Engaged Scholar Award Recipient
Dr. Jennifer Yee
Associate Professor, Asian American Studies
California State University, Fullerton
California Campus Compact

Dr. Jennifer A. Yee loves working with students! She is an associate professor of Asian American Studies at California State University, Fullerton. Her 25+ years in higher education include working in both student affairs and academic affairs administration at California State University, Long Beach, Stanford University, New York University, and Mount St. Mary’s College prior to teaching at UCLA and Cal State Fullerton.

Dr. Yee’s scholarly and professional interests include transformative pedagogy and leadership development, organizational change, authenticity in mission-driven work, mentoring, activism, and social justice. She is active with the North American Asian Feminisms Caucus with the National Women’s Studies Association and has published on Asian American & Pacific Islander feminist epistemology and cancer survivorship at the intersection of Asian American Studies and Women’s Studies. The youngest of seven children of Chinese immigrants, Dr. Yee grew up in Compton, California, a predominantly African American community. She enjoys facilitating complex dialogues on diversity, building community, and supporting organizations as they establish their
mission and vision.

Cal State Fullerton’s Faculty Development Center recognized Dr. Yee with its 2016 Excellence in Teaching Award for her service-learning accomplishments. In 2011, she received the College of Humanities & Social Sciences Outstanding Teaching Award and the Center for Internships & Community Engagement’s Outstanding Service-Learning Instructor Award. Also in 2011, the Orange County Asian/Pacific Islander Community Alliance recognized her with the Community Hero Award for selfless service to the community. In 2006, UCLA honored her with its diversity award, Promoting a Fair and Open Academic Environment.

Engaged Scholar Award Finalist
Dr. Gillian Hayes
Robert A and Barbara L. Kleist Professor of Informatics
University of California, Irvine
California Campus Compact

Gillian Hayes is the Robert A. and Barbara L. Kleist Professor in Informatics in the School of Information and Computer Sciences and in the School of Education and School of Medicine at UC Irvine. She directs the Social and Technological Action Research (STAR) group at UCI. Her research lies primarily in human-computer interaction, which is a field focused on the design, development, and evaluation of human-centric technologies and computing systems. Her specific research is largely focused on mobile and wearable technologies for health and education. In particular, she is interested in understanding how to use technologies to empower people to use collected data to address real human needs in sensitive and ethically responsible ways as well as the creation and use of participatory and democratic design methods that bring
under-represented groups into the technology design process.

She is the Director of Technology Research at the Center for Autism and Neurodevelopmental Disorders, a clinic serving more than 1000 families in the Southern California region each year. She is the Faculty Director for the Minor in Civic and Community Engagement, a cross-disciplinary minor focused on understanding and acting on issues related to community engagement on campus, locally, and around the world. She is a fellow in the University of California Center for Collaborative Research for an Equitable California. Finally, she is the Chief Scientific Officer for Tiwahe Technology, a small firm focused on translating state of the art research findings related to autism and technology into real life practice.

Engaged Scholar Award Finalist
Dr. Peter Tucker
Professor of Computer Science
Whitworth University
Washington Campus Compact

Peter A. Tucker has served for the past thirteen years as a professor of computer science at Whitworth University. His regular course load includes quality assurance, database management, software engineering, and mobile application development. His research interests include computer science education, quality assurance, and data stream management. In addition, Dr. Tucker is a consultant at NextIT in Spokane, WA, where he is exploring QA automation techniques and implementing tests specific to some of their core technology. Dr. Tucker began his career at Microsoft, spending five years as a software design engineer in test, and then three more years as a software design engineer. Dr. Tucker received the Ph.D. degree from Oregon Health & Science University in 2005.
Engaged Student Leadership Award Recipient

Dillon McKinney
Dixie State University
Utah Campus Compact

Dillon McKinney was born in California, and moved to St. George, Utah at a young age where his heart has been ever since. A pivotal time in Dillion’s life came in the fall of 2012 when he joined Dixies State University (DSU) “Dixie Serves,” a small service club. By the end of that school year, he became the club’s Vice President, and they won the Club of the Year award. The following year, Dixie Serves was adopted into Student Government as an officially-funded branch.

During his first year with DSUSA, he assisted in developing programs and executed DSU’s first Alternative Spring Break. In 2015, he was appointed to serve on the Executive Council as the Vice President of Service and was chosen as the co-chair of Utah Campus Compact’s Student Advisory Council (SAC). During the 2015-16 school year, he and his branch provided 44 service events and served more than 5,000 service hours including contributing to national Hunger and Homelessness campaigns. Dillion fully implemented the Alternative Breaks program and oversaw the first ever Fall Break. Additionally, Dillon has been instrumental in motivating state-wide service efforts across all UTCC member campus through his leadership of the SAC.

Named Dixie State University’s 2016 Male Student of the Year for his work at the university and in St. George, Dillon continues to serve as the VP of Service and chair of the UTCC SAC for his second consecutive year. Dillion looks forward to helping his school and community continue to grow and serve together.
Engaged Student Leadership Award Finalist

Kiana Martinez
University of San Francisco
California Campus Compact

Kiana Martinez is a third year at the University of San Francisco double majoring in Sociology and Critical Diversity Studies with a minor in Public Service and Community Engagement. She grew up in a tight-knit, primarily Latino neighborhood of East San Jose known for its rich history in community organizing. It is this support from her community at home that propelled her into a four-year university and influenced her path at USF as a first-generation student of color. Kiana’s family worked very hard every day so she could have the opportunity to get to and through higher education. Recognizing that Kiana’s path to USF was the exception rather than the expectation, she began to seek out more communities, leadership positions, and academic settings that promote diversity and social change on and off campus. She has served as the Student Life Committee Undergraduate Representative, Advocate for Community Engagement, Esther Madriz Diversity Scholars, Privett Global Service-Learning Scholar, and Intercultural Cultural Center Diversity Education Intern. She is passionate about and works to address systemic racism particularly how it affects educational opportunity for marginalized communities.
Engaged Student Leadership Award Finalist

Thomas Myler
Casper College
Campus Compact of the Mountain West

Tom Myler is a Video Production major at Casper College. In December of 2013, Tom left his home in Wyoming to serve the people of Monterrey, Mexico for two years as a missionary for the Church of Jesus Christ of Latter-day Saints. His mission in Monterrey allowed him to get to know the people there on a more personal level and was filled with a multitude of service opportunities that allowed him to further my respect and appreciation for others far beyond any of his prior service experiences. Serving began to form a completely different meaning in his life. Once home, Tom enrolled at Casper College and soon found himself in a service-learning based public speaking class. Through that class, Tom became involved in the Wyoming Food for Thought Project, a local non-profit that seeks to address food insecurity in Wyoming. He soon helped spearhead the Casper College Campus Kitchens Project, part of a nationwide movement that joins higher education dining services with student leaders who work to create a sustainable approach to food insecurity by rescuing food from going to waste and turning it into nutritious meals for those in need. Tom created a video for the project which won a $5,000 grant to start the process of becoming the Campus Kitchen. Casper College is the first community college in the nation to host a Campus Kitchen. As a result of these diverse experiences, Tom seeks a life that will allow him to serve all those in need.
Community Engaged Professional Award Recipient

Vickie Berkley
Assistant Director for Civic Engagement, Colorado Center for Community Development
University of Colorado Denver
Campus Compact of the Mountain West

Vickie Berkley has been a professional in community development and civic engagement throughout her decades long career. Her current position is Assistant Director for Civic Engagement at the Colorado Center for Community Development (CCCD), a clinical teaching practice within the College of Architecture and Planning at the University of Colorado Denver. In this position, she secured a long-term contract with the Colorado Department of Local Affairs (DOLA) to deliver the University Technical Assistance (UTA) Program, which provides assistance to rural communities on public improvement projects. Over thirty design students, as well as students from other departments at CU Denver are hired through UTA, thus supporting them to attend the University. Students work in partnership with local government and residents in moving their projects forward. Vickie provides support to three staff, hired through the UTA contract, to provide mentorship to students as they apply what they learn in the classroom to real world projects. For over two years, Vickie has provided leadership in launching a new, campus-wide community engagement program called the Hometown Colorado Initiative. As program manager, Vickie coordinates matching community-identified projects to interested faculty and existing courses. The benefit to faculty is that they are provided with a designated city staff person and funding that supports their service learning objectives and engages students in the course material. Vickie has her Masters of Science degree in Community Development, with an emphasis in Community Education from Southern Illinois University-Carbondale. She is a VISTA alumni and a past Rotary Ambassadorial Scholar.
Community Engaged Professional Award Finalist

Melanie Brown
Director, Center for Civic Engagement
Washington State University
Washington Campus Compact

Melanie Brown is the director of the Center for Civic Engagement at Washington State University. In that position, she has been instrumental in two successful Washington State University applications for the Carnegie Classification for Community Engagement (2008-2025). Born in England, educated in Canada – with degrees from the University of Toronto and Simon Fraser University in Vancouver – Melanie has lived in the U.S. for over 20 years. In her professional role, Melanie is committed to developing partnerships on campus and in local, regional, and (inter)national communities to provide opportunities for students to learn, lead, and create change through civic engagement. Her work is consistent with her goals and interests in student development, campus-community engagement, and a future with a more just society. In pursuit of those goals, Melanie is committed the professional development and service of her entire team as well as their personal community engagement. Melanie has served on a number of local community boards and currently serves as vice chair of the Pullman Community Council on Aging.
Community Engaged Professional Award Finalist

Karin Cotterman
Director, Engaged San Francisco
University of San Francisco
California Campus Compact

Karin Cotterman directs Engage San Francisco (ESF) at the University of San Francisco. Prior to coming to USF, Karin was the Associate Director for Engaged Scholarship at The Haas Center for Public Service at Stanford and prior to that she established the Office of Service-Learning and Volunteering at University of Illinois, Springfield. During her career in higher education Karin has taught a variety of courses in classroom locations including Stanford University, University of Illinois at Springfield, San Francisco State University, CSU Monterey Bay and University of Cape Coast in Ghana. Her teaching experience includes Service-Learning Pedagogy; Approaching Research in Communities; Fundamentals of Creative Writing and English Composition. Karin received her Master of Arts in English: Creative Writing (Poetry) from San Francisco State University. In addition to poetry, her interests include ethical considerations in service, community-campus partnerships, the intersections of identity and service, anti-racism work, white identity development, contemplative pedagogy, and strategic thinking both organizationally and institutionally. Karin has served on the board of VIA (Volunteers in Asia), worked as a course facilitator through the international service-learning program Amizade, was a founding Board Member of Youth Speaks, and is a member of her neighborhood community center. In addition to her professional work at USF, Karin is active in the public school her children attend where she participates on the School Climate Committee. A highly unaccomplished surfer, if Karin is not at work or with her family, you can find her swimming, reading, writing, or paddling around in the Pacific Ocean.
The Palouse Fresh Food Project (PFFP) is an AmeriCorps VISTA-led project that builds on the service learning foundation of the Washington State University Center for Civic Engagement. PFFP connects students and campus resources to organizations addressing food insecurity on the Palouse, a predominately rural region in the northwest that encompasses parts of southeastern Washington and north central Idaho. Often characterized by its rolling green and golden hills, the Palouse region faces above average rates of food insecurity, with the most recent data from the Whitman County Needs Assessment estimating food insecurity rates to be as high as 19%. The PFFP was established in 2014 to find unique ways to address this critical issue from its core while bringing together stakeholders who are well established in the community. As an AmeriCorps VISTA program, sustainability continues to be at the forefront of every new initiative and partnerships between the university, local government, and non-profits are essential to their success. The PFFP works to improve the number and quality of student-led food drives, increase access to fresh local food, raise awareness about food insecurity, collaborate on internship development with community partners, and broaden the conversation about poverty and food insecurity through events on and off campus. The success of the PFFP is dependent upon strong collaborations with a multitude of stakeholders, and a commitment from the WSU community to not only engage with the surrounding community, but work to improve quality of life for all.
Service and community engagement are the heart of Chaminade University's mission, strategic plan, and current institutional accreditation. We've always believed that higher education should serve the public good. To hone our definition of civic engagement, identify goals for campus-wide learning, and facilitate assessment, we collaborated with our two fellow Marianist institutions. The resulting theoretical framework resonates with our unique mission and Catholic Marianist heritage; it guides our campus and emphasizes the importance of learning for and learning through civic engagement. Simultaneously, we rely on Campus Compact's "engagement indicators" for organizing & inventorying. Their matrices for student, faculty, and institutional assessment provide specific foci for data collection and improvement. The engagement indicators drive our use of the matrices, and as we employ matrix-driven suggestions, manifestations of the indicators evolve. Engagement opportunities abound. ALL our campus organizations serve, including clubs, scholarship recipients, student government, and freshmen. In surveying students, 94% said “at least some” of their courses included service-learning. 95% rated their experiences as excellent/good. Internships, clinicals, and field work also engage many students. Service-related awards, conference funding, and curriculum support are available for faculty and students. We're proud of our current programs and infrastructure, but whenever our engagement framework and assessments reveal areas for improvement, we embrace the opportunities. We're convening as Marianist Universities to explore "deepening community engagement." Tied to our theoretical framework, the results will be incorporated into campus-wide strategies, fueled by Campus Compact's Action Plan. Chaminade is "passionate about improving the lives of others through education and service."