Tuesday, May 24: Community Impact | Incarceration & Justice

**8:00–8:30**  Breakfast  
*Geddes Hall, Coffee House*

**8:30–9:00**  Welcome, Overview, Introductions | Connie Mick and Annie Cahill Kelly, Notre Dame  
*Geddes Hall, Coffee House*

**9:00–9:30**  Plenary Session: “Community Engagement: Principles and Practice” | Connie Mick and Mary Beckman, Notre Dame  
*Geddes Hall, Coffee House*

**9:30–9:40**  Break

**9:40–10:40**  Plenary Session: “Building a Sustainable Community: Why Poverty Matters” | Bonnie Bazata, Ending Poverty Now and Matt Harrington, President and CEO, St. Joseph County United Way  
*Geddes Hall, Coffee House*

**10:40–10:50**  Break

**10:50–12:00**  Plenary Session: “Partnershiping: Orientation, Supervision, Reflection” | Annie Cahill Kelly, Facilitator; Deb Stanley, Sam Centellas, Peter Lombardo, Shelly Zabukovic, Rachael Foster, Michelle Peters, Andy Kostielney—Notre Dame Community-Based Learning Coordinators  
*Geddes Hall, B036*

**12:00–1:00**  Lunch | Welcome: Fr. Paul Kollman, Leo and Arlene Hawk Executive Director, Center for Social Concerns  
*Geddes Hall, B036*

**1:00–2:15**  Plenary Session: “Impact Evaluation: Working with Agencies to Measure Impact” | Rachel Fulcher-Dawson, Notre Dame  
*Geddes Hall, B036*

**2:15–2:30**  Break

**2:30–3:00**  Travel to Juvenile Justice Center  | [Driving directions](#)

**3:00–4:15**  Site Visit: “Reading for Life: Growing an Academic Idea into St. Joseph County’s Largest Diversion Program for Juvenile Offenders,” Laura Chodacki Baker, and Pete Morgan, Executive Director of the Juvenile Justice Center  
*Juvenile Justice Center*

**4:15–4:30**  Travel to Center for the Homeless (CFH)  | [Driving directions](#)

**4:30–5:45**  Site Visit: CFH Presentations: Clark Power, Peter Lombardo, CFH Guests  
*Center for the Homeless*

**5:45–6:00**  Travel to Center for Social Concerns  | [Driving directions](#)

**6:00–7:30**  Dinner and Drinks: Robinson Shakespeare Company and Shakespeare at Notre Dame | Christy Burgess and Scott Jackson, Notre Dame  
*Geddes Hall, Coffee House and Patio*
Wednesday, May 25: Student Impact | Immigration & Rights

8:00–8:30  Breakfast
  Geddes Hall, Coffee House

8:30–9:45  Plenary Session: “Steeping in Circle: Creating a Container for Deeper Learning” | Susan Sharpe, Notre Dame
  Geddes Hall, Coffee House

9:45–10:30  Plenary Session: “Reflection as a Means for Discovery” | Andrea Smith Shappell, Notre Dame
  Geddes Hall, Coffee House

10:30–10:45  Break

10:45–11:50  Concurrent Sessions:
  “Keys to Managing Risk in Academic Community Engagement” Barb Davey, Notre Dame
  “Ethics and Community-Based Participatory Research” Jim Frabutt, Notre Dame
  “Understanding the Dynamics of Poverty: A Participatory Workshop” | Bonnie Bazata, Ending Poverty Now
  Geddes Hall, B034

11:50–12:00  Break

12:00–1:00  Group Photo | Lunch | Harlan Beckley, SHECP Executive Director, Welcome
  Geddes Hall, Coffee House

1:00–1:10  Break

1:10–2:20  Plenary Session: “Revitalizing Coal Country: Student Involvement in Community Change,” Bucknell University and the Mother Maria Kaupas Center Partnership | Carl Milofsky, Shaunna Barnhart, Rev. Martin Moran, and Jacob Betz
  Geddes Hall, B034

2:20–2:30  Break

2:30–3:00  Travel to Civil Rights Heritage Center OR Sister Maura Brannick, CSC, Health Center | Driving directions

3:00–4:00  Site Visit: Civil Rights Heritage Center (George Garner) or Sister Maura Brannick, CSC, Health Center (Michelle Peters and Kristin Hillgamyer)

4:00–4:30  Travel to La Casa de Amistad | Driving directions

4:30–5:30  Site Visit: Spanish CBL and La Casa de Amistad | Sam Centellas, CEO, La Casa de Amistad, Rachel Parroquin, Notre Dame, and Marisel Moreno, Notre Dame
  La Casa de Amistad

5:30–6:30  Dinner near La Casa de Amistad (Mexican Meal)
  Rosales

6:30–7:00  Travel to Center for Social Concerns | Driving directions
  (If you do not wish to join the dinner, please let Connie know and plan to drive separately.)
Thursday, May 26: Faculty Impact / Work & Dignity

8:00 Meet at Geddes Hall, Coffee House

8:00–8:30 Travel to Goodwill Industries | Driving directions

8:30–10:30 Breakfast and Talks, Goodwill Industries | Debie Coble, Isaac Hunt, Susan Sharpe, Margie Pfeil
Goodwill Industries

10:30–10:50 Travel to LOGAN Industries | Driving directions

10:50–12:00 Site Visit: Community-Based Learning Writing and Rhetoric, LOGAN Industries | John Duffy, Notre Dame; Shelly Zabukovic
LOGAN Industries

12:00–12:15 Travel to Center for Social Concerns | Driving directions

12:15–1:15 Lunch | “Poverty, Community Engagement, and the Catholic Social Tradition” Clemens Sedmak, Notre Dame/Kings College London
Geddes Hall, Coffee House

1:15–1:25 Break

1:25–2:30 Concurrent Sessions: Designing Syllabi and Assignments:
Faculty Reflections | Kraig Beyerlein, Sociology, Notre Dame; Beth Capdevielle, Writing and Rhetoric, Notre Dame; “Facilitating Student Engagement with Community Partners as Software Clients,” Mark Goadrich, Hendrix College
Geddes Hall, B034

2:30–2:40 Break

2:40–3:30 Plenary Session: “The Role of Community-Based Research in Achieving Community Impact,” Mary Beckman and Danielle Wood, Notre Dame
Geddes Hall, B034

3:30–3:40 Break

3:40–4:45 Concurrent Sessions: Entrepreneurship “EntrepreNU: Engaging Students Across the Curriculum and Outside the Classroom” Kevin Blair and David Taylor, Niagara University, and “A Concern for Social Justice: The Essence of a University” David Gandolfo, Furman University
Geddes Hall, B034

Geddes Hall, Coffee House
Friday, May 27: Assessment Workshop | Anne Weiss, Indiana Campus Compact

8:30–9:00  Breakfast
Geddes Hall, Coffee House

9:00–12:00  Workshop Topics: Identify Goals, Write Measurable Outcome Statements & Plan for Assessment with “The Matrix”
Geddes Hall, Coffee House

12:00–1:00  Lunch
Geddes Hall, Coffee House

1:00–2:30  Workshop Topics: Appreciating Process, Measuring Learning & Completing “The Matrix”
Geddes Hall, Coffee House

POST-INSTITUTE SURVEY DUE | Monday, June 13, 2016

Complete survey [here](#).
Shaunna Barnhart is Director of the Place Studies Program at Bucknell University’s Center for Sustainability and the Environment. She directs and facilitates interdisciplinary teaching, research, and outreach with faculty, staff, students, and community partners that explores how we imagine, sustain, understand, and engage with place—locally and globally—through exploration of how communities navigate the nexus of social, cultural, economic, and environmental dynamics. In this role, she works with faculty to develop community–university partnerships, including the University’s new initiative to engage communities in Pennsylvania’s coal region.

Contact Information: 814-853-0342 | sb060@bucknell.edu
Affiliation: Center for Sustainability and the Environment

Bonnie Bazata is the Ending Poverty Now Program Manager for Pima County in Tuscon AZ, a 2015 initiative incorporated into the County’s economic development plan. She was the first executive director of the St. Joseph County Bridges Out of Poverty Initiative in South Bend, IN, an organization that addresses intergenerational poverty through individual and systemic change. Bonnie has worked with a wide range of community-based organizations in culturally and economically diverse communities, including eight years in Tucson where she led innovative programs that served youth for success in school and employment. She has an MA in bilingual/ multicultural education from the University of Arizona, a BA from Antioch College, and a teaching certificate from Prescott College.

Contact Information: bonnie.bazata@gmail.com
Affiliation: Ending Poverty Now

Harlan Beckley served on the Washington and Lee faculty beginning in 1974. In 1997, he helped create and became the first Director of the Shepherd Program on Poverty and Human Capability. Dr. Beckley served as Vice President and President of the Society of Christian Ethics from 1999-2001 and as Acting President of Washington and Lee University in 2005-06. He has served as the founding director of the Shepherd Higher Education Consortium on Poverty since 2012. He earned a Ph.D., M.A., and M.Div. from Vanderbilt University and his B.S. from the University of Illinois. He was a Post-doctoral fellow at The University of Chicago Divinity School.

Contact Information: 540-460-1713 | beckleyh@wlu.edu
Affiliation: Shepherd Higher Education Consortium on Poverty

Mary Beckman is associate director for academic affairs and research at Notre Dame’s Center for Social Concerns and the director of academic community engagement at the University. An economist and faculty member, she co-developed the University’s poverty studies interdisciplinary minor and has co-directed and taught in the program. She directs the Center for Social Concerns initiatives in community-based research. Her publications can be found in numerous journals and books and include Community-Based Research: Teaching for Community Impact, co-edited with Joyce Long (2016, Stylus).

Contact Information: 574-631-4172 | Mary.P.Beckman.9@nd.edu
Affiliation: Center for Social Concerns, University of Notre Dame

Jacob Betz: I am a lifelong resident of the community (Mount Carmel, PA) where the Mother Maria Kaupas Center is located. I retired in December 2015 after a 40-year career as a reporter/editor at a small daily newspaper. As director of the Center, I am excited by our partnership with Bucknell University through the establishment of a field station at the Center. The Center is a facilitator in bringing local stakeholders and Bucknell professors and their students together in researching ways to improve specific facets of community life.

Contact Information: 570-205-2970 | kaupascenterdrc@ptd.net
Affiliation: Divine Redeemer Church
Kraig Beyerlein is an Associate Professor in the Department of Sociology at the University of Notre Dame. He received his Ph.D. from the University of North Carolina at Chapel Hill and was a faculty member in the Sociology Department at the University of Arizona before coming to Notre Dame. His research on collective action, civic engagement, social movements, and religion has appeared in top sociology journals. In addition, Kraig teaches the Center for Social Concerns’ Border Issues Seminar. Lastly, he is finalizing his book manuscript, Flooding the Desert: Faith-Based Mobilizing to Save Lives along Sonora-Arizona Border.

Contact Information: kbeyerl1@nd.edu
Affiliation: Department of Sociology, University of Notre Dame

Kevin Blair received his MSW from the University of Chicago and his Ph.D. from the University at Buffalo. He has over 30 years of clinical social work experience. Dr. Blair is also a graduate of the Chicago Institute for Psychoanalysis. Dr. Blair’s practice experience includes work as a school social worker, and social work practice in the areas of crisis intervention, divorce mediation, family therapy, and community organizing. His research interests include education of undergraduates about poverty, kinship care, as well as the practice of social work in schools and linkages between anthropology and social work. In recent years Dr. Blair’s research has focused on issues of poverty and on the Child Only component of the Temporary Assistance to Needy Families program. He recently published studies of the strengths and stressors associated with being a kinship care giver who is involved in the TANF program.

Contact Information: 716-286-8520 | blairkd@niagara.edu
Affiliation: Social Work, Niagara University

Jay Brandenberger serves as the associate director for Research and Assessment at the Center for Social Concerns, and as concurrent associate professor in the Department of Psychology at Notre Dame. He directs research initiatives at the Center, working with colleagues to examine the developmental outcomes and best practices associated with Center courses and programs. He is the editor of the Center’s Research Report Series, and facilitates ongoing longitudinal research focusing on the impacts of community engagement. Brandenberger also coordinates—with Center colleagues—various academic initiatives at the Center, fostering partnerships with academic units on campus. He teaches interdisciplinary courses incorporating community-based learning and research. He is also a fellow of the Institute for Educational Initiatives, and a past recipient of the Notre Dame Frank O’Malley Undergraduate Teaching Award. Brandenberger’s research interests include social cognition, moral and ethical theory/development, and assessment of student outcomes in higher education. He serves on the review boards of various journals, and has collaborated on national research initiatives examining means to enhance social responsibility, leadership, and moral development. His work has appeared in a variety of publications, including the Journal of Applied Developmental Psychology, the Michigan Journal of Community Service Learning, and the Journal of College Student Development. Brandenberger joined the Center and Notre Dame faculty in 1991 after earning his Ph.D. in educational and developmental psychology from the University of Pittsburgh. He is a 1978 graduate of Notre Dame, with a B.A. in English. Prior to his work at the Center, Brandenberger helped to found Guadalupe Azlan school in Texas for children from Mexico, and taught at Waynesburg College (PA) and the University of Pittsburgh.

Contact Information: 574-631-7943 | jbranden@nd.edu
Affiliation: Center for Social Concerns, University of Notre Dame

Christy Burgess is currently the Shakespeare Program Director for the Robinson Community Learning Center at the University of Notre Dame. Christy is the founding director of the Robinson Shakespeare Company which conducts outreach to over 300 students weekly in South Bend public schools. Prior to her employment at Notre Dame, Christy worked as the Education Manager for the Fairbanks Shakespeare Theatre where she used Shakespeare to bridge the gap between youths and Alaskan Native Elders. In 2012, Christy received her Master’s Degree in Theatre Education at the University of Warwick, where she worked with educators from the Royal Shakespeare Company.

Contact Information: 574-631-9430 | christyburgess@nd.edu
Affiliation: Robinson Community Learning Center

Estefania Buzzini is currently working at Coordinación de Compromiso Social y Extensión de la Universidad Católica Argentina (UCA), a division of a university named UCA which main role is empowering social engagement. Our division is in charge of organizing, promoting and evaluating, together with the different academic divisions, different projects and activities related to social engagement that are generated at the University. The main goal of all the learning initiatives and research that we carry out is to involve students, professors, graduates and administrative personnel who work or study at the university in activities that can help them offer a service to the society; therefore, generating the possibility of providing answers to the specific social demands through the University. I do think that the course will not only help me learn new approaches and
perspectives to deal with the different social issues that we might have to face in the future but also improve the design and execution of the strategies we have been carrying out, inspired in our Christian values and aimed at having a more equitable society with equal opportunities for everyone. The debate and exchange of information and knowledge with my colleagues will also be of great value since it will allow me to think objectively about the role of universities and their members in regards to the complex social reality that we are facing nowadays.

Contact Information: (54 11) 4349-0236 | estefania_buzzini@uca.edu.ar
Affiliation: Coordinación de Compromiso Social y Extensión - Universidad Católica Argentina “Santa María de los Buenos Aires”

Brian Collier grew up in South Bend and believes this to be a great community filled with resources. Collier is an Historian who teaches with the Alliance for Catholic Education (ACE), ESS, Poverty Studies, and American Studies. His work focuses on Native American populations and he hopes to continue his work with the Pokagon Band as part of his university-community partnerships.

Contact Information: 574-631-1637 | Brian.Collier@nd.edu
Affiliation: ACE, Institute for Educational Initiatives, American Studies, Poverty Studies, History, Education, Schooling and Society, Native American Initiatives
Barbara Davey, Risk Manager with the University of Notre Dame, began her career as an Insurance Company underwriter. She worked for several brokerage firms before beginning her tenure with the University in 1996. In that capacity, Barb provides risk management and insurance expertise to the University and its constituents; the ACE Program through the Zahm Hall Carnival. Throughout her tenure at Notre Dame, Barb has worked with faculty, staff and students who are involved with programs involving children. Barb served on the committee to develop the University’s Protection of Children Policy and was chosen to advance the Policy through communication, training and protocol. Barbara has achieved three designations in the insurance field, spoken at industry conferences and served in various leadership roles within the University Risk Management and Insurance Association (URMIA). In 2010, Barb was awarded the Distinguished Risk Manager Award by URMIA – its highest honor. Barb and her husband reside in Granger. They have two children, three grandchildren, and a very demanding yellow Labrador.

Contact Information: 574-631-6975  |  Barbara.A.Davey.1@nd.edu
Affiliation: University of Notre Dame

Crystal DeJaegher: Whether teaching in urban schools, developing sales training for Anheuser-Busch, or serving as a graduate instructor at UVA, Crystal has been involved in the instructional design, development, and delivery at many levels. As a learning designer Crystal partners with university faculty to plan and develop online instruction. In this institute she looks forward to learning how CBL may enhance the residential student experience, and to strengthen existing research partnerships between the Office of Digital Learning, the Kaneb Center, and the local community.

Contact Information: 574-631-9891  |  cyakym@nd.edu
Affiliation: Office of Digital Learning (Provost’s Office), University of Notre Dame

John Duffy has published on the ethics of writing, the rhetoric of disability, and the historical development of literacy and rhetoric in cross-cultural contexts. He recently co-edited the essay collection *Literacy, Economy, and Power*, and his book, *Writing from These Roots*, was awarded the 2009 Outstanding Book Award by the Conference on College Composition and Communication. Duffy is a recipient of a National Endowment for the Humanities Fellowship and the Rev. Edmund P. Joyce, C.S.C., Award for Excellence in Undergraduate Teaching. In 2015, Duffy was elected to the Executive Committee of the Conference on College Communication and Composition. He teaches courses in rhetoric, writing, and literature.

Contact Information: 574-631-9796  |  jduffy@nd.edu
Affiliation: Department of English and University Writing Program, University of Notre Dame

Rachael Foster is from California and is now making a home in the Midwest with her husband Peter and their new Hoosier baby Niall. Her degree is in Peace and Conflict Studies from UC Berkeley. Rachael served as a Take Ten AmeriCorps Member at the Robinson Community Learning Center for three years and is about to celebrate her second year as the Community-Based Learning / Volunteer Coordinator for the Boys & Girls Club.

Contact Information: 574-968-9660 Ext.1204  |  rfoster@fccin.org
Affiliation: Boys and Girls Clubs of St. Joseph County

Mark Fox: I am a physician, ethicist, and public health aficionado who recently arrived in South Bend. My background is in community health research, focused on improved health access and outcomes for vulnerable populations. My teaching focuses on epidemiology and health disparities, and I am particularly interested in the development of trauma-informed care to better meet the needs of homeless youth.

Contact Information: 574-631-1337  |  mfox4@nd.edu
Affiliation: IU School of Medicine - South Bend, University of Notre Dame

Jim Frabutt serves as the senior advisor to the provost. He supports the provost in the development and implementation of strategic projects, coordinates academic leadership teams (e.g., the Deans Council), and guides strategic initiatives and major communications in collaboration with officers and other campus leadership. In addition to his appointment as senior advisor, Frabutt is a faculty member in Notre Dame’s Institute for Educational Initiatives, where he has been part of its flagship Alliance for Catholic Education (ACE) since 2007. His work in ACE has included teaching in the Mary Ann Remick Leadership and ACE Teaching Fellows Programs as well as leading various initiatives to support diverse learners; he continues to teach in the Remick Leadership Program today. Concurrent to his duties in ACE, Frabutt also served for two years as director of academic community
Erik Fuhrer is a PhD student in the department of English focusing on modernist literature. As a graduate associate at the Kaneb Center, he has been the coordinator for Notre Dame’s GET STEM tutoring initiative, which places Notre Dame STEM graduate students in tutoring positions with community partners such as the Robinson Center and the Notre Dame Trio programs. He will be teaching a community-based learning writing and rhetorical course in the fall.

Contact Information: efuhrer@nd.edu

Affiliation: Department of English, Department of Gender and Women’s Studies, Keough-Naughton Institute for Irish Studies, GLOBES at the Reilly Center

Rachel Fulcher-Dawson is an Associate Director at the Wilson Sheehan Lab for Economic Opportunities (LEO) at the University of Notre Dame. In her role she leads the research and communications side of LEO, project development and funding (grants, foundations and federal funding). She is trained and has spent much of her professional career doing social policy analysis, evaluation and education research. She has consulted with nonprofits, schools and state governments, worked for the federal government at both an agency (Department of Education) and on Capitol Hill. Her research and policy interests focus on early childhood education and child care, K-12 education reform and translating research for policy. She teaches as a Concurrent Adjunct Professor in Notre Dame’s Education Schooling and Society program. She holds a Bachelor's Degree in Political Science from Marquette University, a Masters in Public Policy from University of Maryland and a PhD in Education Policy from Michigan State University.

Contact Information: rfulcher@nd.edu

Affiliation: Wilson Sheehan Lab for Economic Opportunities, University of Notre Dame

David Gandolfo: I am Associate Professor of Philosophy, and Chair of the Poverty Studies Interdisciplinary Minor. My teaching and research interests include the responsibility of a university in the realm of social justice; ethics and poverty; the ethics of globalization; Latin American and Africana philosophy. Poverty Studies at Furman is committed to the sustained curricular and co-curricular study of poverty – its breadth, effects, causes, and potential solutions, at the local, national and global levels. The Minor is the largest at Furman, with some 80 students, graduating over 20 each year. Its students contribute tens of thousands of volunteer hours to the community; and we promote faculty/community participatory research projects that allow the needs of the community to penetrate the university, and the expertise of the university to be informed by the realities of the community.

Contact Information: david.gandolfo@furman.edu

Affiliation: Poverty Studies/Philosophy, Furman University

George Garner earned his Masters degree in Museum Studies from the prestigious Cooperstown Graduate Program (Cooperstown, New York). While there, he gained experience in museum exhibitions, administration, education, and collections care with institutions such as the National Baseball Hall of Fame and Museum and the Chesapeake Bay Maritime Museum (St. Michael’s, Maryland). Since then, he has dedicated his career to museums that move beyond traditional models so they can become thriving and integral parts of 21st century communities.

Contact Information: 574-307-6135  |  gwgarner@iusb.edu

Affiliation: Civil Rights Heritage Center

Anne Gibbons: I currently serve as the Associate Chaplain and Director of the Bonner Leader Program at Lynchburg College in Virginia. I teach a one credit course on Social Entrepreneurship and Leadership each spring. I meet with Bonner Leader students weekly for two hours to explore the common commitments of social justice, spiritual exploration, diversity, international perspective, community building and civic engagement. I hope that the institute will enhance the work I do on campus.

Contact Information: gibbons@lynchburg.edu

Affiliation: Bonner Leader Program, Lynchburg College
Mark Goadrich is an Associate Professor of Computer Science at Hendrix College in Conway, Arkansas. His research focuses on artificial intelligence in the fields of game design and computational social science. Mark teaches courses across the computer science curriculum, including introductory courses, Databases, Scientific Computing, and Game Development. He is working to infuse his courses with community partnerships so his students can experience new ways of using technology for service and social change.

Contact Information: 510-450-1367 | goadrich@hendrix.edu
Affiliation: Computer Science, Hendrix College

Dan Graff directs the Higgins Labor Program at the University of Notre Dame, where he also teaches US history. His pedagogical and scholarly interests include labor history, public history, and the relationship between history and memory. He’s interested in teaching and research initiatives centered on questions of work, political economy, and social justice.

Contact Information: 574-299-6876 | dgraff@nd.edu
Affiliation: History and the Higgins Labor Program, University of Notre Dame

Matt Harrington is the President and CEO of the United Way of St. Joseph County (IN), beginning in September 2014. In his leadership Matt has led the transformation of United Way into an impact organization, developing a Community Impact Plan focused on reducing poverty in St. Joseph County. The plan is framed around the theory of Collective Impact and addresses three strategic initiatives: Early Learning, Youth Success and Stable Families. By engaging organizations across sectors in Collective Impact, new relationships are being formed to identify strategies and develop solutions, which otherwise would not be achievable through individual efforts.

Contact Information: mharrington@uwsjc.org
Affiliation: United Way of St. Joseph County

Marsha Heck: As an Indiana Campus Compact 2015-2016 Faculty Fellow, my teaching and scholarship efforts have focused on peaceable learning through service engagement. The aim is to establish our Department of Teacher Education introductory course as a service engagement experience, building on the pilot efforts supported by three ICC grants.

Contact Information: 574-360-3148 | mlheck@iusb.edu
Affiliation: Foundations and Secondary Education, School of Education, IUSB

Wendy E. Hoffman graduated from St. Joseph University in Philadelphia with a B.S. in management and marketing; she earned her M.B.A. with a finance track at Drexel University and her doctorate in higher education management at the Institute of Higher Education at the University of Georgia. For over fifteen years, Dr. Hoffman has been a business administration faculty member at the undergraduate and graduate levels with special interest in marketing, finance, and management. She enjoys the challenge of bringing practical business exposure to students in the academic setting and supporting their development of professional skills. Dr. Hoffman spent thirteen years in sales and finance in the telecommunications industry before re-directing her career to higher education.

Contact Information: 260-982-5442 | wehoffman@manchester.edu
Affiliation: College of Business, Manchester University

Tara Hudson is the postdoctoral research associate at the Center for Social Concerns. In this role Tara researches student learning and development related to curricular and co-curricular community engagement, examining outcomes such as the development of moral purpose, social responsibility and commitment to social justice, and civic involvement. In fall 2016 she will be teaching a new course at Notre Dame, “Equity, Justice, and U.S. Higher Education,” which will include a community-based learning component.

Contact Information: 574-631-1115 | thudson1@nd.edu
Affiliation: Center for Social Concerns, University of Notre Dame
Frankie (Mary Frances) Jones is a former elementary school assistant principal who is currently completing her Ph.D. in Policy Studies in Urban Education at UIC. Her dissertation applies organizational theory to leadership for school improvement, with a focus on the ways in which school community members cultivate a collective sense of efficacy for their work. Frankie looks forward to learning new approaches for integrating community partnership into her students' action research projects in the Remick Leadership Program. Additionally, she hopes to integrate community-based learning into an undergraduate course on Child and Youth Policy in Urban America to give students exposure to issues including health care, incarceration, education, homelessness, and child welfare.

Contact Information: 574-631-9830 | frankiejones@nd.edu
Affiliation: Institute for Educational Initiatives, Alliance for Catholic Education, Remick Leadership Program

Amy Jonason is a graduate student in sociology at Notre Dame. Her dissertation, “Growing the Good Food Revolution,” examines decision-making and community-building processes in two civic groups mobilizing to address food insecurity in inner-city neighborhoods. She received a Ganey Community-Based Learning Course Development Grant from the Center for Social Concerns for the development of the CBL course “Sustainable Food Systems and Social Justice,” which ran in Fall 2014. Amy will join the sociology department at Furman University in August 2016. She looks forward to pursuing a community-based research agenda and continuing to incorporate CBL in the classroom.

Contact Information: ajonason@nd.edu
Affiliation: Department of Sociology, University of Notre Dame

Scott Jackson provides executive oversight for the many Shakespeare-related programs housed at the University of Notre Dame, with a particular focus on engaging our local community through the works of William Shakespeare. Previously he served as executive director for the Fairbanks Shakespeare Theatre (FST) in Fairbanks, Alaska. At FST he produced and performed in outdoor Shakespeare productions staged under the midnight sun at venues throughout Alaska and toured around the globe (most notably at the VIII World Shakespeare Congress in Brisbane, Australia, and the Edinburgh Festival Fringe in Scotland).

From 2000–2003, Scott was the business and legal affairs coordinator for Brighter Pictures, Ltd (now a part of Endemol UK), one of the United Kingdom’s most successful independent television and film production companies. He holds a BA in theatre from Indiana University Bloomington, as well as intensive study in acting at the London Centre for Theatre Studies.

Scott currently serves as the Treasurer for the Shakespeare Theatre Association and is an instructor of acting process at the University of Notre Dame. A firm believer in the power of Shakespeare and the theatre arts to effect positive social change, he is currently teaching a weekly Shakespeare in performance course at the Westville Correctional Facility near Michigan City, Indiana.

Contact Information: scottjackson@nd.edu
Affiliation: Department of Film, Television, and Theatre, University of Notre Dame

Charlice Hurst is an assistant professor in the Management department in the Mendoza College of Business. Prior to her academic career, Charlice was a consultant to non-profit organizations for 10 years. She hopes to use the knowledge and contacts gained through the Community Engagement Institute to increase her students’ awareness of low-wage issues and to initiate research partnerships on the topics of work-life concerns of low-wage workers and the use of social enterprise to address poverty.

Contact Information: churst2@nd.edu
Affiliation: Management Department, Mendoza College of Business, University of Notre Dame

Isaac Hunt’s background and focus on community collaboration has led him to a number of volunteer opportunities and community leadership roles. Isaac is one of the founders of Indiana Schools of Excellence which oversees and manages Xavier School of Excellence Charter School. Isaac Hunt was also a member of the Governance Committee for Indiana Schools of Excellence, Facility Chair for Indiana School of Excellence, Member of The 100 Blackmen of Greater South Bend, Member of the Membership Committee for the 100 Blackmen of Greater South Bend, Alpha Sigma Lambda (National Honors Society) and Steering Committees for (GVI) Group Violence Intervention and (JDAI) Juvenile Delinquent Adolescent Intervention.

Contact Information: 574-472-7300 | ihunt@goodwill-ni.org
Affiliation: Goodwill Industries of Michiana, Inc.
**Eve Kelly** was recently accepted into the Leadership Rotation Program 2016 cohort. For the past 10 years Eve has pursued a mission of helping low-income, first generation students attain access to post-secondary education. Her responsibilities included developing programming that cultivated leadership skills and assisted in the promotion of positive personal identity. She created a “School of Rock” program, using music as a vehicle to teach core-curriculum subjects. The end of the program culminated in a performance by students at the Rock and Roll Hall of Fame in Cleveland, OH. In fall of 2016 Eve is collaborating with Dr. Tara Hudson on a newly developed community-based learning course entitled, “Equity, Justice, and U.S. Higher Education”. In addition to her work at Notre Dame, Eve is a musician and enjoys recording and performing American Roots music alongside her husband. Eve graduated from the University of Michigan with a B.A. in Africana Studies and a Masters of Social Work.

**Contact Information:** 269-635-2395 | ekelly11@nd.edu

**Affiliation:** TRIO, University of Notre Dame

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**Rev. Paul Kollman, C.S.C.,** is the Leo and Arlene Hawk Executive Director of the Center for Social Concerns, as well as an associate professor of theology at the University of Notre Dame. Kollman serves in the areas of history of Christianity and World Religions/World Church. His research focuses on African Christianity, mission history, and world Christianity, and he has carried out research in Uganda, Kenya, and Tanzania, as well as in archives in Europe and the US. He has also taught at Catholic Theological Union in Chicago and the Philosophy Centre in Jinja, Uganda, and was previously a fellow of the Erasmus Institute at Notre Dame and a Lilly Fellow for Theological Education at the University of Chicago. He has published articles and reviews in a variety of journals in theology, religious studies, and African studies, including *Theological Studies, The International Bulletin of Missionary Research, The Journal of Religion, African Studies, The International Journal of African Historical Studies,* and Mission Studies. In 2005 he published *The Evangelization of Slaves and Catholic Origins in Eastern Africa* (Orbis), and his current project is a book on the Catholic missionary evangelization of eastern Africa.

**Contact Information:** pkollman@nd.edu

**Affiliation:** Center for Social Concerns, University of Notre Dame

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**Katy Lichon:** I am the Director of the Alliance for Catholic Education’s English as a New Language Program and am Faculty of Supervision and Instruction, housed in the Institute for Educational Initiatives. English language learners are children who speak a language other than English at home, and they are the fastest and largest growing population in U.S. schools. My research focuses on three domains: language acquisition, research-based instructional strategies, and culturally sustaining pedagogy, all aimed at improving educational opportunities for ELLs. I would like to learn about ways to directly affect the ESL / ELL community here in South Bend, both at the child level and at the familial level.

**Contact Information:** 574-631-2554 | kwalter5@nd.edu

**Affiliation:** Institute for Educational Initiatives, Alliance for Catholic Education, University of Notre Dame

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**Peter Lombardo** retired from the faculty of the University of Notre Dame in May, 2006, after more than thirty years of service. Since then, he has been helping at the South Bend Center for the Homeless where he coordinates volunteers, speaks to scores of groups each year, provides tours, and generally works to advance the Center’s mission to break the cycle of homelessness and poverty as the Center’s Community-Based Learning Coordinator. Born and raised in Connecticut, he is a 1964 graduate of the College of the Holy Cross in Worcester, MA, holds Masters degrees in U.S. history from both Fordham University (Bronx, NY) and Notre Dame, and received his PhD in history from Notre Dame in 1979.

**Contact Information:** 574-282-8700, x81322 | plombardo@cfh.net

**Affiliation:** Center for the Homeless

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**Ronald Metoyer** is an Associate Professor of Computer Science and Engineering and Assistant Dean in the College of Engineering at the University of Notre Dame. He received his B.S. from UCLA and a Ph.D. from the Georgia Institute of Technology. Dr. Metoyer’s teaching and research focus on human-computer interaction and information visualization. He believes data is an important new ‘currency’ that all people should benefit from and hopes to develop meaningful ways to empower the South Bend community to benefit from its data.

**Contact Information:** 541-908-4866 | rmetoyer@nd.edu

**Affiliation:** Computer Science and Engineering, University of Notre Dame
Carole Miller-Patrick is the Director of the Center for Service Opportunities at Manchester University (North Manchester, Indiana). She has particular expertise in academic and service engagement, volunteerism, and community collaboration with attention to student development, leadership, and service-learning in addition to program evaluation. Mrs. Miller-Patrick has achieved sustainable and effective community-university partnerships across well-defined, multi-faceted dimensions of the community including churches, local schools and tutoring programs, retirement communities, and environmental non-profits.

Contact Information: 260-982-5721 | cmmiller@manchester.edu

Affiliation: Student Success, Manchester University

Connie Snyder Mick is Director of Community-Based Learning and co-director of the Poverty Studies Interdisciplinary Minor. Professor Mick works with faculty to design and implement academic community engagement in courses across the University, informed by pedagogical research on engaged teaching and learning. Her teaching experience includes a variety of Social Concerns Seminars (e.g. Digital Education in Northern Ireland), the Capstone for Poverty Studies, Introduction to Poverty Studies, Community Writing and Rhetoric, Multimedia Composition, Writing Center Theory and Practice, Graduate Practicum: Teaching Writing, Scientific Writing and Communication, Foresight in Business and Society (CBR), Management Communication, as well as the Ethical Leadership Through Service and Civic Engagement courses for Notre Dame’s Hesburgh-Yusko Scholars Program and for a State Department funded English for Academic Purposes international service-learning course.

Professor Mick awards community-based learning Course Development Grants and Faculty Fellow positions to foster sustainable engaged teaching and scholarship. She published Poverty/Privilege: A Reader for Writers, Oxford University Press, in 2015. She is working on a full argument rhetoric and reader with Oxford University Press called Good Writing: A Rhetoric and Reader for Argument.

Contact Information: 574-631-0498 | cmick@nd.edu

Affiliation: Center for Social Concerns, University of Notre Dame

Carl Milofsky has taught Sociology at Bucknell University since 1982. His doctorate is in Sociology from California-Berkeley. He has helped launch several community-based teaching and research projects in Central Pennsylvania, partnering with local organizations and communities and this work resulted in Smallville: Institutionalizing Community in Small Town America (University Press of New England 2008). He edited The Handbook of Community Movements and Local Organizations (Springer 2006) with Ram Cnaan. They currently are preparing a new edition of that handbook.

Contact Information: 570-577-3468 | milofsky@bucknell.edu

Affiliation: Sociology and Anthropology, Bucknell University

Fr. Martin Moran’s studies brought him to Erlanger, Kentucky for undergraduate work at the Seminary of Saint Pius X in Erlanger where he received his Bachelor’s Degree. He returned to Pennsylvania for graduate studies at the Philadelphia Theological Seminary of Saint Charles Borromeo where he earned two master’s degrees. He also has studied Family Therapy and Pastoral Counseling at LaSalle University in Philadelphia. Ordained in 1988, he served as a priest for the Diocese of Harrisburg, Pennsylvania. In 1998 he was appointed Chaplain and Catholic Campus Minister at Bucknell University in Lewisburg, PA. From June 2007-2013, Fr. Marty was the Executive Director for the Catholic Campus Ministry Association (CCMA) headquartered in Cincinnati. From 2007-2013 served as a consultant for the USCCB Committee for Catholic Education. From 2008-present he serves on the Advisory Board Member for the J.S. Paluch Vocation Board in Chicago. In 2013 named pastor of Divine Redeemer Parish and also Dean of the Northumberland Deanery. At present I also serve on the Diocese of Harrisburg Priest Personnel Board. I am excited to be a member of the Faculty Institute representing the Mother Maria Kaupas Center, a ministry within our parish.

Contact Information: 570-339-3450 | frmorandrc@ptd.net

Affiliation: Bucknell University Team Member
Margaret R. Pfeil holds a joint appointment in the Theology Department and in the Center for Social Concerns at the University of Notre Dame. She is a Faculty Fellow of the Kroc Institute for International Peace Studies. Her research interests include Catholic social thought, racial justice, ecological ethics, ecumenical dialogue, and peace studies. With Tobias Winright, she co-edited Violence, Transformation, and the Sacred: They Shall Be Called Children of God (Orbis Books, 2012). With Gerald Schlabach, she is co-editor of Sharing Peace: Mennonites and Catholics in Conversation (Liturgical Press, 2013), and with Laurie Cassidy and Alex Mikulich she is co-author of The Scandal of White Complicity in U.S. Hyper-incarceration: A Nonviolent Spirituality of White Resistance (Palgrave, 2013), which has been issued in paperback in Spring 2016. She is a co-founder and resident of the St. Peter Claver Catholic Worker Community in South Bend, Indiana.

Contact Information: 574-631-9378  |  mpfeil1@nd.edu

Affiliation: Theology Department and Center for Social Concerns, University of Notre Dame

Rachel Parroquín who has a joint appointment with the Center for Social Concerns (CSC) and Romance Languages and Literatures (ROLL), is an Associate Professional Specialist (ROLL) and Director of Spanish Service-Learning (CSC). She works with both ROLL faculty and CSC staff to develop and support community-based learning (CBL) for Spanish students. In addition to CBL, her interests include the use of portfolios in assessment and integrated curriculum. Parroquín has also traveled to Costa Rica and Nicaragua where she interpreted in urban and rural clinics for a health care service learning course.

Contact Information: 574-631-2713  |  Parroquin.1@nd.edu

Affiliation: Center for Social Concerns, Department of Romance Languages and Literatures, University of Notre Dame

Michelle Peters is the Director for Outreach Services for the St. Joseph Health System and a Community-Based Learning Coordinator with the Center for Social Concerns. She received her Bachelor of Science Degree in Business Administration and is achieving her Masters in Public of Administration. Michelle has been a part of numerous community projects and developments such as being the Director of Tobacco Free SJ County as well as being on the board of many other community based organizations. Michelle’s commitment with the community is apparent by the good work that she does and community programs of which she is a part.

Contact Information: 574-335-3897 |  petermic@sjrmc.com

Affiliation: Saint Joseph Health System – Community Outreach

Kim Rollings, Assistant Professor of the School of Architecture, systematically assesses influences of built and natural environments on physical and mental health. Much of Dr. Rollings’ teaching and research is community-based and focuses on creating healthy, socially responsible, and sustainable environments for vulnerable populations. Recent projects include evaluating effects of neighborhood design on children’s mental health and assessing effects of cafeteria design on healthy eating in low-income elementary schools.

Contact Information: 574-631-4105  |  krolling@nd.edu

Affiliation: School of Architecture, University of Notre Dame

Clark Power is a Professor of Psychology in the Program of Liberal Studies at the University of Notre Dame. He is the co-founder of the World Masterpieces sourse at the South Bend Center for the Homeless. He is the founder of the Play Like a Champion Today sport education program, which prepares coaches to foster child development and serve disadvantaged children. He is a past President of the Association for Moral Education.

Contact Information: 574-631-7343  |  F.C.Power.1@nd.edu

Affiliation: Program of Liberal Studies, College of Arts & Letters, University of Notre Dame

Tiffany Nourse Sargent: I have directed Middlebury’s community engagement program for over 30 years. Two highlights: creating Vermont Campus Compact (1998) and serving as its first (volunteer) executive director and serving as Middlebury’s Shepherd Internship Director since 2004. Most especially, I value the time spent with colleague Prof. James Davis in creating the Privilege & Poverty Academic Cluster. Personally, I identify with pronouns she and her, am married with two children, and live on a mountain in Vermont.

Contact Information: 802-989-6550  |  tiffanys@middlebury.edu

Affiliation: Community Engagement, Middlebury College
**Adriana Sirito** holds a Master’s Degree in Political Action, Institutional Strengthening and Citizen Participation in the Rule of Law, from the University Francisco de Vitoria (Madrid, Spain). She also has a B.A. in Political Science from Catholic University of Argentina, a Specialization in Non Profit Organizations from Universidad de San Andrés and a Certificate on Social Market Economy by the Konrard Adenauer Foundation in Chile. Sirito is a Professor in the Executive Programs of UCA’s Business School and in the Masters of Political Action Program from the University Francisco de Vitoria (Madrid, Spain). She also serves as Coordinator of the Inclusive Business Area at UCA’s Business School where she manages Sustainability, NGO’s strengthening and CSR related programs. Before her current role, Sirito worked as Coordinator of the Environmental Protection Agency and Academic Coordinator of UCA’s Center for Social Commitment.

**Contact Information:** 54 (11) 66701529  |  adriana_sirito@uca.edu.ar

**Affiliation:** Department of Inclusive Business, School of Business at Pontifical Catholic University of Argentina (UCA)

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**Susan Sharpe** is Advisor on Restorative Justice at the University of Notre Dame. With a professional background in conflict resolution, she has specialized in restorative justice since 2001, consulting for government and nonprofit agencies in Canada, the US, and South Africa. Here at ND she teaches a community-based learning course on restorative justice and an Inside-Out course that takes students into prison to learn with incarcerated students about criminal justice policy and practices. She also offers restorative justice assistance to interested community partners.

**Contact Information:** 574-631-1134  |  ssharpe1@nd.edu

**Affiliation:** Center for Social Concerns, University of Notre Dame

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**Andrea Smith Shappell** is the associate director for Theological Reflection and Summer Service Learning. Andrea directs the Summer Service Learning Program (SSLP) and advises other summer opportunities for students in the United States. The summer opportunities are three credit courses that include preparation classes in the spring, an eight-week summer immersion, and follow-up classes in the fall. Andrea also oversees resources and practices of the integration of faith through theological reflection in the Center’s courses and programs.

**Contact Information:** 574-631-7867  |  ashappell@nd.edu

**Affiliation:** Center for Social Concerns, University of Notre Dame

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**Debra Stanley** is the founder and executive director of Imani Unidad, Inc. a charitable organization serving the South Bend community working to Infuse Social Justice into Social and Mental Health. The mission is to provide Prevention Education and Advocacy through Community Efforts. For the last eighteen years she has served as a Community-Based Learning Coordinator with the Center for Social Concerns. The services of Imani Unidad include counseling, social health education, support and peer-to-peer groups, for individuals living with or at high risk for HIV/AIDS and ex-offenders.

**Contact Information:** 574-288-2887  |  wuzuwuzu@aol.com

**Affiliation:** Imani Unidad
**David Taylor** is the Associate Professor of Criminology at Niagara University and director of the Rev. Joseph L. Levesque, C.M. Institute for Civic Engagement. He earned his Ph.D. in Social Ecology at the University of California, Irvine in 1999. Dr. Taylor works with faculty to connect coursework to high-impact project-based and service-learning opportunities. He hopes to use this institute experience to develop strategies to expand high-impact learning as well as disruptive innovation across the curriculum.

**Contact Information:** 716-205-0078 | dtaylor@niagara.edu

**Affiliation:** Criminology and Criminal Justice, Niagara University

**Anne Weiss** began her work with Indiana Campus Compact in the summer of 2015. In her role as the Director of Assessment Anne will be expanding the capacity for ICC and their member institutions to assess, evaluate, track, and report the collective impact of community engagement across the state of Indiana. Besides collecting data and generating reports for this goal, Anne will also be taking on a faculty development role to support faculty and administrators who wish to further their skills and knowledge of assessing the civic outcomes of students and institutions. She will host webinars, Google Hangouts, and other events (e.g., Mini-Assessment Institute), and will create a Community of Practice with representatives from ICC member institutions. Anne has over five years of experience with leading collaborative assessment and evaluation projects in order to resolve complex problems within higher education institutions. Anne is currently pursuing her Ph.D. at Indiana University in Higher Education Administration with a focus on institutional research, student political engagement, geographies of learning, the institutionalization of community engagement and student success (i.e., retention, persistence, and graduation).

**Contact Information:** 317-274-5512 | haweiss@iupui

**Affiliation:** Indiana Campus Compact

**Danielle Wood** serves as the assistant director for Community-Based Research and Impact. She provides education and facilitation to the University and community partners on community-based research (CBR) principles and practices, as well as administers the Ganey CBR Seed Grants Program. Professor Wood received her Ph.D. from the University of Wisconsin-Madison in Urban and Regional Planning with a minor in program evaluation. Her doctoral research examined how quality of life and sustainability indicator systems have been used to facilitate policy and programmatic change in local communities. Professor Wood’s additional research interests include asset-based community development strategies, resilience planning, and the evaluation of complex systems.

**Contact Information:** 574-631-1442 | dwood5@nd.edu

**Affiliation:** Center for Social Concerns, University of Notre Dame

**Shelly Zabukovic** has served as the CBLC for LOGAN Center for the past 5 years. She truly appreciates all her interactions with Notre Dame students and the LOGAN community. Shelly hopes that each student will gain a positive experience from their time with LOGAN clients and continue to advocate for individuals with developmental and intellectual disabilities while they are at Notre Dame and as they move on in their lives. Outside of LOGAN, Shelly enjoys spending time with her husband and two sons. They are avid Notre Dame hockey and lacrosse fans and also cheer for Duke basketball.

**Contact Information:** 574-274-6210 | szabukovic@logancenter.org

**Affiliation:** LOGAN Center
The Boys & Girls Club of St. Joseph County

For 42 years, the Boys & Girls Club of St. Joseph County (BGCSJC) has been providing young people with neighborhood-based facilities, caring adult mentors, and life-changing programs. We have a captive audience of children afterschool and during the summer in 5 locations, serving approximately 1,100 children per year. BGCSJC is committed to offering high quality academic enrichment opportunities to all of our Club members. We believe every girl and boy deserves a safe place to learn and grow, life-enhancing programs, character development experiences, and hope and opportunity for the future. In such an environment, kids can discover how to see beyond the walls of their current situation and realize they can succeed; they are becoming better people, contributing members of the community—our future citizens, labor force, and leaders.

Local Stats
» Over half the children we serve live at or near the poverty level
» 49% live in single-parent families
» 8% of Club members enrolled at the O.C. Carmichael live in homeless shelters
» 54% qualify for free or reduced lunches

MISSION OF ORGANIZATION
To inspire and enable all young people, especially those who need us most, to realize their full potential as productive, responsible and caring citizens.

CONTACT INFORMATION
Rachael Foster, Community-Based Learning Coordinator
574-222-0192  |  rfoster@fccin.org

COMMUNITY-BASED LEARNING OPPORTUNITIES
» Mentoring (homework help)
» STEM activities
» Computer skills
» Health and Wellness
» Sports
» Art
» We can also arrange something that supports the objectives of the class/professor.

RECOMMENDED RESOURCES
Online Articles:
» Percentage of Poor Students in Public Schools Rises – By Motoko Rich Jan. 16, 2015
» Preventing Youth Violence: Opportunities for Action – Center for Disease Control
» A Different Approach to Breaking the Cycle of Poverty – By Alana Semaus Dec. 24, 2014

Books:
» Jonathan Kozol: The Shame of the Nation: The Restoration of Apartheid Schooling in America
» Michelle Alexander and Cornel West: The New Jim Crow: Mass Incarceration in the Age of Colorblindness
The Center for the Homeless is a residential facility, housing roughly 200 homeless men, women, and children, including 24 homeless military veterans in our Miller Veterans Center. Now in its 27th year, the Center has served over 55,000 homeless individuals. More than a shelter, it is a center which enables people to climb out of poverty and involves extensive programming, from counseling and therapy to addiction treatment to classes in goal setting, self-awareness, job searching and resume writing, budgeting, and home management. Guests can earn their GEDs, obtain externships in the community, and contribute to the daily operation of the facility. By offering the best resources in our community to the people who need them the most, we provide our guests with the hope and the tools they need to break the cycle of homelessness and do miraculous things with their lives.

**MISSION OF ORGANIZATION**

To help people break the cycle of homelessness; to bring together disparate groups so that each can discover the worth, dignity and God-given potential of the other; and to pioneer a service model worthy of replication.

**CONTACT INFORMATION**

Peter J. Lombardo, Ph.D., Community-Based Learning Coordinator
813 S. Michigan St.
South Bend, IN 46601
574-282-8700, x81322 | plombardo@cfh.net

**COMMUNITY-BASED LEARNING OPPORTUNITIES**

» Helping adults with literacy, math, computer skills
» Tutoring adults to take the GED exam
» Tutoring school-aged children in various school subjects
» Mentoring school-aged children
» Providing child care for preschoolers
» Helping in the kitchen
» Assisting at the front desk (receptionist-type position)
» Entering data in databases
» We can also arrange something that may fit more directly with the objectives of the class/professor.

**RECOMMENDED RESOURCES**

» “A Dream Denied” – a report of the National Coalition for the Homeless on the 20 “meanest” cities in America to be homeless.
» *A Framework for Understanding Poverty* by Ruby Payne
» *The Working Poor* by David Shipler
» *The American Way of Poverty* by Sasha Abramsky
» “Riding The Rails” (An American Experience film)
» “The Pursuit of Happyness” [sic] (Video)
Goodwill Industries of Michiana, Inc.

Goodwill Industries of Michiana, Inc. (GIM) is a nonprofit organization, with headquarters and a volunteer Board of Directors in South Bend, Indiana, and affiliated with Goodwill Industries International. GIM has been promoting the power of work to foster stable families in the South Bend community for 80 years, and now covers a territory including 15 Indiana counties.

MISSION OF ORGANIZATION
To strengthen communities by empowering individuals and families through education, training, and job placement.

CONTACT INFORMATION
Isaac Hunt, SBGVI & Gary for Life Supervisor
574-472-7300  | ihunt@goodwill-ni.org

COMMUNITY-BASED LEARNING OPPORTUNITIES
» Service/Community-Based Learning: There are opportunities for student engagement in any of Goodwill Industries of Michiana’s program and services that center on education, training, and job placement.

RECOMMENDED RESOURCES
Books:
» David Kennedy’s Book, *Don’t Shoot*, covers how he started the research (that grew into GVI) and the history behind its fundamentals. The book is more historical and gives very good background into how GVI got to where it is today.

Videos:
» A TED Talk given by Dr. Tracy Rizzuto who is working with Baton Rouge, LA’s version of GVI they call BRAVE (Baton Rouge Area Violence Elimination). Dr. Rizzuto outlines how personal networks influence and can drive exposure to violence (suspect and/or victim). This is a very good 17 minute bite size explanation.

Other:
» This 30-minute interview with David Kennedy of the Group Violence Reduction Strategy, which explains how the strategy is implemented in communities across the United States.
» A four minute radio segment from 10/09/2014 talking about the research Yale Professor (and a person we have been working with here as we started SBGVI) Andrew Papachristos identifying how social network work analysis (who hangs out with who) assists in identifying who has the highest probability of being involved with the “next” shooting or being the “next” shooter.
Imani Unidad

A charitable organization serving the South Bend Community.
Working To Infuse Social Justice into Social and Mental Health.

MISSION OF ORGANIZATION

Our mission is to provide Prevention Education and Advocacy through Community Efforts.

CONTACT INFORMATION

Debra M. Stanley, Community-Based Learning Coordinator
PO Box 4305
South Bend, IN 46634
Office: 574-288-2887  |  Mobile: 574-876-5229  |  wuzuwuzu@aol.com

COMMUNITY-BASED LEARNING OPPORTUNITIES

» Support, activity development and education for support groups
  » Women living with HIV
  » Ex-offender Peer to Peer
» Assistance with curriculum development
» Development of Stigma Reduction Campaign
» Client follow-up/Pen Pal/Buddy Program
» Community Education
» Creation of marketing materials
» Redesign of agency logo

COMMUNITY-BASED RESEARCH OPPORTUNITIES

» Evolving needs of women living with HIV - Best Practices:
  » Women’s support group development
  » Support group program needs
  » Recruitment and retention
» Evolving needs of ex-offenders and re-integration

WORK ON ANNUAL EVENTS

» Women and AIDS Conference
» World AIDS Day (community and campus)
» Candlelight Memorial
» Ride for HIV Prevention

RECOMMENDED RESOURCES

Books:
» Stitching a Revolution: The Making of an Activist, Cleve Jones
» Positive, Michael Saag, MD

Videos:
» How to Survive a Plague
» Our Friends and Neighbors Living with HIV in South Bend
» And the Band Played On
La Casa de Amistad, Inc.

La Casa de Amistad, through its programs, services, and activities, assists in strengthening the Michiana community by acting as a catalyst within the Latino community, with a particular emphasis on youth and family issues. It is a place of friendship, welcoming all individuals. La Casa strives to empower individuals through programs and activities that promote cultural appreciation and identity, moral values, education, healthy living, and leadership development. La Casa de Amistad’s objectives are focused on the goal to unify the Latino community and bridge it with the larger society, thus helping to enrich and strengthen the community as a whole. We achieve these objectives through collaboration with other agencies and the generous long-standing support of our local community as a whole.

MISSION OF ORGANIZATION
To empower the Latino/Hispanic community within Michiana by providing educational, cultural and advocacy services in a welcoming, bilingual environment.

CONTACT INFORMATION
Sam Centellas, Executive Director/Community-Based Learning Coordinator
574-233-2120 | sam@lacasadeamistad.org

COMMUNITY-BASED LEARNING OPPORTUNITIES
» Citizenship Classes: Helping with pre-and post-testing the adult students, leading/teaching small groups to study citizenship materials & English, and helping with mock interviews, among other things.
» Fortaleciendo Familias (Strengthening Families): Classes to help strengthen families’ communication skills and help parents connect better with their children on school work and work together as a family. Provide childcare for children ages 2-5 while parents attend class.
» Yo Puedo Leer (I Can Read): The program prepares primarily Spanish speaking three- and four-year olds for kindergarten. It is a language inclusion program that teaches students in both Spanish and English.
» Crece Conmigo (Grow With Me): This program offers tutoring, cultural, art, social development and recreation to students K-6th grade.
» Adelante! (Forward): This program offers tutoring, leadership development, mentorships, professional development and college preparation support for 7th through 12th graders.
» Bi-Lingual Services: Filling out paperwork, legal document translation, notary, referrals to Spanish speaking agencies, assist with online forms and applications in English.
» Food Pantry: Weekly food pantry for community members living in the 46619 area code. Clients and families are able to come once per month to the food pantry.
» English as a New Language Classes: Administer pre-test for placement and teach 4 levels of English classes. Students are guided through the program by volunteer instructors.
» Immigration Services Program: Opened in January of 2015 we now have a Board of Immigrations Appeals (BIA) accredited staff person and one assistant who help clients and families with immigration paperwork, legal referrals and translation services.

COMMUNITY-BASED RESEARCH OPPORTUNITIES
» Immigration impacts (status, generation, language) on educational outcomes of children.
» English as a New Language challenges for adults (example: lack of literacy in home language).
» Issues facing children from ESL backgrounds or immigrants from attaining educational success.
» Home buying and Housing Issues in Low Income Neighborhoods.

COURSE DEVELOPMENT OPPORTUNITIES
» Immigration and the role of religion in community integration.

RECOMMENDED RESOURCES
» Harvest of Empire by Juan Gonzalez
» Latinos in the New Millennium by Luis Fraga, et al.
LOGAN Center

LOGAN is an organization in our community that provides services to people with intellectual and developmental disabilities. Our mission is to help individuals achieve their desired quality of life. We do this by providing a range of services from birth to seniors as well as reaching out to families with resources, training and support. LOGAN also acts as an advocate for people with disabilities, working to enhance positive awareness and inviting the community to become involved.

MISSION OF ORGANIZATION

LOGAN supports people with intellectual and developmental disabilities so that they, and their families, may achieve their desired quality of life.

CONTACT INFORMATION

Shelly Zabukovic
2505 E. Jefferson Blvd.
South Bend, IN 46615
szabukovic@logancenter.org

COMMUNITY-BASED LEARNING OPPORTUNITIES

» Recreational programs which include bowling, art class, theater, dances, community outings and other fun activities.
» Assist case workers in our Protective Services Department and learn about the need for advocacy for the clients served.
» Adult Day Services at LOGAN Center or LOGAN Industries.
» Faculty and students are encouraged to learn about LOGAN’s current services and discover new ways that they may integrate their community involvement hours.

COMMUNITY-BASED RESEARCH OPPORTUNITIES

» Research opportunities exist in connection with Professor Joshua Diehl and the “Fun Lab” working with children with autism.

COURSE DEVELOPMENT OPPORTUNITIES

Past course experiences include the following:

» Through EPICS, engineering students have specially adapted toys for children with physical challenges and in turn taught therapists and parents how to make these adaptations.
» Students in writing and rhetoric courses wrote life stories of individuals, interviewing them and piecing together their lives in story format so that even those who have no family or are deemed less important by society can be validated and ‘live on’.
» Students from the Disability Awareness Seminar beautified LOGAN Industries, framing client artwork. They taught photography and featured photos taken by clients in an art show on campus and even held a theater production with a cast of people with and without disabilities. Students have recently helped clients in the Adult Day Services prepare and present a talent show for the LOGAN community.

RECOMMENDED RESOURCES

» There are numerous books, articles, and videos related to the many areas of developmental disabilities. Disability Scoop is a good starting point for various topics.
**Reading for Life at the Juvenile Justice Center**

Reading for Life is a mentoring program for juvenile offenders. Through small group mentoring, Reading for Life uses literature and the virtues of Aristotle and Thomas Aquinas to inspire youth to make better life choices. An evidence-based program, Reading for Life:

**IS SUCCESSFUL.** Young people who participate in Reading for Life Diversion have a 3% recidivism rate.

**IS FISCALLY PRUDENT.** The cost to administer Reading for Life Diversion is one third the amount incurred for each young offender that does not participate.

**REQUIRES RESTITUTION.** Young people who participate in Reading for Life take responsibility for their actions and make restitution through community service.

**INvolVES COMMUNITY.** Our program uses more than 40 unpaid volunteers per year to change the lives of young people. Reading for Life mentors solidify a foundation from which our youth can regain their dignity and pursue a better life.

**MISSION OF ORGANIZATION**
The mission of Reading for Life is to ignite virtuous character development in at-risk youth and young adults through personal mentoring relationships built around literature.

**CONTACT INFORMATION**
Laura Chodacki Baker, Executive Director
574-344-3442 | lbaker@readingforlife.us
www.readingforlife.us

**COMMUNITY-BASED LEARNING OPPORTUNITIES**
» Become a Mentor
» Host a RFL Community Service Project
» Encourage Student/Faculty Interests/Skills to Benefit the Mission of RFL
» Develop a RFL Fundraising Campaign Proposal
» Donate to the Bookmobile

**COMMUNITY-BASED RESEARCH OPPORTUNITIES**
» Assist with the ongoing RFL research project
» Conduct a market analysis for expansion of RFL programming
» Research the relationship between the RFL Bookmobile and recidivism
» Provide a literature review of juvenile Diversion program “best practices”

**RECOMMENDED RESOURCES**
» Case Study 8B: Reading for Life
» The Hidden Virtues of Harry Potter: Using J.K. Rowling’s Novels to Facilitate Character Education With Juvenile Delinquents
The Robinson Community Learning Center (RCLC) was started in 2001 as an educational initiative out of the University of Notre Dame in partnership with the Northeast Neighborhood in South Bend. The RCLC is committed to being an educational resource, a support to the community, and a door to an exciting future. The RCLC achieves this through an emphasis on five goals: hospitality, education, partnership, civic engagement, and sustainability. The RCLC offers a wide variety of programs including tutoring and enrichment programs for 1st-12th grade students, senior classes and activities, the Take Ten program for anti-violence and bullying prevention, our Shakespeare drama and outreach program for youth, a youth entrepreneurship program, a Talk with Your Baby program for parents with children 0-3, and much more.

MISSION OF ORGANIZATION
The Robinson Community Learning Center welcomes community and Notre Dame partners in order to strengthen the Northeast Neighborhood of South Bend through various relationship-based educational opportunities. By promoting innovation and excellence, the Center builds individual capacity and enhances existing systems throughout South Bend.

CONTACT INFORMATION
Andy Kostielney, Interim Community-Based Learning Coordinator
574-631-8758  |  Kostielney.1@nd.edu

COMMUNITY-BASED LEARNING OPPORTUNITIES
» Youth Development program: Tutor opportunities with literacy and homework help for children from K-12th grade two days per week. Also, students can work with the Youth Development program director to design and present a weekly enrichment program for elementary students based on a topic of the CBL student’s choice. Examples include, but are not limited to, Math and Science, Health and Wellness, Geography, Creative Writing, etc.
» Talk with Your Baby program- Students are needed to assist with business administration, analyzing data from parenting classes, child care/aid for facilitators for parenting classes.
» Shakespeare Outreach- Students may participate in drama integrated activities in South Bend classrooms as well as after-school programs at several primary and intermediate South Bend schools. The Robinson Shakespeare Company at RCLC welcomes students to join in their Shakespeare-centric afternoon and evening games, rehearsals, and performances.
» Take Ten- Volunteers have the opportunity to visit schools and community sites that serve students in grades K-12. Volunteers are placed in groups and teach students basic conflict resolution skills that encourage the students to think before they act when faced with a conflict.
» Literacy Corps programming- Literacy tutoring opportunities for volunteers in area Boys and Girls Clubs and at the Notre Dame Center for Arts and Culture. Opportunities are available with the English as a New Language Preschool, where they would work with a diverse group of children that come from many different countries and cultures.

COMMUNITY-BASED RESEARCH OPPORTUNITIES
» Track Talk with Your Baby program participants to determine the effectiveness of the program.
» Research and analyze more effective ways of marketing in order to attract lower SES groups.

RECOMMENDED RESOURCES
» Meaningful Differences in the Everyday Experience of Young American Children by Betty Hart and Todd Risley
» MINDSET by Carol Dweck
» Brain Rules for Babies by John Medina
Outreach Services invites you to share your talents, your time and your concerns for our community. We commit to assuring every volunteer a thorough orientation, a voice in development of new programs, and an opportunity to contribute to the mission of Saint Joseph Health System.

The Sister Maura Brannick Health Center is located on the West Side of South Bend on Chapin Street. The clinic provides health services for individuals who do not qualify for Medicaid or Medicare, do not have medical insurance, and cannot afford private health care. They are the medically indigent population in our community. With a limited staff the Health Center depends on volunteers to ensure the clinic runs efficiently.

Saint Joseph Family Medicine Center - Mishawaka provides a full range of medical services at a sliding fee. This clinic is a primary care residency program and takes care of the medically indigent as well as Medicaid, Medicare, insurance and self-pay patients. Family Medicine Center is located in the Medical Office Building (MOB) on Douglas Rd (attached to Saint Joseph Health System).

Healthlinc (Federally Qualified Health Center) - Mishawaka provides a full range of medical services at a sliding fee. This clinic takes care of the medically indigent as well as Medicaid, Medicare, insurance and self-pay patients. Healthlinc is located at 420 W. 4th Street in Mishawaka.

MISSION OF ORGANIZATION

We, Trinity Health, serve together in the spirit of the Gospel, as a compassionate and transforming healing presence within our communities.

CONTACT INFORMATION

Michelle Peters, Community Benefit Ministry Officer and Director Outreach; Community-Based Learning Coordinator
574-335-3897 | petermic@sjrmc.com

COMMUNITY-BASED LEARNING OPPORTUNITIES

» Clinical Assistant Volunteer positions available at 3 sites.
» Volunteers have opportunity to work with clinical staff and physicians.
» Shadowing opportunities are available.
» Three reflection sessions per semester offered to all students.

COMMUNITY-BASED RESEARCH OPPORTUNITIES

» Community health, population health management

COURSE DEVELOPMENT OPPORTUNITIES

» Evaluation of Community Needs Assessment action plans

RECOMMENDED RESOURCES

» Sister Maura Brannick CHA award
» Updates on the Affordable Care Act; SJRMC Community Health Needs Assessment report
Readings & Learning Objectives

Tuesday, May 24: Community Impact | Incarceration & Justice

8:00–9:00 Welcome, Overview, Introductions
Geddes Hall, Coffee House

READINGS FOR MICK: none

LEARNING OBJECTIVES FOR MICK/CAHILL KELLY:
» Provide overview of Institute
» Facilitate introductions

9:00–9:30 Plenary Session: “Community Engagement: Principles and Practice”
Connie Mick and Mary Beckman, Notre Dame
Geddes Hall, Coffee House

LEARNING OBJECTIVES FOR MICK:
Introduce principles for Community-Based Learning (CBL)

READINGS FOR MICK (all recommended):
» CSC Subject-Level Designation Application [binder]
» Engaged Learning Proposal for Core Curriculum [binder]
» “Terms of Engagement” [binder]
» Guide to Community-Based Teaching [binder]
» AAC&U Civic Engagement Value Rubric [binder]
» “A Transformative Journey: Notre Dame Experiences Life at the Border” [web]
» “Civic Aspirations: Why Some Higher Education Faculty are Reconnecting the Professional and Public Lives.” Kettering Foundation 2015 [web]
» Hahn, Tom and Julie Hatcher. “The Relationship Between Service-Learning and Deep Learning” 2013 [binder]
» CCCC Statement on Community-Engaged Projects in Writing and Rhetoric [web]

LEARNING OBJECTIVES FOR BECKMAN:
Participants should be able to articulate basic Community-Based Research (CBR) principles and concepts

READINGS FOR BECKMAN (required):
» Watch Notre Dame’s Rodney F. Ganey, Ph.D. Faculty Community-Based Research Award CBR Award Videos:
  Daniel Lende (2009) [web]; Jennifer Tank (2016) [web]; Jim Schmeideler (2012) [web]
LEARNING OBJECTIVES FOR BAZATA:
- Consider the impact of poverty in our community
- Look at the link between poverty and community sustainability
- Consider how stress and poverty are linked

READINGS FOR BAZATA (recommended):
- Ehrenreich, Barbara. “Matthew Desmond’s ‘Evicted: Poverty and Profit in the American City’” [web]
- Klass, Perri. “Poverty as a Childhood Disease” [web]
- McCabe, Bret. “Move Out, Move Up: Tracking the Baltimore Mobility Project” [web]
- Ostrander, Madeline. “What Poverty Does to the Young Brain” [web]
- Pollack, Harold. “Being Poor Changes Your Thinking About Everything” [web]
- Resnick, Brian. “Poverty is Stamped into DNA in Childhood—And Stays There” [web]
- PowerPoint slides [web]

LEARNING OBJECTIVES FOR HARRINGTON:
- Share an understanding that financial hardship goes beyond those living in poverty
- Explain the ALICE Report—a study of financial hardship
- Share how United Way of St. Joseph County is addressing poverty utilizing a Collective Impact framework

READINGS FOR HARRINGTON (required):
- ALICE in St. Joseph County [binder]
- ALICE Talking Points [binder]

LEARNING OBJECTIVES FOR CBLCs:
- Increase understanding of community partner role and expertise
- Learn mission and needs of specific community organizations to inspire collaboration with these or other organizations

READINGS FOR CBLCs (recommended):
- Review Community Partner Profiles [binder]
- Review Civic Engagement Directory [web]
1:00–2:15  Plenary Session: “Impact Evaluation: Working with Agencies to Measure Impact”
Rachel Fulcher-Dawson, Notre Dame
Geddes Hall, B036

LEARNING OBJECTIVES FOR FULCHER-DAWSON:
» Participants will gain a basic knowledge of the purpose of impact evaluation
» Participants will gain a working knowledge of the types of impact evaluation
» Participants will walk away with a “checklist” of items that make a project/program ready for this type of evaluation

READINGS FOR FULCHER-DAWSON:
» none

3:00–4:15  Site Visit: “Reading for Life: Growing an Academic Idea into St. Joseph County’s Largest Diversion Program for Juvenile Offenders,” Laura Chodacki Baker, and Pete Morgan, Executive Director, Juvenile Justice Center
Juvenile Justice Center

LEARNING OBJECTIVES OF SITE VISITS:
» Meet community partners on site to get a sense of the pedagogical possibilities and the practical nuances of CBL/CBR
» Demonstrate faculty/community partner team teaching

4:30–5:45  Site Visit: Center for the Homeless Presentations: Clark Power, Peter Lombardo, CFH Guests
Center for the Homeless

LEARNING OBJECTIVES FOR POWER:
» Identify the responsibility of colleges to educate those who are in poverty
» Assess how higher education can serve the least advantaged in society

READINGS FOR POWER:
» Power, Clark and Steve Fallon. “Reading Socrates on the Streets: Offering Education to People in Poverty.” U.S. Catholic [web]
Wednesday, May 25: Student Impact | Immigration & Rights

8:30–9:45  Plenary Session: “Steeping in Circle: Creating a Container for Deeper Learning”
Susan Sharpe, Notre Dame
Geddes Hall, Coffee House

LEARNING OBJECTIVES FOR SHARPE:
» Reflection on Faculty Institute Day 1
» Consideration of the effect of structure on dialogue
» Awareness of Circle process as a potential classroom practice

READINGS FOR SHARPE (recommended):
» “For the Least of our Brothers” [web]

9:45–10:30  Plenary Session: “Reflection as a Means for Discovery”
Andrea Smith Shappell, Notre Dame
Geddes Hall, Coffee House

LEARNING OBJECTIVES FOR SMITH SHAPPELL:
» Gain an understanding of the importance of reflection on community engagement
» Explore and apply methods of reflection

READINGS FOR SMITH SHAPPELL (required):
» Smith Shappell, Andrea. “Reflection as a Means of Discovery” [web]
» Killen and DeBeer. “Searching for a Way to Be Faithful.” [web]
» Reed-Bouley. “Antiracist Theological Education as a Site of Struggle for Justice.” [abstract]
» Reed-Bouley. “Social Analysis.” [web]

READINGS FOR SMITH SHAPPELL (recommended):
» Smith, Toby and Marie Eaton. “Role of reflection and praxis in community-based learning & social justice work” [web]

10:45–11:50  CONCURRENT SESSIONS

A) “Keys to Managing Risk in Academic Community Engagement” Barb Davey, Notre Dame
“Ethics and Community-Based Participatory Research” | Jim Frabutt, Notre Dame
Geddes Hall, B034

LEARNING OBJECTIVES FOR DAVEY:
» Gain an understanding of the basic risk management tenets and how these impact community-based learning programs
» Discuss risk management challenges common to community based learning programs
» Review the University’s Protection of Children Policy to address the interaction with children in community agencies

READINGS FOR DAVEY:
» CBL Guide for Risk Management [binder]
» Barb Davey Presentations Slides Handout [binder]
» Notre Dame Protection of Children Website [web]
LEARNING OBJECTIVES FOR FRABUTT:
» Illuminate benefits and challenges of community engagement to professional life at Notre Dame
» Clarify research requirements for community-based teaching; contact with Director of Research and the new IRB software; learn differences between an expedite, exempt, and full board review

READINGS FOR FRABUTT (required):
» Frabutt, Jim. “Guidance: Community-Based Learning and IRB” [binder]

B) Bonnie Bazata “Understanding the Dynamics of Poverty: A Participatory Workshop”
   Geddes Hall, B036

LEARNING OBJECTIVES FOR BAZATA:
» Consider the impact of poverty in our community
» Look at the link between poverty and community sustainability
» Consider how stress and poverty are linked

READINGS FOR BAZATA:
» See Day 1 readings for Bazata

1:10–2:20 Plenary Session: “Revitalizing Coal Country: Student Involvement in Community Change,” Bucknell University and the Mother Maria Kaupas Center Partnership | Carl Milofsky, Shaunna Barnhart, Rev. Martin Moran, and Jacob Betz
   Geddes Hall, B034

LEARNING OBJECTIVES FOR BUCKNELL/MOTHER MARIA:
» Learn how university/community partnerships, including partnerships between secular and religious institutions, generate projects that help with community development in poverty areas
» Learn how to develop internal project organization at a site hosting university interns, classes, and researchers
» Learn about the “chaining” process by which universities can develop long term community partnerships with diverse projects

READINGS FOR BUCKNELL/MOTHER MARIA (required):
» Fact sheet on the demographics of Mount Carmel, PA (2 pages) [binder]
» Summary of the Mother Maria Kaupas Center and Mother Maria (1 page) [binder]
» Flyer on the Bucknell Coal Region Field Station (1 page) [binder]
» “Re-building Coal Country: A Church/University Partnership” by Carl Milofsky and Brandon Green (22 pages) [binder]

READINGS FOR BUCKNELL/MOTHER MARIA (recommended):
» The Mother Maria Kaupus Center Spring 2016 (63 pages) [web]

3:00–4:00 Site Visit: Civil Rights Heritage Center (George Garner) or Sr. Maura Brannick Healthcare Clinic (Michelle Peters)
   Civil Rights Heritage Center or Sr. Maura Brannick Healthcare Clinic

LEARNING OBJECTIVES OF SITE VISITS:
» Meet community partners on site to get a sense of the pedagogical possibilities and the practical nuances of CBL/CBR
» Demonstrate faculty/community partner team teaching

4:30–5:30 Site Visit: Spanish CBL and La Casa de Amistad | Sam Centellas, CEO, La Casa de Amistad, Rachel Parroquin, Notre Dame, and Marisel Moreno, Notre Dame
   La Casa de Amistad

READINGS FOR LA CASA DE AMISTAD (required):
» Moreno Anderson, Marisel. “Dear College Student, Please Diversify Your Courses” HuffPost [web]
Moreno Anderson, Marisel. “Want to Fight Anti Latino/a Prejudice?: 5 Reasons to Bring the Community into the Classroom” *HuffPost* [web]

**READINGS FOR LA CASA DE AMISTAD (recommended):**
- Moreno Anderson, Marisel. “Crossing the Border” *ND Magazine* [web]

**Thursday, May 26: Faculty Impact | Work & Dignity**

**8:30–10:30**  
Breakfast and Talks, Goodwill Industries  
Debie Coble, Isaac Hunt, Susan Sharpe, Margie Pfeil  
*Goodwill Industries*

**LEARNING OBJECTIVES OF SITE VISITS:**
- Meet community partners on site to get a sense of the pedagogical possibilities and the practical nuances of CBL/CBR  
- Demonstrate faculty/community partner team teaching

**10:50–12:00**  
Site Visit: Community-Based Learning Writing and Rhetoric, LOGAN Industries  
John Duffy, Notre Dame; Shelly Zabukovic, Barbie Pickett  
*LOGAN Industries*

**READINGS FOR DUFFY:**
- USEM Syllabus 2015 [binder]

**1:25–2:30**  
CONCURRENT SESSIONS

**A) Designing Syllabi and Assignments: Faculty Reflections | Kraig Beyerlein, Sociology, Notre Dame; Beth Capdevielle, Writing and Rhetoric, Notre Dame; “Facilitating Student Engagement with Community Partners as Software Clients,” Mark Goadrich, Hendrix College**  
*Geddes Hall, B034*

**LEARNING OBJECTIVES FOR BEYERLEIN:**
- Preparing students for borderlands immersion  
- Experiencing the borderlands: challenges and transformations  
- Returning home and mobilizing responses

**READINGS FOR BEYERLEIN:**
- Beyerlein Syllabus and Border Immersion Itinerary [web]

**LEARNING OBJECTIVES FOR CAPDEVIELLE:**
- Consider what preliminary planning and scheduling needs to be done—before the semester begins—to help students connect with community partners  
- Plan activities and assignments to help students form a collegial, goal-oriented class community, once the semester begins  
- Plan your own monitoring and assessment to ensure productive student work and positive student experiences, without spending excessive time on grading and feedback

**READINGS FOR CAPDEVIELLE:**
- Capdevielle, Beth. Participation Handout [link]
- Capdevielle, Beth. CBL Writing and Rhetoric Syllabus [link]
LEARNING OBJECTIVES FOR GOADRICH:
» none

READINGS FOR GOADRICH:
» none

B) Moderated Open Forum for Staff and Community Partners: Tiffany Sargent, Middlebury College; Anne Gibbons, Lynchburg College
Geddes Hall, B036

READINGS FOR SARGENT/GIBBONS:
» None

LEARNING OBJECTIVES FOR SARGENT/GIBBONS:
» None

2:40–3:30 Plenary Session: “The Role of Community-Based Research in Achieving Community Impact,”
Mary Beckman and Danielle Wood, Notre Dame
Geddes Hall, B034

LEARNING OBJECTIVES FOR BECKMAN/WOOD:
» Articulate basic CBR principles and concepts
» Apply, at a beginner level, the principles, within their own disciplines
» At an introductory level, plan and implement CBR so as to reach not only student learning outcomes but also move toward short, medium, and long-term outcomes in the local community

READINGS FOR BECKMAN/WOOD (required):
» Watch Notre Dame’s Rodney F. Ganey, Ph.D. Faculty Community-Based Research Award Videos: Stuart Greene (2010) [web]; Judy Fox (2013) [web]; Nitesh Chawla (2014) [web]

Choose ONE of the following four as required (the rest are recommended):


**Readings for Beckman/Wood** (recommended):

3:40–4:45 **Concurrent Sessions**

A) Entrepreneurship “EntrepreNU: Engaging Students Across the Curriculum and Outside the Classroom”
   Kevin Blair and David Taylor, Niagara University, and “A Concern for Social Justice: The Essence of a University”
   David Gandolfo, Furman University
   Geddes Hall, B034

**Learning Objectives for Blair/Taylor:**
- Design an intentional and structured outside of the classroom learning experience
- Explain how and why learning activities like EntrepreNU meet NSSE’s call for deep and integrative learning
- Discuss the urgent need to begin conversations on campus to promote experimentation and risk-taking

**Readings for Blair/Taylor:**

**Learning Objectives for Gandolfo:**
- None

**Readings for Gandolfo:**
- Gandolfo, David. “A Different Kind of University Within the University: Ellacuria’s Model in the Context of the United States” [web]

B) Moderated Open Forum: “Lingering Questions, Networking, Open Space,”
   Hosted by Jay Brandenberger, Notre Dame
   Geddes Hall, B036