**A Pilot Program with Win-Win Potential: Leveraging Employee Engagement Efforts to Institutionalize the Urban Mission**

Sarah Hokenmaier & Phyllis Lovito, *University of Maryland, Baltimore*

The University of Maryland School of Nursing (UMSON) has a history of volunteerism and community engagement, especially in relation to teaching and student experiences. Recently, new efforts have focused on a structured approach to volunteerism for employees. The UMSON Staff Council formed a Community Engagement Workgroup in 2017, which organizes opportunities for faculty and staff to participate in volunteer experiences, fundraising events, and drives for items of need. Preliminary data show participation continuing to increase, opportunities expanding, and a heightened sense of community and comradery among surveyed participants. Many factors facilitate the success and encourage the continuation of this pilot program including: UMSON’s shared governance model; partnerships forged by faculty with student clinical sites; campus-level Office of Community Engagement programs; and a campus-wide initiative providing employees with volunteer service leave time. Research indicates that a more engaged workforce is innovative and highly productive, with lower turnover, anxiety, and depression. As demonstrated by structured employee volunteer programs in corporate settings, these programs have the potential to reap employee engagement benefits. Such programs have the added benefit of contributing to the institutionalization of the urban mission. Through volunteerism and participation in community activities, employees can increase capacity to meet community needs and strengthen partnerships. Moving forward, the collection of volunteer service leave data and the results of ongoing employee engagement surveys may further demonstrate the impact of this approach on UMSON’s employee engagement and community partnerships.

**Addressing Food Insecurity Amongst Urban University Students**

Christopher Simenz, *Marquette University*

Simenz, CJ, Siddiqui, N, Billig, L, Adam, M, & Burja, B (2019). In efforts to address food insecurity amongst college students (over 20%) at Marquette University, a private, Jesuit institution located in central city Milwaukee, a backpack food provision program has been developed with support from local partners. This presentation will discuss food insecurity amongst university students, the community-engaged approach taken to address the issue on an urban campus, and the meaningful intersections of a variety of community partners working in the food space in Milwaukee who came together to support this hunger relief effort. Strategies for expansion, sustainability, and replication will be illustrated.
Let’s Play… Votes & Ballots! Creating Quality Action Plans for Democratic Engagement through Gamification

Emily Giffin, Democracy Works & Ryan Drysdale, ALL IN Campus Democracy Challenge

This poster session will introduce CUMU attendees to Votes & Ballots, an action planning activity that takes the guesswork out of student democratic engagement. Created by Democracy Works in partnership with the Students Learn Students Votes (SLSV) Coalition, Votes & Ballots tasks players with creating a comprehensive campus action plan while keeping in mind their institution’s historical voting rates, resources, and the unique challenges faced by student voters in their community. The centerpiece of the activity is an Action Plan Template, which is modeled after the “Strengthening American Democracy” guide. It facilitates the process of evaluating the different ingredients that make for an actionable, in-depth plan to increase student voter turnout, such as identifying a diverse and inclusive leadership team, assessing your campus landscape, and setting short- and long-term goals.

The most interactive part of Votes & Ballots consists of strategizing with your team to place civic-minded Tactic Cards on a Strategy Poster in order to visualize your plan on a specific timeline. In time for 2020 preparations, the Tactic Cards provide players with over 50 ideas for voter registration, voter education, and voter turnout activities as well as ideas for how to institutionalize democratic engagement work for years to come. The poster will preview the aforementioned materials, and presenters will share information about the different settings in which one could host the activity (e.g., on-campus in a small-group setting or in a large, conference setting).

Community Research Advisory Groups as a Method to Increase the Value of, and Participation in Community Research Activities

Stephen Kauffman & Jenny Wyatt, Widener University

Beyond the normative concerns about methodological appropriateness, design, and analytical choice, a variety of problems and issues are associated with community level evaluation research. Among the more common considerations are community trust, participation, support & buy-in, and the knowledge differences between experts (often from the outside) and the public.

This presentation examines one method for addressing these primarily non-methodological difficulties – the use of Community Research Advisory Groups (CRAG’s). The presentation will use the qualitative results from an evaluation of a PSN-Project Safe Neighborhoods violence prevention grant (US Department of Justice). The presentation will discuss all aspects of the CRAG. The specific topics is includes (a) the purpose of the CRAG, (b) the design of the CRAG, (c) the implementation, and (d) lessons learned.

Each of the topics will contain useful material for individuals involved in community research due to the comprehensive research component associated with the PSN. The PSN’s were required to use research for all aspects of the project, including planning, formative and summative evaluation, and granting monitoring.
purposes. Community participants were a central concern of the grant, but no formal system was predetermined for the research components. To conduct these research activities, the lead agency recruited faculty from Widener University’s Center for Violence Prevention. Topics will include (a) the purpose of the CRAG, (b) the design of the CRAG, (c) the implementation, and (d) lessons learned.

The CRAG was established in the fall of 2014 and was active for three years.

**Using a Social Determinants of Health Lens to Forge Partnerships and Strengthen Communities**

Logan Vetrovec, *Virginia Commonwealth University* & Anne Massey, *VCU Health*

The VCU/VCUH Health Equity Plan supports the vision of improving the health of residents of the Greater Richmond, Virginia area. A steering committee, chaired by a VCU Associate Dean and the CEO of the local food bank, provides oversight and strategic direction for the Plan. Planning and implementation is conducted by three Workgroups focused on our core mission areas of patient services, training and education, and research. The steering committee reviewed community needs assessments and CMS Accountable Health Communities model data and identified three social determinants of health that were consistently at the top of the lists - food security, housing and transportation. As a result, a pilot program was developed with input from all Workgroups to screen patients on a VCUH hospital unit for these three priority areas and refer them to community resources. Since December 2018, the Patient Services Workgroup and their clinical team have been preparing for a spring 2019 launch by determining 1) how to incorporate the screening process into their workflow and 2) how results will impact patient care. The Training and Education group is creating an educational module for team members working on the unit. The Research Workgroup developed a survey to measure team members’ knowledge of and attitudes regarding social determinants of health. VCU has also cultivated deep relationships and mutually beneficial partnerships with specific community organizations and service providers who address food security, housing and transportation and who will receive the referrals.

**Building a Platform for Community-Driven Collective Action**

Yusuf Alam, *University of British Columbia*

At the University of British Columbia (UBC), student passion for creating social change in solidarity with community organizations remained a largely untapped opportunity. Similarly, opportunities for community partners to raise issues and drive programming were constrained by multiple factors. In response, the Centre for Community Engaged Learning (CCEL) launched the Collaboratory in 2018 as a platform for students, community experts and faculty researchers to confront urgent social issues requiring creative solutions and multiple perspectives and disciplines.
Collaboratory events use non-traditional methodologies to facilitate dialogue, situational analyses, and collective problem solving in an effort to:

- Enhance the capacity of participants to engage in cross-disciplinary and cross-sectoral collaborations;
- Enable participants to take action and identify actionable next steps that contribute to larger social movements and issues;
- Foster a commitment to collective impact approaches between and among participants; and
- Deepen participants understanding of complex societal issues.

The Collaboratory is a consistent, accessible, and multidisciplinary platform for community-based perspectives that is not bound by the University timeline and is offered throughout the year. At the close of each Collaboratory event, grants are made available on a competitive basis for project teams employing collective impact approaches directed at complex societal challenges.

The Centre for Community Engaged Learning is part of an ecosystem of innovation at the University of British Columbia. A resource-hub for community-university engagement, CCEL strives to enhance the academic work of students and faculty, through knowledge exchange, collective learning, and action with local community organizations.

The Fitz Center for Leadership in Community: Building Strong Community Partnerships and Cultivating Meaningful Student Experiences

Carly Hall, University of Dayton

The Fitz Center for Leadership in Community is committed to place-based community engagement and student service experiences that strengthen the local community, build supportive relationships, and accomplish goals while discerning future paths of vocation and civic engagement. Why place-based community engagement? This model offers a promising strategy to respond to the changing context of higher education in order to more fully maximize university and community resources for deep and lasting social change. A place-based community engagement framework builds upon the evolution of community engagement in higher education by providing campuses and communities with significant and impactful mutual benefits. Project-based learning opportunities include four programs: Dayton Civic Scholars, River Stewards, The Semester of Service Program, and the “Facing Dayton” Storytelling Project. These programs vary in duration and commitment levels but are open to all university students regardless of major. These programs expand the worldview of participants and empower them through experience and knowledge to become lifelong advocates for social change. This place-based model also addresses immediate needs and challenges of partner organizations while highlighting community assets. During this presentation, we will explore best practices that have cultivated successful partnership relations between the University of Dayton and the greater Dayton, Ohio community. We will explore the Fitz Center for Leadership in Community student programs in greater detail through a place-based model lens, along with the ongoing needs of community partners and how students attempt to address those needs.
Connections, Collaboration, and Commitment – The Hallmarks of Penn Purchasing Services

Colleen Reardon, University of Pennsylvania

Penn’s campus is nestled in a community that is diverse as measured by a number of demographic factors. Where and how University departments spend the institution’s money can make a meaningful difference. Penn has placed a great deal of institutional importance on economic inclusion, and its roots can be traced back to the 1980s with Penn’s Buy West Philadelphia initiative aimed at advancing local purchasing efforts. Over the years, the road traveled has been paved with stories about meaningful connections between suppliers and buyers, valued collaboration among community organizations and peer institutions, and a deep and abiding commitment to further extend Penn’s economic footprint into a vital and strong local presence.

The Dual Purpose of Dual Enrollment for At Risk Students

Barbara Priestap & Dan Hicks, Gannon University

Inner-city high school students who are provided the opportunity to take college courses on a college campus have an increased likelihood of transitioning to college, succeeding in classes and graduating on time. This presentation will focus on the benefits that dual enrollment classes provide to at-risk students in inner-city schools by allowing them the opportunity to leave their schools and become part of a college campus. This increases their personal and academic confidence through successful class performance, learning to navigate a campus, providing them with free college credits, increasing their study and organizational skills and satisfying high school class requirements with rigorous and weighted college courses (often in schools with limited or no AP class opportunities). A secondary benefit happens at the college/university as students who have taken dual enrollment are more likely to enroll at the participating college with a greater chance of persistence and graduation. On-campus support such as free textbooks, access to tutors, study space, technology and a designated on-campus dual enrollment adviser will also be discussed. We will also discuss the student accountability factor by requiring them to sign a contract stating that they will attend class, submit work, and access tutoring when needed. Finally, we will demonstrate student success with data collected over several years.

Tearing Down Walls: Civic Engagement in an Urban Academic Library

Zara Wilkinson & Bart Everts, Rutgers University-Camden

An academic library is often the intellectual and social hub of its campus. Cutting across functional and disciplinary silos, the library is uniquely positioned to undertake a wide breadth of activities in service of the mission of the university. The faculty and staff of the Paul Robeson Library at Rutgers University-Camden have endeavored to use this reach to support the university’s commitment to meaningful civic and community engagement. In addition to offering a full suite of library services to the Rutgers-Camden community and the nearby Camden campuses of Camden County College and Rowan University, the Robeson Library provides non-
university-affiliated community members access to the building, the use of reference services, in-house use of the collection, and a designated set of computers. In 2012, space in the lower level of the building was converted into a fully-operational branch of the Camden County Library System. Six members of the library faculty at Robeson have completed the university’s Civic Engagement Faculty Fellows program, initiating a project in lieu of refining a syllabus. This dedication to civic engagement has led to a variety of activities that impact multiple levels of library operations, including library orientations for college-readiness programs; research guides on civically-engaged pedagogy, the city of Camden, and DACA; digital projects on topics of local relevance; and exhibits and programs in partnership with area heritage organizations. This poster will describe these activities and their outcomes, the challenges associated with embracing a civic engagement mission, and potential future directions for the Robeson Library.

**Grads2Careers: A Model for Urban Synergy**

John Brenner, *University of Baltimore & Janelle Gendrano, Baltimore’s Promise*

Grads2Careers is a partnership between Baltimore City Public Schools, the Mayor’s Office of Employment Development, and Baltimore’s Promise, hosted at the University of Baltimore during the summer term. Grads2Careers helps Baltimore City Schools graduates connect with free job training and find employment in careers of interest.

In 2019, Grads2Careers will offer several different tracks in the automotive, biotechnology, construction, healthcare, administrative, information technology, distribution & logistics, and land surveying fields.

Hosting a facet of the summer program at the University of Baltimore has the additional benefit of introducing recent high school graduates to an authentic university atmosphere, expectations, and accountability. In addition, grads can learn to connect degrees and careers with advice and resources from university staff and faculty experts.

This partnership between the non-profit, local government, local school district, and higher education sectors can serve an example of ecosystem thinking, in which each sector brings its own value and expertise to solve a community challenge.

**PROmoting School-Community-University Partnerships to Enhance Resilience (PROSPER) in Ohio**

Gabrielle Glenn, *The Ohio State University*

Ohio State University is leading implementation of the PROSPER universal prevention system, along with its associated school- and community-based programming for 6th and 7th graders, in 10 counties throughout Ohio to 1) increase student, family, and community resilience to opioid as well as other substance use disorder and 2) improve overall community health and wellbeing. PROSPER has been funded by the National Institute on Drug Abuse for almost 20 years and calls for the development of community teams with diverse and multi-disciplinary
representation from nontraditional public health partners and stakeholders and connects these teams to resources at universities through the Cooperative Extension system. When established and operating successfully with fidelity to the PROSPER model, these community teams or coalitions may grow to serve as local advising bodies for youth wellness initiatives that span different outcomes of interest (behavioral issues, academic success, sexual health, etc.), therefore meeting a critical sustainability and coordination challenge that plagues many communities. Although PROSPER has had success in improving youth wellness across the country, it has never been implemented in an urban setting. The College of Public Health at Ohio State is the first to bring this delivery system to an urban setting, examining program elements in order to make it culturally appropriate for the community that we serve. This presentation will provide a programmatic and data overview for PROSPER nationally, share best practices for bringing a traditionally rural project into an urban setting, and discuss opportunities and challenges for dissemination throughout Ohio.

**From Impactful Classes to Rewarding Careers: Faculty Influence on Students’ Career Readiness and Satisfaction**

Charity Peak, *Association of College and University Educators* & Brian Clocksin, *University of La Verne*

In efforts to graduate career-ready students, the influence of faculty is hard to overstate. The Gallup-Purdue Index finds that graduates consider professors to be their mentors—80% of the time. Graduates are twice as likely to have rewarding careers when professors provide high-quality teaching and learning experiences. Plus, students spend more time with their professors than any other college advisor, counselor, or support professional.

**Out of the Display Case & Into the Community: Fostering Civic Engagement Through Library Exhibits**

John Powell, *Rutgers University-Camden*

Event programming and library exhibits have long served as engagement cornerstones for academic libraries in reaching students, faculty and staff. Through strategic partnerships and thoughtful planning with neighboring non-profit institutions, academic libraries are in a unique position to break out of the confines of their glass display cases and promote civic engagement through community-based events programming and inclusive exhibits. This poster presentation will highlight successful partnerships fostered by the Paul Robeson Library at Rutgers University-Camden with community non-profits like the Paul Robeson House in West Philadelphia, the Lawnside Historical Society, and the Benson Multicultural History Museum. It will also show the library exhibits that were developed from the partnerships and the civic-minded events programming that stemmed from each.
Mamelodi Pre-University Academy: Aligning a Campus’ Strategic Goals to Achieve its Anchor Institution Strategy Mandate

Kgadi Mathabathe & Nthabiseng Ogude, University of Pretoria

The University of Pretoria is a multi-faculty research-intensive university with six campuses in Pretoria and the country’s economic hub, Johannesburg. The University incorporated the Mamelodi Campus in 2004 as part of the National Government’s policy of restructuring the higher education landscape. The Mamelodi Campus is located in one of the historically disadvantaged township communities with a population of one million residents. The University has adopted an anchor institution strategy and has designated the Mamelodi Campus as a Faculty with a focus on community based scholarship with a primary focus on building pathways to STEM Education. Anchor institutions are defined as large, permanent, organisations with large, fixed asset base utilised for the growth and development of the communities in which they are embedded (Dragicevic, 2015).

Previously the campus catered for 500 learners in its Afterschool STEM Programmes but by forging internal and external partnerships through multi and trans-disciplinary collaborations with entities working in the Mamelodi Educational ecosystem the campus is able to offer a pre-university programme formally known as the Pre-University Academy (PUA). The PUA is a signature initiative of the campus which is geared toward fostering articulation between the high school initiatives, Foundation Programmes and the mainstream programmes to ensure a seamless transition from secondary school to graduation. We will share how through a grant offered by the Kresge Foundation and an international partnership with Rutgers University – Newark, we developed a data-driven programme aligned to the University’s Anchor Strategy and strategic goal to strengthen social responsiveness and socio-economic impact.

Promoting Carbon-Free Fuel in East LA: K-16 Outreach and Education at the Cal State LA Hydrogen Research and Refueling Facility

Agustin Cervantes and Marisela Cervantes, California State University, Los Angeles

The Hydrogen Research and Refueling Facility at Cal State LA opened in 2014. It is the largest hydrogen facility on any campus in the nation and the result of a public-private partnership.

The station has a multifaceted mission:

1. It is one fueling station on California’s Hydrogen Highway. “Green” hydrogen is produced onsite and is available to owners or fleet users of Fuel Cell Electric Vehicles from across the region (including an on-campus fleet for students, staff and faculty);
2. Workforce training is conducted where students, mostly Latino, learn to safely maintain and operate the equipment for hydrogen production, dispense fuel for customers and provide educational tours for K-16 students and visitors. Many of these students find jobs in alternative energy;
3. Engineering research on station operations is conducted by faculty with students from campus and from other countries on short term fellowships and
4. This facility was specifically designed for educational outreach. Over 15,000 K-16 students have toured the station. Area high schools with engineering/environmental pathways use a station visit as part of their curricula, and can result in summer internship projects. Disciplines from across campus have also integrated the facility into curricula ranging from STEM, to teacher preparation, health/human services and the arts. Visitors from energy industries, governmental organizations and community based organizations from the U.S. and around the world also regularly visit the station.

Located in East Los Angeles, the facility represents to all, 21st century possibilities for environmentally friendly community and economic development.

**West Philadelphia Promise Neighborhood: Making Sure Our Children are Ready for Success**

Maria Walker & Rachel Viddy, Drexel University

Action for Early Learning (AFEL) is West Philadelphia Promise Neighborhood’s approach to early learning improvements - it is the foundation of the grant’s cradle to career pipeline.

AFEL is a Drexel-led collaboration of social service and education agencies and community stakeholders working to create an educational support system for children ages 0-8 and their families in the West Philadelphia Promise Neighborhood. The Initiative builds awareness of the importance of early childhood education while strengthening the capacity of childcare providers and linking Pre-K centers to local Kindergartens. AFEL also supports pre-literacy instruction so children are better prepared for Kindergarten and reading on grade-level by the end of third grade.

The poster features desired results, targets, strategies, and current data on a single indicator for the West Philadelphia Promise Neighborhood - the # and % of Promise Neighborhood children (ages 3-5) who demonstrate age-appropriate functioning.

The West Philadelphia Promise Neighborhood is a U.S. Department of Education-funded grant to support "cradle-to-career" opportunities for children living or going to school in Belmont, Mantua, Mill Creek, Powelton Village, and West Powelton/Saunders Park. The program seeks to improve education, health, and economic successes for children, their families and communities.

**Creating Collective Impact: The Rutgers University–Camden Civic Action Plan**

Michael D' Italia, Rutgers University-Camden

Institutions of higher education are uniquely positioned to take a leadership role as conveners for collective impact efforts to address complex, persistent challenges in their host communities. Through ongoing dialogue, data collection, and shared decision-making with local stakeholders, Rutgers University–Camden has developed an integrated framework that incorporates anchor institution initiatives, civic engagement activities, and hyperlocal commitments to further enhance both the effect of the collective impact strategy articulated in its
Civic Action Plan and the teaching, research, and service mission of the university. This poster will share the process by which the Rutgers University–Camden Civic Action Plan was created, explore the university’s framework for collective impact, and offer recommendations and “lessons learned” for the implementation of similar place-based strategies on other campuses.

"Wait Until You See My Degree" Campaign at Georgia State University - A Program Highlighting Mentoring and College, Careers, and Community Networks

George Greenidge, Jr. & Jerome Miller, Georgia State University

Georgia State University (GSU) is one of the most diverse universities in the nation: racially, ethnically, culturally, and economically. This year, U.S. News and World Report ranked GSU 2nd in the nation for the most innovative universities and 2nd in the nation for undergraduate education and teaching. GSU leads the country in eliminating disparities in graduation rates based on race or ethnicity, conferring more degrees to African American students than any other non-profit college in the nation.

Greatest MINDS, a nonprofit and student organization, launched a new campaign "WAIT UNTIL YOU SEE MY DEGREE" Campaign on Georgia State University's campus. We, as a graduate and undergraduate students at GSU partner with staff members, students, faculty and an alumni by connecting first generation college students to college, career and community networks. This initiative utilizes multimedia, conferences, workshops, public forums, and peer mentoring to help students develop new networks to navigate the college experience.

Greatest MINDS partners with and is composed of Georgia State University staff, students, faculty, alumni and community members. Our mission is to provide mentorship and guidance to citizens and first-generation college students seeking to become active and successful contributors to civil society by giving them access to college, career and community networks. We achieve this by promoting intergenerational dialogue through developing programs, forums, initiatives, campaigns and conferences which highlight the issues of race, socio-economic class, and gender identity in urban cities and on college campuses.

Practice in Partnership: How a University School of Education Can Collaborate with a Community School to Achieve Dual Success

Nancy Morris & Hannah Rhodes, Gannon University

K-12 schools and higher education institutions have been collaborating for years. The K-12 and university partnership is needed now more than ever, especially in the cash strapped, resource hungry urban school systems. Universities have recognized this need and have formed new partnerships with public schools to offer supports for students and families that address academic, social, emotional, and occupational needs (Coalition for Community Schools, 2019). Gannon University is working with Strong Vincent Middle School to develop and implement a plan of action to meet this need. In the past three years, Gannon teacher candidates have analyzed research, surveys, and focus group data to create and implement an authentic project for the middle
funneling approach to collaborative problem solving

Celene Kalivoda, Gannon University

The Diocese of Erie was founded over 160 years ago with attendance decreasing significantly over the last 50 years, resulting in the creation of a faith formation task force to identify methods of retaining church membership. The marketing research and business policy classes at Gannon University collaborated with the Diocese for 2.5 years, starting with the question “Why do young adults not attend church?” and ending with a list of methods to create a welcoming atmosphere and a sense of belonging. The classes utilized a funneling approach process to guide the students in their research. The funneling approach utilized academic journals, qualitative focus groups, and quantitative surveys. After each course, the students presented to the Dioceses, including the Bishop and his leadership, to discuss the findings and problem statement for the next group of students. Each semester started and ended with a plan of action agreed upon by the Diocese. The impact of this partnership has led to the faith formation task force’s current charge and methods of creating a welcoming atmosphere and sense of belonging within the entire Diocese of Erie. The funneling approach process with continual feedback and collaboration has led to a successful partnership with results that have a significant impact across our community.

using prediction-based propensity score matching to measure student success related to asl participation

Aloha Balza, Florida Atlantic University

This study explores how one university is using deep predictive flow models of student progression and completion to analyze the effectiveness of student success initiatives such as community engaged practices. The study centers on the use of Academic Service Learning database by the Office of Institutional Effectiveness and Analysis to measure the initiatives’ efficacy. All by using prediction-based propensity score matching (PPSM), a statistically rigorous method for evaluating initiative impact that is dependent on Civitas Learning's rich data set for the institution. Using variables that are predictive of success at the institution, the OIEA is able to identify a comparable group of students who did not participate in community-engaged activities but look similar to those who did, by matching similar likelihoods to persist and to participate in a given initiative.

www.CUMUonline.org
Preliminary findings using the latest data set of student cohorts, suggest that measures of success (such as graduation rates and post-graduation employment) are significantly higher for those students participating in academic service-learning courses. This data has been useful in increasing both internal support for community-engaged practices within the institution, as well as external support as they have now been linked to performance-based metrics used by the State University System in its funding model.

**Grounding Service-Learning Theory and Practice in Las Vegas**

Rian Satterwhite & Tamara Marino, *University of Nevada, Las Vegas*

Despite a long history of engaged pedagogy and community-based learning employed across campus, the University of Nevada, Las Vegas has not had a robust coordinated initiative to define, track, and actively grow service-learning pedagogy until recently. This presentation will detail the set of steps taken in a short period of time to build infrastructure and support for service-learning pedagogy on a 30,000+ student public flagship campus embedded in an urban center that best represents today what census projections for the US as a whole will look like by 2050.

Topics will include:

- The role that pursuing the 2020 Carnegie Elective Classification in Community Engagement played
- How UNLV's statuses (R1, MSI, HSI, and U.S. News and World Reports #1 Campus Ethnic Diversity) continues to inform our approach
- A review of the scope of supportive entities across campus
- Specific policies and products produced (such as the UNLV Guide to Service-Learning, assessment and tracking infrastructure built, platforms used, and faculty development initiatives launched)
- Key roles and personnel involved
- Alignment with institutional strategic priority areas
- Anticipated next steps

Attendees will be engaged in small group and dialogue-based activities to process the material and translate it to their own institutional and community contexts.

Interested attendees will also be given a copy of the UNLV Guide to Service-Learning and other relevant resources.

**Pennsylvania Voting Laws and Student Disenfranchisement**

Eva Gonzalez,* University of Pennsylvania*

In May 2018, 21 people voted in the University of Pennsylvania’s district, while in 2017, 11.6% of voters under 35 turned out in Philadelphia. Such consistently low turnout, in some respects, is no mistake. In Pennsylvania, voting laws require that primary elections occur on the third Tuesday in May every election except presidential elections, when nearly all university students have gone home. These Pennsylvania voting laws systematically
disenfranchise student voters, denying them the right to a voice in the elections which impact students most directly. Last semester, Penn Leads the Vote worked towards increasing voter turnout among students on the University of Pennsylvania’s campus through absentee ballot initiatives, empowering young voters despite barriers designed to prevent them from voting.

Indeed, due to the complex and arduous absentee ballot application process, Penn Leads the Vote’s experience with primary turnout leads us to consider this an issue of youth disenfranchisement, requiring fundamental changes to Pennsylvania voting laws to truly increase student voter turnout during primary elections. PLTV firmly believes that young voters, the future of democracy, deserve the empowerment to challenge the status quo and be heard. Our presentation will focus not only on the best practices which led to a 350% increase during the November midterm elections and an over 500% increase in turnout for this May’s local primary election, but also challenge the notion that young voters are apathetic and unengaged through research and policy proposals aimed at changing Pennsylvania voting laws to empower young voters throughout the state.

**Asset-Based Community Development: Developing Strategies for Urban Universities to Employ ABCD with a Critical Lens**

Howard Rosing, DePaul University

Asset-Based Community Development (ABCD) is an approach to community engagement defined by Kretzmann and McKnight (1993) that builds on the skills of local residents, the power of local associations, and the supportive functions of local institutions to build stronger, more powerfully organized and sustainable communities. The approach has been applied by communities throughout the world to assist in achieving locally-defined goals beginning with the gifts, talents and skills of community members and the associations they create. This poster will explore how urban universities and colleges can adopt or more fully employ ABCD as a lens for community engagement. The poster will include a brief introduction to ABCD, outline some key examples of how ABCD has been employed by higher education institutions in the past, and conclude with questions about how ABCD can be applied through a critical lens that addresses issues of economic and racial equity in cities.

**Just Be Yourself: A Community-Engaged Project to Enhance Teens’ Strategies for Preventing Violence within Their Relationships**

Kristin Haglund, Marquette University

The goal of this University-funded, arts-based, community-partnership project was to assist adolescents to recognize precursor behaviors to relationship violence and to develop responses to mitigate the risk for violence. Precursor behaviors include gender disrespect, jealousy, personal putdowns, public debasement, social restrictions, physical aggression and image/identity management. Young people often lack recognition of precursor behaviors; they also underestimate the risks of violence. Forty 12 to 17-year-old adolescents were in
this mixed-methods study as participants and experts who taught the researchers about the lives of contemporary adolescents. In phase one, two faculty and one undergraduate student met for 8 weeks with youth to discuss peer relationships, violence, and strategies to prevent violence. We gathered perceptions and stories of relationships and violence in the teens’ own words. These data were shared with an undergraduate theater student who wrote 8 short plays that depicted precursor behaviors to violence in contemporary adolescent relationships. In phase 2, teens discussed and acted out the plays for audiences of their peers. Data from pre and post-performance discussions were gathered and analyzed. Our results provided insights into important contexts of adolescents’ lives, their complex understanding of violence, and how context and views of violence influence adolescents’ relationships. Our intervention avoided direct instruction to change attitudes or behaviors. Rather, participants vicariously witnessed relationship violence through drama. In discussion, we engaged in exploration and questioning of common, yet violent, behaviors and responses in adolescent relationships. Young people identified strategies for avoiding relationship violence that could inform future interventions.

**From the Ground Up: Building an Anchor Institution**

Tiana Nelson & Sarah Miley, Colorado State University System

Building on its foundation as a Land Grant institution, the Colorado State University System has the unique opportunity to build a community-centric campus in the middle of Denver focused on experiential learning and research in food, water, and health. Not only will the new CSU campus at the National Western Center be an opportunity to enhance CSU’s urban presence, but it’s a way to engage authentically with people across the world, the state, and in our own neighborhood. This poster will give a brief overview of the project and the Anchor Institution tenants that have proved critical in building this new campus. We also ask that the audience share their "lessons learned" as we navigate the construction of an Anchor Institution, from the ground up.

**Innovating Civic Engagement in STEM: Hands-on Experiences in Rehabilitation Engineering Program (HERE)**

Samuel Landsberger, California State University, Los Angeles

The Hands-on Experiences in Rehabilitation Engineering Program (HERE) provides a stimulating, hands-on learning experience while fostering mentoring among students at different ages and levels of engineering training. More than 250 college students and 500 middle and high school students, primarily from minority and traditionally under-represented backgrounds, have participated in the HERE Program. The student participants – frequently from the poorest and least served communities of Los Angeles, range from 6th graders in Compton, CA to graduate students and instructors at the California State University, Los Angeles and the University of Southern California. HERE provides direct contact between students and individuals with disabilities in the context of team design projects. Successful projects include a novel, orally-controlled device to assist a paraplegic pianist to use piano foot pedals and a beach cruising wheelchair to help one of our geology majors.
participate in field trips she would not otherwise be able to access. Our faculty director and one of our student mentors will discuss how engaging science activities and projects can boost student awareness about pressing community issues while building an interest and passion for STEM.