

# **Bringing Theory to Practice (BTtoP)** *Third National Working Conference*

**January 27-28, 2006**  
**Grand Hyatt, Washington DC**

## **PROGRAM**

Thank you for participating in the Bringing Theory to Practice Third National Working Conference.

The Bringing Theory Practice Project is committed to exploring and advocating the academic community's interest, support and valuing of engaged student learning and its relationship to the mental health and civic development of individuals and their communities. Specifically, the Project currently considers how forms of engaged learning (including, but not limited to civic or service-learning and community-directed collaborative research) could be effective as part of intervention or prevention strategies to address two debilitating conditions for college and university students: substance abuse and certain types of depression.

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 Third National Working Conference, representing over 200 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 Working 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.

**FRIDAY, JANUARY 27**

**4:00 PM**  
Constitution Level 3B

**CONFERENCE REGISTRATION FOR BTtoP OPEN**

**6:30 PM**  
Constitution A  
Constitution Level 3B

**RECEPTION**

**8:00 PM**  
Constitution A  
Constitution Level 3B

**WELCOME**

*Sally Engelhard Pingree, Trustee, Charles Engelhard Foundation*

**PLENARY SESSION I: “RETHINKING THE DIVIDE”**

*Moderated by Thomas H. Bornemann Director, The Carter Center Mental Health Program*

**Robert Blum**, William H. Gates, Sr. Professor & Chair, Bloomberg School of Public Health, Johns Hopkins University

**Vincent Tinto**, Professor & Chair, Higher Education Program School of Education, Syracuse University

## SATURDAY, JANUARY 28

**7:30 AM**

**Outside Burnham and  
Latrobe**

Constitution Level 3B

### **BREAKFAST BUFFET OPENS**

**7:45 AM**

**Franklin Square**

Independence Level 5B

### **PRESIDENTS, PROVOSTS, AND DEANS BREAKFAST SEMINAR**

***Do We Need To Change the Fundamental 'Contract' We Have Made With Our Students and the Public At-Large?***

The seminar is led by **Richard H. Hersh**, former President of Hobart and Smith Colleges and Trinity College; he is co-author of *Declining By Degrees* (2005). (Those who elect to attend the seminar will be sent a copy of *Declining By Degrees* prior to the Conference.) Seminar participants will explore the linkage of how attending to the bridging of academic and student life introduces reconsideration of basic elements of our institutional missions. *Pre-registration required.*

**8:00 AM**

**Latrobe**

Constitution Level 3B

### **CONCURRENT SESSIONS I: PERSPECTIVES FROM THE BTtoP DEMONSTRATION SITES**

***Session A: Promising Paradigms for Bridging the Divide*** Moderated by **Lynn Swaner**, Assistant Professor of Counseling and Development, C.W. Post-- Long Island University

Panelists from the BTtoP Demonstration Project Sites will address the question: how do we harness the potential for engaged learning to positively affect student well-being and civic development through campus initiatives? Attendees will be invited to envision the ways engaged learning, well-being, and civic development may be connected in their own settings, and how they might formulate initiatives to intentionally foster those connections.

**Arri Eisen**, Senior Lecturer, Biology; Director, Program in Science & Society; Director, Science, Ethics & Society, Center for Ethics, Emory University

**Ron Flores**, Associate Professor of Sociology and Director of Community Based Learning, St. Lawrence University

**Joan Riley**, School of Nursing and Health Studies, Georgetown University

**Burnham**

Constitution Level 3B

***Session B: Strategies for Successful Implementation of Institutional Change in Higher Education*** Moderated by **Barry Checkoway**, Professor of Social Work & Urban Planning, Founding Director of the Ginsberg Center, University of Michigan.

Even excellent efforts to integrate "engaged learning," "mental health," and "civic development" will not succeed without strategies for doing so. Panelists will draw upon experience and share strategies for successful implementation of institutional change in higher education. Practical strategies, in addition to the forces that limit and facilitate implementation, will be emphasized.

**Marjorie Silverman**, Associate Dean of Studies, Barnard College

**Shalom Staub**, Academic Affairs Fellow, Dickinson College

**9:30 AM**  
**Outside Burnham and Latrobe**  
Constitution Level 3B

## **REFRESHMENT BREAK**

**9:45 AM**  
**Latrobe**  
Constitution Level 3B

## **CONCURRENT SESSIONS II**

*Session C: Perspectives from Institutions with Different Cultures and Missions, Who Can, and How to, Traverse the Divide?: The Theory, the Issues and, the Strategies. Moderated by Libby Huffman, Government Relations Advisor, Collier Shannon Scott, PLLC*

Dickinson College and Syracuse University are both implementing institutional strategies that focus on the relationship between their campuses and their local community to enhance the physical and civic connection between the two. The panel will provide participants with model overviews that apply to small and large campuses. Dickinson has undertaken a multiyear study of the effects of student participation in its expanding ‘learning communities’ program to examine whether variously structured learning experiences yield different impacts on student learning, mental health, and civic engagement. Syracuse University is conducting research to explore the association between curricular and co-curricular student engagement as effective prevention strategies that address the roots of depression and substance abuse.

**Joyce Bylander**, Associate Provost for Campus Academic Life,  
Dickinson College

**Dessa Bergen-Cico**, Associate Dean of Students, Syracuse University

**Burnham**  
Constitution Level 3B

*Session D: The Practices: What Models Are Available? Moderated by Stephanie Gordon, Director of Educational Programs, NASPA-Student Affairs Administrators in Higher Education*

**David Schoem**, Faculty Director, Michigan Community Scholars Program, University of Michigan

**Elizabeth Paul**, Interim Vice President for Student Life and Associate Professor, Department of Psychology, The College of New Jersey

**11:00 AM**  
**Independence F & G**  
Independence Level 5B

## **SESSION III**

*Discussion: Addressing Cultural Assumptions About Health and Higher Education*

A roundtable discussion led by **Rebecca Herzig**, Associate Professor, Women and Gender Studies, Bates College and **Jonathan Metzl**, Associate Professor of Psychiatry and Women’s Studies, Director, Program in Culture, Health, and Medicine, University of Michigan. The session will discuss such issues as:

- Has medicalization become the defacto model for grappling with student distress?
- Is collegiate learning supposed to be uncomfortable, perhaps even distressing?

**12:30 PM**  
**Outside Burnham and Latrobe**  
Constitution Level 3B

**LUNCH BUFFET**

**1:15 PM**  
**Constitution E & D**  
Constitution Level 3B

**PLENARY SESSION II**

*A Critique of Higher Education's Dualistic Divide Introduction by Daniel Tad Roach, Headmaster, St. Andrew's School*

**Speaker: Barrett Seaman**, Author of "Binge: Campus Life in an Age of Disconnection and Excess" (Published by Wiley and Sons, Inc., New Jersey 2005)

**2:30 PM**  
**Outside Constitution E & F**  
Constitution Level 3B

**REFRESHMENT BREAK**

**2:45 PM**  
**Burnham**  
Constitution Level 3B

**CONCURRENT SESSIONS IV**

*Session E: Does the Bridging of the Divide Contribute to the Health and Well-Being of Students? Moderated by Bernard Arons, Executive Director and CEO, National Development and Research Institutes, Inc. (NDRI)*

**Hara Estroff Marano**, Editor-At-Large, *Psychology Today*

**Laurie Davidson**, Associate Director, Higher Education Center for Alcohol & Other Drug Prevention Education Development Center, Inc.

**Constitution E & D**  
Constitution Level 3B

*Session F: What Does the Divide Look Like From the Student's Perspective: Should It Be Bridged? Moderated and facilitated by Alison Malmon, Executive Director of Active Minds, Inc.*

**Jordan P. Fullam**, Center for Community-Based Research Leshowitz Citizen Scholar, Montclair State University

**Alexis Chappell**, American Active Minds, American University

**Charlotta Chung**, Mentor at the Center for Civic Engagement and Leadership Community, St. Lawrence University

**Greg Shivers**, Bonner Student Leader, Tusculum College

**4:00 PM**  
**Constitution E & D**  
Constitution Level 3B

**CONFERENCE CONCLUDING SESSION**

*Resources, Opportunities, and a Clearinghouse in Support of Campus Projects to Traverse the Divide*

Donald W. Harward, BTtoP Project Director, President Emeritus, Bates College, Senior Fellow, Association of American Colleges and Universities

## **BIOGRAPHIES OF PLANNING GROUP MEMBERS AND CONFERENCE PRESENTERS**

### **BERNARD S. ARONS**

Dr. Arons is Executive Director/CEO of The National Development and Research Institutes (NDRI), a nonprofit behavioral public health research, training and prevention outreach organization. He was formerly the Director of the Federal Center for Mental Health Services and 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 is Clinical Professor of Psychiatry at the Georgetown University School of Medicine, George Washington University School of Medicine, and Howard University and Adjunct Professor of Psychiatry at Dartmouth University.

### **DESSA BERGEN-CICO**

Dr. Bergen-Cico is Associate Dean of Students Syracuse University, is the director of the Substance Abuse Prevention and Health Enhancement Office; the University R.A.P.E. Center (dedicated to educating the Syracuse University community about rape, sexual abuse, and other forms of nonconsensual sexual activity); the Coordinator of Assessment for the Division of Student Affairs; and an Adjunct Professor in the Department of Psychology and School of Education. Dr. Bergen-Cico'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. She is a member of the Bringing Theory to Practice Advisory Board and the National Advisory Board for the Program on Health and Higher Education.

### **JENNY ELSA BLAU**

Ms. Blau is currently attending medical school at Georgetown University. Before starting medical school she served as a legislative advisor for Congresswoman Hilda L. Solis, the Chair of the Congressional Hispanic Caucus Health Task Force and the Congressional Women's Caucus, with special responsibilities as director of the Women's Caucus. 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.

### **ROBERT WILLIAM BLUM**

Robert Wm. Blum, M.D., M.P.H., Ph.D., is the William H. Gates, Sr. Professor and Chair of the Department of Population and Family Health Sciences, Johns Hopkins Bloomberg School of Public Health. He has edited two books, and has written over 220 journal articles, book chapters and special reports.

Dr. Blum is a Past-President of the Society for Adolescent Medicine; has served on the American Board of Pediatrics; was a charter member of the Sub-Board of Adolescent Medicine, and is a past chair of the Alan Guttmacher Institute Board of Directors. Currently, he chairs the National Academy of Sciences Committee on Adolescent Health and Development. He is a consultant to The World Bank and UNICEF as well as the World Health Organization where he has served on the Technical Advisory Group of the Child and Adolescent Health Department as well as the Scientific and Technical Advisory Group of the Human Reproductive Program. He has been awarded the Society for Adolescent Medicine's Outstanding Achievement Award (1993); and in 1998 was the recipient of the American Public Health Association's Herbert Needleman Award "for scientific achievement and courageous advocacy" on behalf of children and 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.

### **JOYCE BYLANDER**

Ms. Bylander is Associate Provost for Campus Academic Life at Dickinson College. Ms. Bylander came to Dickinson in August 1998 as Associate Dean. She assumed the position of Dean of Students in July 2000 and moved into her current position July 1, 2004. In addition to Dickinson College, she has served Bucknell University in Lewisburg, PA as Associate Dean of Students and also worked at the College of Charleston, in Charleston, South Carolina. At Dickinson, she is responsible for creating a vision for connecting the in and out of classroom lives of students. Through a variety of programs Campus Academic Life seeks to create, highlight and support co-curricular activities that deepen student learning and engagement. She is responsible for the development or support for First Year Seminars, Learning Communities, and Service Learning. She provides direction and supervision to the

directors of the Advising Center, Learning Support, Orientation, and the Conflict Resolution Resource Center. Joyce Bylander is also involved with academic initiatives that support campus diversity efforts. On occasion she teaches in American Studies.

### **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. Ms. Davidson has an MA in Counseling and worked for eight years in community mental health centers.

### **ARRI EISEN**

Dr. Eisen is a Senior Lecturer in Biology, Associate Faculty in the Ethics Center, and Director of the Program in Science & Society at Emory University. He is actively engaged in teaching and research in science education with undergraduates, graduates, and post-docs, and works with people, from kindergarteners to senior citizens, to turn them on to science.

### **MARY JANE ENGLAND**

Dr. 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.

### **RONALD S. FLORES**

Dr. Flores has taught in the sociology department at St. Lawrence for 10 years. He teaches all levels of undergraduate students, including a recent First-Year Program course on communities and a First-Year Seminar on baseball. Flores has taught courses on race and ethnic relations, family, urban society, rural sociology and quantitative demography. He has written two books: *The Newest New Yorkers*, about immigration in New York City, and *Puerto Rican New York*. Professor Flores was a faculty delegate to the Board of Trustees and chair of Faculty Council in 2002-03, and is chair of the sociology department, director of the University's service-learning program, co-chair of the Diversity Task Force, and a member of the Caribbean and Latin American studies advisory board. He is a recipient of St. Lawrence's Maslow Award, which is given annually to the faculty member who has demonstrated the greatest concern for the welfare of the student body as a whole. Professor Flores received his Ph.D. in sociology from Brown University.

### **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 E. 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**

Ms. 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.

### **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**

Dr. Richard Hersh has served as President of Hobart and William Smith Colleges and Trinity College (Hartford), and Provost and Vice President for Academic Affairs at The University of New Hampshire and Drake University. He also served as Vice President for Research and Dean of the Graduate School at the University of Oregon and was Director of the Center for Moral Education at Harvard University. Dr. Hersh was a member of the Association of American Colleges & Universities Greater Expectations panel and for the past five years has served as Co-Director of the Collegiate Learning Assessment Project (CLA) that has developed an innovative “value-added” approach to assessing student learning.

He has written extensively and consulted widely with regard to K-12 effectiveness and was co-author of the book, *THE STRUCTURE OF SCHOOL IMPROVEMENT*. He has written much about the importance of a liberal arts education in the 21<sup>st</sup> century with his 1999 *DAEDALUS* article “Generating Ideals and Transforming Lives” and his book *PROMOTING MORAL GROWTH* in use on many campuses. Dr. Hersh appeared in the recent two-hour PBS documentary “Declining by Degrees: Higher Education at Risk” and co-edited the accompanying book by the same title (Palgrave Macmillan publishers) that examines the nature and quality of undergraduate education in the United States.

### **REBECCA HERZIG**

Dr. Herzig is Associate Professor of Women and Gender Studies at Bates College. A specialist in the history of nineteenth-century science, technology, and medicine, she is the author of *Suffering for Science: Reason and Sacrifice in Modern America* (Rutgers University Press, 2005) and, with Evelyn Hammonds and Abigail Bass, *The Nature of Difference: A Reader on Science, Race, and Gender*, forthcoming with MIT Press. At Bates, her courses focus on the social dimensions of scientific change. A long-time advocate of engaged learning and progressive pedagogy, she has helped design and implement community-based educational programs in California, Maine, and Massachusetts.

### **ELIZABETH INGRID HUFFMAN**

Ms. Elizabeth (Libby) Huffman graduated from Dartmouth College, where 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.

### **ALISON MALMON**

Alison K. Malmon is Founder and Executive Director of Active Minds, Inc., a student-run mental health organization on the college and high school campus. She started the program in 2001, while a junior at the University of Pennsylvania, following the suicide of her older brother, Brian, one year earlier. Wanting to combat the stigma that had caused her brother to suffer in silence and ultimately take his own life, she created a group on her campus that promoted an open, enlightened dialogue around the issues. Just two years later, Ms. Malmon formed the 501(c)(3) organization in order to develop and support chapters of the student group on campuses around the country, and create a unified national voice for young adults in the mental health awareness movement. She currently serves as President and Executive Director of the non-profit organization, and has helped form over thirty chapters of the student group nationwide.

Ms. Malmon was the youngest ever recipient of the Tipper Gore Remember the Children Award from the National Mental Health Association in 2003, and the inaugural Young Leadership Award from the National Alliance for Research on Schizophrenia and Depression in 2004. Having graduated from the University of Pennsylvania in 2003 with Honors in Psychology and Sociology, she now lives and works in Washington, DC.

### **HARA ESTROFF MARANO**

Hara Estroff Marano is Editor-at-Large of *Psychology Today*. She has been with *Psychology Today* for the past 14 years, previously as Editor-in-Chief, and has written about human behavior for many consumer and professional publications, including *The New York Times*, *The Los Angeles Times*, *USA Today*, *Smithsonian*, the *Ladies Home Journal*, among many others. She writes a regular advice column for *Psychology Today* called Unconventional Wisdom, which now also appears weekly in the *New York Daily News* under the banner Sexual Healing. She is the author of two books, and is currently working on her next book, *A Nation of Wimps*, based on an article she wrote for *Psychology Today*.

### **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. She sits on the advisory board of Bringing Theory to Practice.

### **JONATHAN METZL**

Jonathan Michel Metzl is Associate 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.

### **ELIZABETH PAUL**

Dr. Paul is Associate Professor and Chair of Psychology and Director of the Trenton Youth Community-based Research Corps at The College of New Jersey in Ewing, New Jersey. She received her Ph.D. in Personality Psychology at Boston University. Dr. Paul is an active advocate of community-based research as a powerful undergraduate pedagogical activity and as an agent of social justice and change. She and her students have worked on over 20 research projects in service of the needs of over a dozen Trenton-area non-profit community agencies. She serves on the board of the Trenton Youth Services Commission, and served as Co-Chair of the Board of the Trenton Center for Campus-Community Partnerships. Dr. Paul also conducts research on relational challenges of late adolescence and young adulthood including risky sexual experiences. Recently, her work on *hookups*, youths' spontaneous and anonymous sexual experiences, was featured in a *Newsweek* article and on the *Today Show*. She is currently writing a book on youth sexuality. Her writings have appeared in *Adolescence*, *Journal of College Student Development*, *Journal of Counseling and Development*, *Journal of Social and Personal Relationships*, *Journal of Sex Research*, and the *Council on Undergraduate Research Quarterly*. Dr. Paul is author of *Taking Sides: Clashing Views on Controversial Issues in Sex and Gender* (Dushkin/McGraw-Hill, 2000, 2002). She also served as Co-Editor with Dr. Juda Bennett of *Transformations: A Resource for Curriculum Transformation and Scholarship*. Dr. Paul studies and conducts workshops on student learning assessment, and on higher education and social change.

### **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.

### **JOAN B. RILEY**

Ms. Riley holds a joint appointment as an Assistant Professor at Georgetown University School of Nursing and Health Studies and as a Nurse Practitioner in the Department of Family Medicine at Georgetown University Hospital. Her interest is in the area of health promotion and disease prevention. Her recent publications relate to health literacy, the promotion of health for persons with disabilities, and curriculum infusion of college health alcohol issues.

### **DANIEL TAD 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. Mr. Roach 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. Mr. Roach continues to teach English and Religion and advises students at St. Andrew's.

### **DAVID SCHOEM**

David Schoem is the faculty director of the Michigan Community Scholars Program and teaches in the Sociology Department at the University of Michigan. He has served as Assistant Dean for Undergraduate Education and Assistant Vice President for Academic and Student Affairs, working on issues such as founding the Program on Intergroup Relations, developing learning communities; establishing a diversity requirement; and implementing the First-Year Seminar Program. He is a former PEW National Learning Communities Fellow and has led faculty institutes on diversity issues through the American Association of Colleges and Universities, the Ford Foundation, the Washington Center for Innovation in Undergraduate Education, and at numerous colleges and universities. He has written extensively on topics in higher education, including his recent article, "Transforming Undergraduate Education: Moving Beyond Distinct Undergraduate Initiatives" (*Change Magazine*), and recent book, *Intergroup Dialogue: Deliberative Democracy in School, College, Community and Workplace*. (U of Michigan Press). He is co-editor of *Engaging the Whole of Service-Learning, Diversity, and Learning Communities* that focuses on the vision of the program he directs, the Michigan Community Scholars Program, which is comprised of about 20 chapters co-authored by faculty, students, community partners, and staff. His newest book for high school and first-year college students, focusing on engaged learning, is *College Knowledge: 101 Tips for the College-Bound Student* (U. of Michigan Press).

### **BARRETT SEAMAN**

Mr. Seaman spent 30 years as a correspondent and editor for *Time Magazine* before taking early retirement in 2001. Since then, he researched and wrote "Binge: What Your College Student Won't Tell You" (John Wiley & Sons, 2005), a detailed picture of what campus culture looks like today. A 1967 graduate of Hamilton College, Seaman has served as trustee of his alma mater since 1989 and chairs the board's Student Affairs Committee. He has three college-educated daughters and lives with wife Laura in Irvington, New York.

### **MARJORIE SILVERMAN**

Dr. Silverman is the Associate Dean of the College and the Dean for Student Development at Barnard College. She oversees the Alcohol and Substance Awareness Program, the Counseling Services, the Health Service, the Office of Disability Services, and the Well Woman program. She also oversees all Transfer and Visiting Students at Barnard. Dean Silverman is a practicing psychologist with expertise in the areas of achievement, motivation, and sex role identity.

### **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.

### **SHALOM STAUB**

Dr. Staub was the founding President and CEO of the Institute for Cultural Partnerships. After serving in this position for nearly nine years, Staub now continues his affiliation with ICP as Senior Diversity and Conflict Resolution Consultant, even as he has taken a new position as Academic Affairs Fellow at Dickinson College in Carlisle, PA.

A native of New York City, Shalom Staub received his B.A. and M.A. in Anthropology from Wesleyan University, and holds a Ph.D. in Folklore and Folklife from the University of Pennsylvania. He has additional training in Movement Analysis; Cultural Diversity Awareness, Prejudice Reduction and Conflict Mediation. He also has training in Bowen Family Systems Theory from the Center for Family Process's Leadership Seminar and the Georgetown Family Center's Post Graduate Seminar in Systems Theory. He has certification as a mediator through the Mediation Training Institute International. He serves as the Board Vice Chair of Citizens for the Arts in Pennsylvania. He works closely with the Pennsylvania Council on the Arts to provide services to the field of folk arts in Pennsylvania. He is a member of the Board of Trustees of the Fund for Folk Culture, a national foundation.

### **LYNN E. SWANER**

Dr. Swaner is a National Certified Counselor (NCC), educational consultant, and Assistant Professor in Mental Health Counseling at the C.W. Post Campus of Long Island University. Her professional experience includes coordinating academic support and accommodations for students with psychiatric disabilities at Columbia University, as well as directing the

undergraduate peer tutoring program as part of Columbia's learning center initiative. She received her M.S. in counseling from C.W. Post and her doctorate in higher education from Teachers College, Columbia University, where her research focused on connecting curricular and practicum-based learning in graduate education. In addition to her current work with BTtoP, Dr. Swaner recently authored a review of the literature for AAC&U's Project on Educating for Personal and Social Responsibility.

#### **VINCENT TINTO**

Professor Tinto received his Ph.D. in education and sociology from The University of Chicago. He is currently Distinguished University Professor at Syracuse University and chair of the higher education program. He has carried out research and has written extensively on higher education, particularly on student retention and the impact of learning communities on student growth and attainment. He has consulted widely with Federal and State agencies, with independent research firms, foundations, and with two and four-year institutions of higher education on a broad range of higher educational issues, not the least of which concern the retention and education of students in higher education. He serves on the editorial boards of several journals and with various organizations and professional associations concerned with higher education. He chaired the national panel responsible for awarding \$5 million to establish the first national center for research on teaching and learning in higher education and served as Associate Director of the \$6 million National Center on Postsecondary Teaching, Learning, and Assessment funded by the U.S. Office of Education.. He works with the Council for Opportunity in Education, the Pell Institute for the Study of Opportunity in Education, the European Access Network, and the Dutch government to develop programs to promote access to higher education for disadvantaged youth in Europe. As a member of the Pathways to College Network, he is currently engaged in a national effort to increase access to college His current research, funded by grants from the Lumina Foundation for Education and the William and Flora Hewlett Foundation focuses on the impact of learning communities on the academic achievements of under-prepared college students in urban two and four-year colleges.

#### **JENNIFER WONG**

Jennifer Wong is the Program Associate for the Bringing Theory to Practice Project at the Association of American Colleges and Universities. Ms. Wong graduated from Sonoma State University, where she served as a Community Service Advisor in the residential halls, Vice President of Legislative Affairs for the Associated Students, Inc., and founder of the Student Civic Engagement Program on-campus. Ms. Wong was with Congresswoman Ellen Tauscher's Office before joining AAC&U.



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BTtoP extends a special thanks to our Project Planning Group Members who contributed their time and expertise to help shape the Project and Conference.

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