of Public Health at Emory University in Atlanta, GA. Prior to his appointment at Emory, Dr. Ford served as Dean of Students at Cornell University. He has held faculty appointments in the Department of Policy Analysis and Management at Cornell, the Department of Health Care and Epidemiology at the University of British Columbia, and at the University of Michigan's School of Social Work.

### **Susan Foster**

Ms. Foster is the Vice-President and Director of Policy Research and Analysis at the National Center on Addiction and Substance Abuse at Columbia University; previously, she was co-founder of the consulting firm Brizius & Foster, and was a partner of US Data on Demand Inc. She has also served as Deputy Undersecretary of Intergovernmental Affairs at the US Department of Health, Education, and Welfare. She is the author of numerous books and articles in the field of public policy.

### **Stephanie Gordon**

Stephanie Gordon is the Director of Educational Programs at the National Association of Student Personnel Administrators, where she coordinates professional development conferences, workshops and e-learning opportunities for student affairs administrators. She is also the liaison with the NASPA Knowledge Communities which focus on specific fields of expertise within the student affairs profession. Prior to joining NASPA, she worked in student affairs, residence life and undergraduate admissions. Ms. Gordon graduated from Simmons College in Boston, MA in 1996 and went on to receive her Masters degree in Higher Education Administration from the Harvard University Graduate School of Education in 2000.

### **Linda Hartling**

Dr. Hartling is the Associate Director of the Jean Baker Miller Training Institute at the Stone Center, a part of the Wellesley Centers for Women at Wellesley College. Her Ph.D. is in clinical and community psychology. Dr. Hartling's recent publications and research interests focus on substance abuse prevention, relational perspectives on resilience, the impact of humiliation and shame, organizational relational health, as well as new developments in Relational-Cultural Theory.

### **Donald W. Harward**

Dr. Harward served as President of Bates College from 1989 thru June 2002, when he was appointed President Emeritus. Before taking office at Bates, Harward served as Vice President for Academic Affairs at the College of Wooster, Ohio; preceding his tenure there, he taught and served in the Department of Philosophy at the University of Delaware, and subsequently designed and led the University Honors program.

He holds a Ph.D. in philosophy from the University of Maryland. He is currently a senior advisor for the ACE Fellows Program and a Senior Fellow with AAC&U. He serves as the consultant for the joint AAC&U and Campus Compact project to establish a national Center for Liberal Education and Civic Engagement. President Harward also serves on a variety of foundation and educational boards.

### **Richard H. Hersh**

Richard Hersh is currently working on a PBS Documentary, "Experiencing College," and is co-directing a national research study under the aegis of the RAND Corporation that has developed a "value-added" approach to assess what is learned in college. Formerly Director of the Center for Moral Education at Harvard University and President of Hobart and William Smith Colleges and Trinity College (Hartford), Dr. Hersh has been actively involved in the

research on alcohol and other drug abuse on campuses. As president of two colleges Dr. Hersh was heavily engaged with faculty, staff, parents, students, community leaders, neighbors, courts, bar owners, etc. in attempts to significantly reduce abuse. His current work on assessing the impact of college and university attendance includes development of measures of personal and social responsibility.

### **Rebecca Herzig**

Rebecca Herzig, Ph.D., teaches in the Program in Women's and Gender Studies at Bates College in Lewiston, Maine. A specialist in the history of nineteenth-century science, technology, and medicine, she is the author of two forthcoming books, *Suffering for Science: Will, Reason, and Sacrifice in Nineteenth-Century America* (Rutgers University Press) and, with Evelyann Hammonds, *The Nature of Difference: A Reader on Science, Race, and Gender* (MIT Press). At Bates, her courses focus on the social dimensions of recent scientific change. A long-time advocate of engaged learning and progressive pedagogy, she has helped to design and implement community-based educational programs in California, Maine, and Massachusetts.

### **Martin T. Howell**

Martin Howell is currently Assistant to the Senior Vice President for Campus Life at Emory University in Atlanta, where he supports the administrative functions of the Division of Campus Life by working in the areas of event and program development, community relations, student conduct, and research & assessment. Prior to accepting his position at Emory in 2001, Mr. Howell served as the Housing Judicial Liaison at the University of Georgia, where he was the primary judicial officer for the Department of University Housing. From 1995-1998, Mr. Howell worked as the Residential Programs Coordinator at the University of Puget Sound in Tacoma, WA. In this position his responsibilities included training and supervising undergraduate staff, advising residential student groups, and coordinating theme living programs. His scholarly interests include cognitive and moral development, efficacy of campus judicial systems, campus culture and learning environments, and substance abuse prevention and education. Mr. Howell received his B.A. from Concordia College (Moorhead, Minnesota) in 1991, his Ed.M. from Oregon State University in 1995, and his Ph.D. from the University of Georgia in 2002.

### **Elizabeth Ingrid Huffman**

Libby graduated from Dartmouth College. While there, she participated in several studies and education classes, specifically in adolescent development. She also assisted in Dartmouth Hitchcock's eating disorder clinic. She currently resides in Georgetown and is a Government Relations Advisor for the law firm, Collier Shannon Scott.

### **Richard P. Keeling**

Richard P. Keeling, MD, is Chief Executive Officer for Keeling & Associates, Inc. (K&A), an independent health consulting and design firm in New York City. K&A works with colleges and universities, health care agencies, and professional organizations in higher education to improve the student experience, strengthen student learning, and promote greater health. He also serves as Vice President for Prevention Programs for Outside The Classroom, Inc., a producer of Internet-based, health-related programs for colleges and universities.

Rich completed two terms as Editor of the Journal of American College Health and now serves on the editorial boards of three journals. He has served as senior scholar for the Program on Health in Higher Education and was named a senior fellow for AAC&U in 2001.

After completing residency training in Internal Medicine and a fellowship in Hematology at the University of Virginia, he directed the Department of Student Health at that institution for 13 years. He left Virginia to become Executive Director of University Health Services and Professor of Medicine at the University of Wisconsin-Madison, where he served through 1999. His clinical experience, teaching, and scholarship center on immunodeficiency diseases and their effects on individuals, society, and culture. His many publications include a report on the first study of HIV seroprevalence in college students, with Helene Gayle, et. al., in the New England Journal of Medicine.

### **L. Lee Knefelkamp**

Lee Knefelkamp earned her undergraduate degree from Macalester College and her masters and doctoral degrees in Counseling Psychology from the University of Minnesota. She has been Department Chair of the Counseling and Personnel Services Program at the University of Maryland, Dean of the School of Education at American University, Academic Dean of Macalester College, Chair of the Higher Education Program at Teachers College, and is currently Professor of Psychology and Education in the Program of Social/Organizational Psychology at Teacher College/Columbia University. Lee is an expert on student intellectual, ethical, and identity development and has written widely in those areas. She is also a frequent consultant with colleges and universities who are working on

curricular transformation and greater collaboration between student and academic affairs. She is a frequent contributor to Diversity Digest. She also teaches intercultural communication, leadership for campus change, and truth and reconciliation courses for the Summer Institute for Intercultural Communication.

### **Jennifer Lepus**

Jennifer Lepus is the Assistant Director of University Health Services at the University of Maryland Baltimore County. She assists in overseeing of patient care, as well as, directs the health education program. She has taught health education courses for the last 15 years and presented at several conferences on a variety of educational and health related issues. Jennifer is the former Vice President of Education and Training at Planned Parenthood of Maryland and has worked as a health educator with various populations from elementary school children to senior citizens. Jennifer also serves as adjunct faculty at the University of Maryland College Park and Howard Community College.

### **Felicia E. McGinty**

Felicia McGinty, Ed.D., currently serves as the Assistant Vice President for Student Affairs at the University of Maryland Baltimore County. Her responsibilities include providing oversight for the following units: University Health Services, University Counseling Services, Career Development, Judicial Programs and Multicultural Affairs. Dr. McGinty also coordinates a diversity and social justice peer education program. Additionally, she provides first line contact and problem resolution for parents, students and others. Dr. McGinty has a multi-faceted background in student affairs; she has worked in admissions and recruitment, academic advising, residence life, student activities and first year experience.

### **David J. McMenamim**

Dr. McMenamim is a graduate of Fordham University, completed Masters degree programs at Villanova University and Washington Theological Union and has a doctorate in Philosophy from Boston College. He worked at Villanova University from 1984 to 1986 as an assistant to the Dean of Students and as an instructor in the Philosophy Department. At Villanova, he co-founded of the Center for Peace and Justice Education and a University program for early intervention for students whose disciplinary infractions had been identified as linked to alcohol abuse. This program later evolved into the University Center for Drug and Alcohol Education. Working with students engaged in Peace and Justice issues led to his interest in directing the Boston College PULSE Program for Service Learning. The program engages students in a weekly ten hour commitment to community service in conjunction with the completion of their core requirements in philosophy and theology. Dr. McMenamim joined the faculty at Boston College in 1992 as faculty instructor and Director of the Pulse Program.

### **Caryn McTighe Musil**

Caryn McTighe Musil is currently Senior Vice President at the Association of American Colleges and Universities (AAC&U) in charge of the office of Diversity, Equity, and Global Initiatives where she focuses on diversity, civic engagement, and women's issues in higher education. She is also co-director of AAC&U's Center on Liberal Education and Civic Engagement recently launched in partnership with Campus Compact. She has a long-time professional commitment to empowering students as critical, reflective learners who have voice and agency, which is why student-centered pedagogies, faculty development, and curriculum transformation have been special interests of hers. Dr. Musil received her B.A. from Duke University and her M.A. and Ph.D. in English from Northwestern University. Before moving into national level administrative work in higher education, first as Executive Director of the National Women's Studies Association, she was a faculty member for eighteen years. A frequent keynote speaker and educational consultant at numerous colleges and universities, Dr. Musil has been writing, teaching, and speaking on how to build inclusive, engaged academic learning environments throughout her career.

### **Jonathan Metzl**

Jonathan Michel Metzl is Assistant Professor of Psychiatry and Women's Studies and Director of the Program in Culture, Health, and Medicine at the University of Michigan. In this capacity he works as an attending physician in the adult psychiatric clinics and teaches courses at the undergraduate and graduate levels on gender, culture, and health. He has written for journals including the American Journal of Psychiatry, the Harvard Review of Psychiatry, Academic Medicine, Gender and History, Social Science and Medicine, Textual Practice, Ms. Magazine, and SIGNS: The Journal of Women, Culture, and Society. His book, *Prozac on the Couch: Prescribing Gender in the Era of Wonder Drugs*, was published in 2003 by Duke University Press.

### **William M. Miley**

Dr. Miley helped design and is the course director for the OPTIONS Program at Richard Stockton College of New Jersey. The program addresses at-risk students in danger of being suspended from the school for alcohol and other drug abuse and inappropriate activities while living on campus. In conjunction with campus police, affected students have the option of losing on-campus housing, or joining Dr. Miley's class, called "The Psychology of Well Being". In it, he examines lifestyle issues and maladaptive behaviors using information from abnormal and health psychology. The course emphasizes change behaviors and ways to behave more constructively and steers away from lecturing and "thou shalt not" statements. The goal of the course is to reinforce positive and health promoting activities by having students make health promoting and positive statement in class. His research suggests more positive health promoting attitudes emerge by the semester's end.

### **Thomas O'Toole**

Dr. O'Toole is an assistant professor of medicine at the Johns Hopkins School of Medicine. He is also the National Program Officer for the Open Society Institute Program on Medicine as a Profession Medical School Initiative that has developed a national service-learning based curriculum intended to instill professional values and foster positive career behaviors in medical students. He is past chair of Community-Campus Partnerships for Health board of directors and is widely recognized for his work in service learning and care to vulnerable communities. Prior to coming to Johns Hopkins he directed the Program for Health Care to Underserved Populations, a research, clinical care and interdisciplinary service learning program at the University of Pittsburgh.

### **Herbert Pardes**

Dr. Pardes is the CEO of New York Presbyterian Hospital, having earlier served as Columbia University's Vice-President for Health Services and Dean of the Faculty of Medicine. He is also Chair of the Department of Psychiatry and the College of Physicians and Surgeons. From 1978-1984, he was the Director of the National Institute of Mental Health. He has served as chairman of the American Psychiatric Association as their consultant on research, and is President of the Scientific Board of the National Alliance for Research on Schizophrenia and Depression.

### **H. Wesley Perkins**

H. Wesley Perkins is Professor of Sociology at Hobart and William Smith Colleges and Project Director of the Alcohol Education Project at Hobart and William Smith, an initiative providing research, educational resources, and strategies to reduce alcohol and other drug abuse both locally and nationally. In 1999 the Project received a national award from the U.S. Department of Education as a Model Prevention Program in Higher Education. Dr. Perkins has published extensive research on alcohol and other drug problems among college students, adolescents, and young-to-middle aged adults in professional journals and is editor of a new book on The Social Norms Approach to Preventing School and College Age Substance Abuse (Jossey-Bass, 2003). He was a pioneer in work uncovering peer misperceptions of alcohol and other drug norms and developed the theory underlying the social norms approach to prevention. He also conducts research on problems of collegiate children of alcoholics, gender-related aspects of drug use, stress and drinking, religious-ethnic differences in drinking and other drug use, and evaluation studies of campus environments. Dr. Perkins has also served as a consultant to schools throughout the United States and to state and national drug abuse agencies and has testified at a Senate hearing on problems of alcohol abuse on campus. In 1999 he received the Outstanding Service Award by the Network of Colleges and Universities Committed to the Elimination of Alcohol and Other Drug Abuse for his significant contributions to prevention work in higher education at both the local and national level.

### **Sally Engelhard Pingree**

Ms. Pingree is a Trustee of the Engelhard Foundation. A graduate of Trinity College, her areas of interest have been health, education, and environmental affairs. She has served in public relations at the American Heritage Publishing Company and the Board of Trustees of the Potomac School (Virginia), St. Andrew's School (Delaware), Boston College, the Carter Center, and the African Wildlife Foundation. She is a member of the Advisory Council of AAC&U's/Campus Compact's Center for Liberal Education and Civic Engagement, the National Gallery of Art, and the Mental Health Task Force of the Carter Center.

### **Jennifer Reynolds**

Jennifer Reynolds is the Project Coordinator for the Bringing Theory to Practice Project at the Association of American Colleges and Universities. Jennifer recently finished a joint degree program at the Maxwell School of Syracuse University, where she completed a Master of Public Administration and a Master of Arts in International Relations. Jennifer also worked in Toyama, Japan for two years as a teacher with the Japan Exchange and Teaching Program and as an Indiana Governor's Fellow for Governor Frank O'Bannon.

**Linda Richter**

Linda Richter, Ph.D., is a Senior Research Manager in the Policy Research and Analysis division of The National Center on Addiction and Substance Abuse (CASA) at Columbia University where her area of concentration is youth substance use and the pathways to addiction. She also teaches in the psychology department at Barnard College and in the Department of Organization and Leadership at Teachers College, Columbia University. In recent years, Linda's research has focused on substance use and abuse among girls and young women and among college students. Prior to joining CASA, she was a Senior Research Associate at the Mount Sinai School of Medicine. Linda received her B.A. (1992) in psychology from Brooklyn College and her M.A. (1994) and Ph.D. (1997) in social psychology from the University of Maryland.

**Daniel T. Roach, Jr.**

Mr. Roach is a graduate of Williams College (B.A.) and Middlebury College (MA, Bread Loaf School of English) and joined St. Andrew's faculty as an English teacher, dorm parent and coach in 1979. Tad served as dean of students, assistant headmaster for student life, academic dean, and assistant headmaster for academic affairs before being appointed Headmaster of St. Andrew's in July 1997. Tad continues to teach English and Religion and advises students at St. Andrew's.

**Phillip M. Satow**

Mr. Satow is the President and Founder of the JED Foundation started in 2000 a nonprofit public charity committed to reducing the youth suicide rate and improving the mental health safety net provided to college students nationwide. Mr. and Mrs. Satow lost their youngest son, Jed, 20, a university student, to suicide in 1998. The Satow's have turned their personal tragedy into a nationwide effort to reprioritize mental health on college campuses and prevent suicide from affecting another family and campus community.

**Robert Lawrence Smith**

Mr. Smith was headmaster of Sidwell Friends School in Washington, DC, the nation's largest Quaker day school from 1965-78. Subsequently he served for a year on US Senator Thomas Eagleton's professional staff for education followed by ten years as Executive Director of the Council for American Private Education. He has worked on adult literacy programs for The Community Foundation of Greater Washington and helped to design prevention programs for the Corporation Against Drug Abuse in DC. He is the author of *A Quaker Book of Wisdom* (1998).

**William S. Speers**

Mr. Speers is a Princeton (A.B.) and Middlebury graduate (MA, Bread Loaf School of English). His former positions include Chair of the English Department, Director of Admissions and Financial Aid, Director of Studies, Dean of Students and Assistant Headmaster for Student life. He has also coached boys' and girls' soccer and squash. During the summers, he teaches at the Milton Boarding conference, a program that introduces new teachers to residential schools. He is currently Dean of Faculty at St. Andrew's and continues to teach English.

**Ralph E. Tarter**

Ralph E. Tarter Ph.D., M.P.A., is Professor of Pharmaceutical Sciences, Psychiatry and Psychology at the University of Pittsburgh. He is Director of the Center for Education and Drug Abuse Research (CEDAR) funded by the National Institute on Drug Abuse. CEDAR, presently in its 15<sup>th</sup> year of investigation, prospectively tracks 800 families to elucidate the etiology of substance abuse and addiction involving genetic, biochemical, physiological, psychological and multifaceted components of the environment. Dr. Tarter's specific research focus pertains to elucidating the neurobehavioral facets of etiology of substance use disorders and related outcomes that inform about practical prevention. Toward this goal, he has developed the Drug Use Screening Inventory, a multidimensional evaluation of risk for youths and adults. Dr. Tarter serves on the editorial board of eight journals and is a founding member of the Society for Prevention Research.

**Daniel H. Teraguchi**

Daniel Hiroyuki Teraguchi received his Ed.D. in educational leadership with an emphasis on higher education administration from Idaho State University. At AAC&U, he serves as a program and research associate in the office of Diversity, Equity, and Global Initiatives at the Association of American Colleges and Universities. He also serves as the educational consultant to the Youth Development Program at the Chinatown Service Center in Washington, DC. The Program focuses on preventing substance abuse in Asian/ Asian American youth by using interactive forms of learning such as filmmaking and game development.

## CONCURRENT PEDAGOGIES OF ENGAGEMENT (POE) SESSIONS

*Friday afternoon sessions from 2:00 PM until 5:30 PM are open to registrants from the Bringing Theory to Practice Conference and the concurrent AAC&U Pedagogies of Engagement (POE) Conference. In addition, evening POE sessions are also open to BTtoP registrants.*

### 2:00 PM

### CONCURRENT SESSIONS

**Camelot  
Third Floor**

#### *Concurrent 9: Disciplines as Frameworks for Student Learning*

In this session presenters will explore and give examples of what happens when faculty think carefully about their disciplines as frameworks for student learning. Presenters and participants will address such questions as: What should students be able to do and how should they be able to think as a result of study in a discipline? What does this kind of learning look like at different developmental levels? How do faculty design learning and assessment when informed by a clear sense of the learning outcomes they expect of their students?

Presenters: Tim Riordan, Professor of Psychology, and James Roth, Professor of History, Alverno College

**Burnham  
Eighth Floor**

#### *Concurrent 10: Undergraduate Research: Interdisciplinary, Collaborative, and International Approach*

This session will highlight a variety of approaches to student engagement through disciplinary and interdisciplinary undergraduate research. A dialogue will follow that explores the challenges to and opportunities for enhancing this experiential approach to student engagement.

Presenters: Francine G. Navakas, Bramsen Professor in the Humanities, North Central College; Lisa Marie Esposito, Chair, Philosophy and Religion Department, Drury University; Cheryl Jacobsen, Vice President for Academic Affairs, Loras College

**Valencia  
First Floor**

#### *Concurrent 11: Engaging Science Students without Sacrificing Breadth or Depth: Technology Facilitated Approaches*

Curricular reform in science education is currently recognized as a national imperative. This is substantiated by the tremendous amount of financial support afforded it from government and private organizations and the initiatives undertaken by educators in various disciplines. The many permutations of educational technology have provided instructors with vast resources for enhancing their curricula. This presentation illustrates how technology can be incorporated into the curriculum in a second year chemistry course (organic chemistry) to expose students to active modes of learning, ethical considerations in science, and exercises that improve metacognition. Through this new approach to using technology, the instructor is able to expand upon the depth of the course without sacrificing breadth. An overview of the approach, assessment data from the class, and instruction on how anyone can create similar materials will be presented.

Presenter: Thomas Poon, Visiting Assistant Professor/Associate Professor of Chemistry, Columbia University/Claremont McKenna, Pitzer, and Scripps College

**Empire  
Seventh Floor**

#### *Concurrent 12: How the National Survey of Student Engagement is Used to Stimulate Effective Educational Practices*

If over 400,000 students and 12,000 faculty provided helpful clues on improving the pedagogy of engagement, would you listen? In this session, presenters will share findings from the National Survey of Student Engagement related to the pedagogy of engagement, discuss lessons learned from working with over 730 colleges and universities, and explore how student and faculty engagement information can be used

for collaboration between academic and student affairs, as well as between academic disciplines.

Presenters: John C. Hayek, Assistant Director and Project Manager, National Survey of Student Engagement, and Jillian Kinzie, Assistant Director, The NSSE Institute for Effective Educational Practice, Indiana University

**Wright  
Eighth Floor**

*Concurrent 13: Responsible Engagement in Community and General Education Renewal*

This panel discussion will outline Grand Canyon University's general education renewal that has resulted in an interdisciplinary, experiential, liberal-learning curriculum intended to develop students' understanding of responsible participation in community. Supported by academic and student-life participation, this curriculum involves an interdisciplinary freshman course, a sustained service-learning experience, and a capstone leadership course. The panel members will discuss the development, implementation, and assessment of this initiative, including its philosophical foundations, pedagogical advantages, and logistical challenges.

Presenters: Leanna R. Hall, Professor of English/Department of Humanities Chair, Jim Beggs, Chair, Department of Communications, Mary J. A. Harris, Associate Professor of Physics, and Douglas M. Dye, Associate Dean, College of Liberal Studies and Professor of History, Grand Canyon University

**Holabird  
Eighth Floor**

*Concurrent 14: Research Insights About Engaging Effectively Across Differences*

For more than a decade AAC&U has worked with researchers, faculty, and student affairs personnel to create comfortable spaces for robust dialogue across differences. Presenters will review the research on various diversity and civic engagement frameworks and together session participants will explore the practical challenges of rethinking learning goals, developing engaged democratic pedagogies, and incorporating effective intergroup dialogue techniques into the classroom.

Presenters: Caryn McTighe Musil, Senior Vice President, Diversity, Equity, and Global Initiatives, and Daniel H. Teraguchi, Program and Research Associate, AAC&U

**Toledo  
Fifth Floor**

*Concurrent 15: Supporting Faculty Teaching in Learning Communities*

When ASU West made learning communities the hallmark of its first year program in the Fall of 2001, it was quickly established that their continued success depended on appropriate development and reward of faculty and staff. This session will describe the process used to gather feedback and assess the learning communities' impact on faculty and staff and the programs that have been developed to support and recognize those who contribute to them.

Presenter: Afsaneh Nahavandi, Faculty Director of Collaborative Programs and Professor of Management, Arizona State University West

**3:15 PM**

**Wright  
Eighth Floor**

**CONCURRENT SESSIONS**

*Concurrent 16: Bridging Academic Barriers: Shakespeare On-Line*

This session will focus on a revolutionary, on-line investigation of Shakespeare's Julius Caesar between tenth-graders at an alternative school for at-risk students and junior English majors at a state university. To examine this exchange, the panel will address the explosive pedagogical possibilities of creating an interactive learning community across the barriers of geography, age, and educational institutes. The panel and audience will also discuss the practical issues of creating and sustaining on-line dialogues for the exploration of literary and cultural texts.

Presenters: Terri C. Washer, Student, Bread Loaf Teacher Network at Middlebury

College and Instructor of English, Crossroads Academy; and Emily Bartels, Associate Professor of English and Associate Director of the Bread Loaf School of English, Rutgers University

**Burnham  
Eighth Floor**

*Concurrent 17: Internship for Teaching in the 21st Century*

The classrooms today's teachers face are not the classrooms of their pasts. Ursuline College's Teacher Apprentice Program prepares teachers through a one-year, community-based learning experience that emphasizes critical pedagogy and social justice in curriculum, instruction, and school governance. We cultivate not just teachers, but leaders for local and global educational transformation. Explore the program design, engaged pedagogies, academic challenges, impact of a cohort, and success with the Director, professors, lead mentor, and students

Presenters: Susan R. Rakow, Assistant Professor, Dianne Runnestrand, Assistant Professor, Teacher Apprenticeship Program, and Janet Hill, Instructor, Teacher Apprenticeship Program, Ursuline College

**Sullivan  
Eighth Floor**

*Concurrent 18: Professional Education in Action: Advanced Business Students as Microenterprise Consultants to Inner-City Entrepreneurs in Chicago*

"Microenterprise Consulting," a service-learning course at Loyola University Chicago, invites business students to work with inner-city entrepreneurs seeking to establish or salvage locally owned microenterprises. In the Jesuit tradition of knowledge in the service of others, the experience hones students' business skills for the important real-world purpose of contributing to inner-city economic development. This session will describe the design of the course, its outcomes, and its special challenges from two perspectives: academic instructor and community activist.

Presenters: Jill W. Graham, Associate Professor of Management, School of Business Administration, Loyola University Chicago; and Monroe K. Saybay, III, President and CEO, Bentol Business Group, Inc.

**Toledo  
Fifth Floor**

*Concurrent 19: Revitalizing the First-Year Experience through the Use of Colloquia and Tutorials*

This session will focus on recent initiatives to revitalize first-year learning experiences at Alma College from 2001-2003: a summer preschool colloquium and an independent learning tutorial. The session presents faculty and student perspectives on the purposes of these initiatives, describes the colloquium and tutorial frameworks, and report on the successes, challenges, and assessment results. Audience discussion will focus on challenges and opportunities for revitalizing the first-year experience using interdisciplinary colloquia and individual tutorials.

Presenters: John E. Davis, Professor of Exercise and Health Science, Michael Vickery, Professor of Communication, and Sandy Hulme, Associate Professor of Political Science, Alma College

**Empire  
Seventh Floor**

*Concurrent 20: Advancing Education for Civic Engagement and Leadership*

This program offers lessons learned at the University of Maryland, College Park from our campus-wide, boundary-crossing process to integrate and develop curricular and cocurricular experiences that enable students to become civically engaged scholars, citizens, and leaders in communities on campus, in the nation, and the world. The participants will have the opportunity to apply the lessons learned to advance civic engagement and leadership in the unique cultures of their institutions.

Presenter: Barbara Jacoby, Director of Commuter Affairs and Community Service, University of Maryland

**Holabird  
Eighth Floor**

*Concurrent 21: The Voice Project: Engaging Diversity in the Classroom*

This presentation will focus on the procedures, dynamics, and outcomes of the "Voice Project," a transformative teaching technique designed to challenge students to actively seek out alternative meanings, perspectives, experiences, and values. Discussion will address differences of gender, race, ethnicity, sexual orientation, religion, age, disability, and socioeconomic status. The Voice Project seeks to assure that differences are heard and understood as part of ongoing discussions of course content and interactions with class colleagues.

Presenter: C. Carney Strange, Professor, Bowling Green State University

**Camelot  
Third Floor**

*Concurrent 22: Capturing Student Engagement on Campus: A Curricular Inventory of Experiential Learning Activities*

This presentation will focus on a case study of Indiana State University's development of a distinctive niche in the state of Indiana and Midwest through institutionalization of a comprehensive program of student engagement. These efforts have focused on three strategic areas: experiential learning, eminent programs, and community engagement. Panelists will discuss the perspectives of faculty and the offices of the President and Provost on the enabling and restrictive variables impacting implementation of the initiative.

Presenters: Nancy Brattain Rogers, Administrative Fellow, Kevin Snider, Executive Assistant to the President for Strategic Planning, Institutional Research, and Effectiveness, Karen Schmid, Associate Vice President for Academic Affairs, and David J. Langley, Director, Center for Teaching and Learning, Indiana State University

**3:15 PM**

**Roundtable Discussions – Pedagogies of Engagement Conference**

**Grand Ballroom  
Seventh Floor**

*Teaching Cultural Competence*

Janice M. Kelly, Arizona State University and Rick Sperling, University of Texas at Austin

*Engaging Student Diversity in the Classroom, Campus, and Community*

Tom Whalley and Lin Langley, Communications Department, Douglas College

*Engaging Students with Academic Integrity*

Matt Willen, Assistant Professor and Director of Freshman Writing, Elizabethtown College

*Partnering Academic and Student Affairs for Holistic Learning*

Alan R. Gitelson, Director, and Kimberly E. Fox, Assistant Director, Magis Initiative, Loyola University Chicago

*Implications of Engaged Learning for the 21st Century Professoriate*

Elizabeth R. Shobe and Sonia Gonsalves, Richard Stockton College of New Jersey

*Research in the Undergraduate Classroom*

Vivian J. Carlson, Assistant Professor, Saint Joseph College

*Peer Mentoring*

Michael O'Keefe, Maureen Wogan, and John Pelrine, Saint Xavier University

*Ethical Issues for Pedagogies of Engagement*

Barbara L. Rich, Associate Professor, School of Social Work, University of Southern Maine

**4:30 PM**

**CONCURRENT SESSIONS**

**Empire  
Seventh Floor**

*Concurrent 23: Collaborative Student/Faculty Research: Engaging Students as Professionals*

This session will present a case study describing an advanced research course that engages students in collaborative research with faculty. Presenters will describe how to engage students in the process of research and will facilitate a discussion of how to integrate research and teaching in undergraduate curricula. Participants will consider the advantages and challenges of integrating pre-professional activities into undergraduate major programs in a variety of disciplines and into the general education curriculum.

Presenters: Lorna Hernandez Jarvis, Associate Professor, John J. Shaughnessy, Professor of Psychology, and Patricia V. Roehling, Chair, Psychology Department, Hope College

**Holabird  
Eighth Floor**

*Concurrent 24: Bravo! Can Acting Games Promote Learning in the Classroom?*

Through drama games and exercises, instructors can motivate students of various learning styles to interact with course material in new ways, thereby furthering understanding and expanding perspectives on the material. In this session, participants will sample exercises and address means of assessing learning outcomes. They will hear how these lessons were applied and evaluated in undergraduate courses. Participants will brainstorm ways to implement this approach in a variety of disciplines.

Presenter: Miriam Rosalyn Diamond, Associate Director, Center for Effective University Teaching, Northeastern University

**Burnham  
Eighth Floor**

*Concurrent 25: Learning Communities as Motivators: Teaching Gender Through Film*

The presentation will introduce a learning community made up of the students and faculty from two linked courses. These courses, one from sociology and one from film studies, explore concepts of gender. Film is used to exemplify and expand the meaning of the concepts. In the presentation, the film clips and gender concepts are used to show the structure of the course, especially its emphasis on immersion in the material. The motivating effect of this double membership, time, and topic is our focus.

Presenters: Phyllis Kitzerow, Professor of Sociology, and Deborah Mitchell, Assistant Professor of English and Public Relations, Westminster College

**Valencia  
First Floor**

*Concurrent 26: On Leadership, Gurus, and Virtual Libraries*

This seminar will walk attendees through an engaging way of teaching students how to conduct research using electronic libraries. This method introduces students to the concepts of leadership and fosters creativity and critical thinking, while it enables them to learn more about a topic of their choosing. The content will provide a road map for implementation, including sample projects. Attendees will experience first hand the process that students follow, and learn about success stories.

Presenters: Maria R. Garcia, Assistant Professor, Graduate Studies, and Mary Ledoux, Director of Library Services, Franklin Pierce College

**Toledo  
Fifth Floor**

*Concurrent 27: A Comprehensive Center for Engaged Learning: An Undergraduate Initiative at UCLA*

For the past several years, research institutions have been crafting an identity around civic engagement, relying on the best practices of service learning. This presentation will show how a new definition for engaged learning has been created, building on the research literature and connecting with the culture of a research institution. Presenters will describe a broad array of academic programs that connect faculty, students and community partners. They will also describe the leadership role taken to promote engaged learning throughout the greater metropolitan area, with other higher education institutions.

Presenter: Kathy R. O'Byrne, Director, Center for Experiential Education and Service Learning, University of California Los Angeles

**Wright  
Eighth Floor**

*Concurrent 28: Pedagogical Strategies for Teaching That Which Makes Us Uncomfortable: Race, Class, and Gender in the Classroom.*

To deal with campus diversity, a number of initiatives were undertaken by St. Cloud State University. The initiatives ranged from mandatory racial issues courses to respect and responsibility workshops that deal with orientating first year students to understanding and appreciating diversity. This panel will discuss pedagogies of engagement that four faculty members from various departments at St. Cloud State University use to address issues of diversity in a predominantly white middle-class campus context. Panelists will demonstrate how individual strategies assist students with their learning goals.

Presenters: Margaret A. Villanueva, Associate Professor of Community Studies, Karen Flynn, Assistant Professor of Women's Studies, Flora V. Calderón-Steck, Instructor of Ethnic Studies/Latin American Studies, and Jeanne Lacourt, Assistant Professor of Ethnic Studies, St. Cloud State University

**Camelot  
Third Floor**

*Concurrent 29: The Leadership Role of Academic Deans to Promote Engaged Learning*

Through an interactive panel discussion, deans of Central Connecticut State University's schools of Arts and Sciences, Business, Technology, and Education and Professional Studies will emphasize the importance of collaboration, strategic planning, and academic leadership as essential elements of creating an engaged learning community. They will describe organizational structures, practices related to selection and promotion of faculty, interdisciplinary program development, and their own leadership roles in promoting engaged teaching and learning.

Presenters: Ellen V. Whitford, Dean, College of Education and Professional Studies, Susan E. Pease, Interim Dean, College of Arts and Sciences, Zdzislaw B. Kremens, Dean, School of Technology, and Patricia Root, Dean, School of Business, Central Connecticut State University

**8:00 PM**

**Theater Based Learning, Roundtable Discussions, and Dessert**

**Empire  
Seventh Floor**

**Performance: Chasing the Dream: More Screams from an Urban University**

Chasing the Dream returns to AAC&U with more stories of urban students who face a unique series of barriers as they seek to earn their first degree. Conflicts with parents, spouses, lovers, employers, faculty, and financial aid offices make for exciting theatre and reveal important insights into lower than desired retention rates. Through a series of vignettes, songs, and movement drawn from the experiences of the students onstage, this production not only inspires students to understand that they are not alone in what seems like a lonely road to their degrees, but it also tells and shows administrators, faculty, and policy makers a perspective that may often be missed when we look through traditional lenses.

Regina Turner, Associate Professor of Communication Studies, Indiana University-Purdue University Indianapolis

**8:00 PM**

**Roundtable Discussions**

**Grand Ballroom  
Seventh Floor**

*Academic Freedom and the First Year Experience*

Daniel E. Lee, Professor of Ethics, Augustana College

*Service-Learning in Technical and Professional Writing Courses*

Sandra B. Hill, Visiting Assistant Professor, Eastern Kentucky University

*The Use of Technology to Extend the Classroom*  
Christine L. Drewel, Affiliate Faculty, Grand Valley State University

*Examining Pedagogies for Civic Engagement*  
Joseph G. Rish, Assistant Professor, King's College

*Using Academic Service-Learning to Foster Emotional Intelligence*  
Susan L. Manning, Assistant Professor, Martha and Spencer Love School of Business,  
Elon University

*Examining the Influence of Culture on Teaching and Learning*  
Judith A. Vogel, Assistant Professor of Mathematics, Richard Stockton College of  
New Jersey

*The Challenges of Civic Engagement*  
Abe F. Marrero, Department Head and Associate Professor of Psychology, Rogers  
State University

*The Role of Ethical Reasoning in the Curriculum*  
Priscilla Hartwig, E. Suzanne Lee, and MaryKay Sansone, Saint Xavier University

*Teaching Political Engagement*  
Dick Simpson, Professor of Political Science, University of Illinois

*Engaging Students in Controversial Issues*  
Janet R. Grochowski and Meg Wilkes Karraker, University of St. Thomas