



In Recognition of the 2021-2022

Bonner National Faculty Fellows

with the Bonner Network



THE CORELLA & BERTRAM F.
BONNER FOUNDATION

**In partnership with the
Bonner Foundation
Community-Engaged
Learning Initiative**



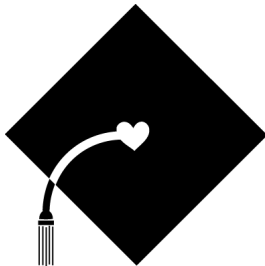
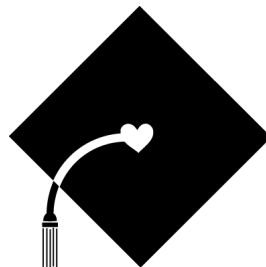


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Preface

By Dr. David Roncolato, Senior Faculty Fellow



The thirty two faculty from sixteen colleges and universities in the Bonner Network who are profiled in this publication demonstrate initiative, creativity, and disciplined commitment to the common good. They demonstrate vision and courage in connecting local communities to their academic research and their teaching practices. Indeed, as visionaries, they are witnesses to a vibrant and much needed evolution within higher education. When academic rigor is coupled with critical community engagement change happens.

In 2011 Allegheny College was selected as one of the original Eight Bonner Schools to participate in the Bonner High Impact initiative. Conversations about the importance of AAC&U's High-Impact practices were taking place in our faculty meetings and departmental meetings. These were very important conversations. I was aware of the timeliness of the Bonner Foundation's new High-Impact Initiative. As we were forming our team for this effort I heard a discouraging comment. A faculty colleague confidentially told me that they had heard other's responses to this effort. Paraphrasing; "we are glad that this project is underway but is there any way we could take the name Bonner out of it?" It was a bitter litmus test of Allegheny faculty's perception of our Bonner program. We did not belong in the work of academics and should stick to co-curricular service.

Rather than discouraging us, this perception emboldened us to move forward. In the summer of 2012 our Bonner High-Impact team – comprised of staff, faculty, students, and partners – developed three proposals to build institutional infrastructure at Allegheny College at our first Bonner High-Impact conference at Siena College. Upon returning to campus, we met with Provost Linda DeMeritt to present our ideas. Before we presented them, she expressed her reservations in cautioning us that we would pick out the best of the three to work to implement. After hearing all three she declared that we absolutely had to move on all of them. It reinforced my conviction that the wisdom and rigor of the Bonner Foundation's work on High-Impact practices had much to offer, not just Allegheny College, but higher education as a whole.

All institutional change is slow, and higher education institutional change is no exception. John Saltmarsh, director of the New England Resource Center for Higher Education, argues that there are different pathways of change on college campuses. The Bonner Program has traditionally advocated for change rooted in student voice and a student four-year developmental model. Others contend that change requires structural work within institutional policies and governance. Beyond these approaches there is a third; change in faculty culture. To have significant lasting change what is required is both change in structures and change in faculty culture. Saltmarsh contends that while structural change may come relatively easily, culture change is much harder and takes longer to be realized.

I would argue that cultural change is more difficult than structural change for a number of reasons. Best practices for institutional change can be shared across institutions. The Bonner Foundation functions as a resource hub for best practices related to community engaged course designations, community partner development, and guidelines for incorporating public scholarship in tenure portfolios. What works at one institution might work just as well at another. At the same time, structural changes need to move from paper documents to utilization. Are newer faculty made aware of acceptable innovative pedagogies and support for community-based research within the institutions structures of promotion? Structural changes are not realized unless they become operationalized in the academic culture.

Culture change, unlike structural change, is organic and campus specific. In many cases it is even academic department specific. At Allegheny College the level of support for community-based learning varies greatly between academic departments. Culture change often takes place one relationship at a time. The more that respected faculty colleagues engaged in the practice of effective and impactful community engaged teaching, and are recognized for it, the quicker there will be growth in faculty culture.

This small profile book is important for three reasons. First, those profiled here demonstrate a new moment in the process of cultural change. I suspect all have had to take risks and overcome challenges to venture out into these uncharted waters. In many cases they had to face “dis-incentives” within their departments, communities and institutions. At times they have been alone.

Secondly, these faculty fellows demonstrate a level of commitment to community-based learning that is new. While Service-learning pedagogy has been in practice for decades it was often confined to isolated courses and episodic engagement in the communities beyond campus. For some of the faculty profiled here this work is quintessential to their professional identities both in teaching and scholarship. They cannot imagine ever stepping away from the power of community-engaged learning to educate undergraduates and the power of community-engaged learning to positively impact communities.

Finally, this small publication is important for what it demonstrates about the Bonner Foundation. We are more than a co-curricular cohort program. When higher education began to recognize “collaboration” as the new paradigm for effective education, the Bonner Foundation heralded the importance of student voice and community voice as essential in program development and deliberations. When AAC&U promoted High-Impact Practices, the Bonner Foundation articulated a robust list of High Impact Community Practices to come alongside the AAC&U list of High-Impact teaching practices. Several years later when AAC&U launched the Signature Project effort, Bonner enhanced this conversation as well. The Foundation argued that signature projects were more efficacious and ethically sound if they were “Community-Engaged Signature Projects”. Within the Bonner schools this has been supported by adding a senior capstone requirement.

The faculty profiled here have contributed to, and benefited from, a foundation that has so much more to offer than co-curricular cohorts for student service leaders. Bonner belongs. This foundation is a player in faculty development and curricular reform on our campuses and across higher education. Indeed, when academic innovation is coupled with critical community engagement positive things happen on our campuses and within our communities.



Introduction

The goal of the Bonner Foundation’s Community-Engaged Learning (CEL) Initiative is to expand and deepen the integration of community engagement with curriculum and coursework across institutions that participate in the Bonner Network. Since its inception in 1990, the Bonner Program has sought to address three interwoven goals: (1) enhancing college access and completion for underrepresented, diverse, low-income students; (2) engaging those students as well as staff and faculty in meaningfully contributing to the communities surrounding their institutions; and (3) transforming the infrastructure and culture of institutions to integrate community engaged learning for all students. In the past few decades, a vast body of scholarship has emerged that clearly underscores the ways in which community engagement can be a high-impact educational practice. Throughout that time, the Bonner Foundation and Network have piloted a range of innovative projects to apply the lessons from theory, research, and practice to these aims.

In the past three years, thirty-five colleges and universities in the Bonner Network have participated in the CEL Initiative, through which they have leveraged funding and support in their ongoing work to engage faculty, integrate community engagement with curriculum, create scaffolded integrated experiences for students, and build sustained infrastructure for this work. Faculty Fellows, working in partnership with dedicated full-time Community Engagement Professionals within centers and offices, expand institutional capacity and play pivotal roles in paving the way for greater integration. Working as allies with staff, students, and partners, these Faculty Fellows have taken on inspiring projects. They engage and educate their peers, working strategically to involve faculty across schools and departments. They advise Bonners and other highly engaged students as they take on increasingly complex projects, often connected with their academic majors, minors, and degrees. They work in collaboration with senior leaders to center and prioritize community engagement and to link it with other institutional priorities, such as diversity, equity, inclusion, admissions, retention, advancement, and success. This book is designed to introduce and celebrate the 2021-2022 Faculty Fellows who are engaged at campuses across the nation. The Bonner Foundation shares its gratitude and recognition for these Faculty Fellows’ leadership, and that of their colleagues.

A Brief History and Highlighted Achievements

The CEL Initiative builds on a series of prior innovations. Beginning in 1997, the Bonner Foundation led efforts to spread community-based research as a form of service learning. With nine years of federal

funding from the Corporation for National & Community Service's Learn & Serve America Program, more than 40 campuses engaged faculty. Through annual gatherings for training and resource sharing, a series of books and journals were published. In 2004, fifteen campuses took the lead in developing civic engagement minors, concentrations or certificates with sub-grants through the U.S. Department of Education's Fund for the Improvement of Post-Secondary Education. In 2011, influenced by our collaboration with the Liberal Education and America's Promise (LEAP) Initiative of the American Association of Colleges and Universities, we began working intentionally with teams of faculty, staff, students, and community partners to integrate community-engagement in scaffolded ways with high impact practices. Teams from twenty-four institutions found ways to transform curriculum ranging from first year experience courses, to internships, to capstones.

In 2015, bolstered by the success of Bonner Programs and institutions that had successfully integrated new coursework and curriculum, we adopted the goal that all programs integrate community-engaged capstone projects for Bonner Scholars and Leaders. Moreover, we articulated a bigger vision that 20-25% of all graduating seniors at participating institutions participate in developmental co-curricular and curricular experiences, culminating in a community-engaged capstone project. Each of these initiatives has been accompanied by research, resource development, and publications (which you can find on our website and wiki here). In the past five years, we have also tackled the perception that community service or engagement does not connect with efforts to ensure that students understand how to engage politically or within civic structures. Working with Dr. Scott Myers-Lipton, a professor of sociology at San Jose State University and author of "Change! A Student Guide to Social Action," we have begun to replicate policy research and social action coursework across the network.

Faculty and Staff Partnerships

Last summer, the Foundation team sought to take a closer look at the successful strategies employed by campus teams in the CEL Initiative to identify and refine best practices. Using a qualitative research process, we conducted interviews with faculty and staff from ten institutions that had been involved multiple years. We produced a longer guide, entitled *The Community-Engaged Learning Initiative: Lessons from Ten Institutions*. They address five major themes: (1) faculty development and engagement; (2) relationships with community partners and how they are influencing faculty work in particular; (3) strategies for campus-wide student engagement and leadership in community-engaged learning; (4) strategies for fostering collaboration with senior leaders and aligning work with broader institutional priorities; and (5) effective (and ineffective) linkages with diversity, equity, and inclusion work as a key institutional priority.

We found that the Faculty Fellow position, and faculty involvement in general, has leveraged the influence of respected faculty to wield change and influence peers and senior leaders. As faculty have progressed through this work, they move from a transactional relationship to a transformational relationship with community partners, often developing multiple projects, courses, and pathways within and across their disciplines. Additionally, they begin to involve students in more substantive, collegial ways. Students especially play leadership roles in forging connections between community engagement with diversity, equity, and inclusion initiatives within their institutional and community contexts. This developmental engagement, by faculty and students, becomes driven by mission and place, resulting in innovative projects and curriculum. Finally, it is supporting the success of other priorities, including the institution's impact, learning, and reputation. (You may download and read a longer set of findings and recommendations in that guide here.) Thank you for being a part of the Community-Engaged Learning Initiative and for providing leadership for its success!



As we look back at 2021-2022, the Bonner Foundation’s Community-Engaged Initiative is going strong in its third year. Thirty-five institutions are leveraging Bonner Foundation grants and endowment funds to integrate community-engaged learning (CEL) in a wide range of projects and programs across the campus. We are delighted to highlight projects in three areas that have gained momentum to support community-engaged learning in higher education: curricular integrations, campus infrastructure development, and pathways designs (curricular, co-curricular, integrative).

More than 200 faculty members have been involved in cohorts on their campuses. These faculty have worked in collaboration with local, state, national, and international partners on courses, degrees, innovative programs, and institutionalization.

In the past few years, more than 173 community-engaged learning (CEL) courses have been integrated into the fabric of institutions’ curriculum. This year alone, thirty-nine courses from sixteen schools are being redesigned or created as a part of the initiative to integrate community-based learning, or policy analysis as a pedagogical model. A few are working to build in their teaching, real-world practice with social action projects. Courses are addressing pressing issues and engaging students in learning about:

- Aging and Social Policy
- Art and Social Justice
- Child Trauma and Resilience
- Economics of Poverty
- Environmental Ethics
- Slavery and Freedom: From Rome to Rutgers

Many courses are also part of emerging and established pathways and degrees with a public purpose.

Twenty-one infrastructure projects involving fifteen institutions are being implemented to strengthen and deepen campus-wide efforts for community-engaged teaching and learning. The projects are designed to create sustained systems necessary for campus-wide integration. They include:

- the development of course designators or full campus inventories of existing CEL courses;
- the creation of reports documenting benefits of community engagement;
- the integration of systems to identify and track partner requests;
- and engaging Students as Colleagues to work with faculty as teaching assistants.

Six schools have joined the new Bonner Pathways Project, designed to scale community-engaged learning across the curriculum. Engaging teams that include senior academic leaders, faculty from multiple departments, administrators, and student leaders, these institutions hope to design multiple pathways through general education, discipline-based majors, minors and concentrations, and other integrative pathways for community-engaged learning.

Finally, thirty-two faculty from sixteen institutions are serving as Faculty Fellows, working closely with community engagement staff at respective institutions to catalyze institutional change. Collaboratively, they are building relationships across departments and units on campus; developing new resources for engaged scholarship; advocating for financial incentives and rewards for faculty promotion and tenure; designing innovative programs; and serving as mentors for engaged students, especially as they work on their capstone-level projects.

We are extremely grateful for faculty fellows and project co-leaders for their valuable time in advancing community-engaged teaching, learning, and scholarship at their institutions. We invite you to take note of their innovative approaches to teaching, research, and service, described in this book, and how their work has created an array of opportunities for campus-community collaborations. We are eager to see how these new models will help shape / inform future directions in higher education.





Dr. Lauren Paulson - Psychology

Dr. Lauren Paulson, Ph.D., LPC, NCC, Associate Professor of Psychology, will serve again as the co-project director. Lauren developed a deep interest in community-engaged teaching and learning during graduate school and through her clinical work. She also serves on national committees, such as with the International Association for Research on Service-Learning and Community Engagement (IARSLCE) to advance community-engaged research. Lauren earned bachelor's and master's degrees at Edinboro University in Northwestern Pennsylvania. She earned a doctoral at Duquesne University in Pittsburgh, specializing in counselor education. Lauren has successfully employed community engagement in her courses for almost a decade. She has attended and presented at several national CE/SL conferences and Bonner Learning Community Webinars. In addition, Lauren has one publication of her Scholarship of Teaching of Learning (SoTL) work and another manuscript currently under review from her research on community partner perspectives.



Dr. David Roncolato - Peace and Justice Studies

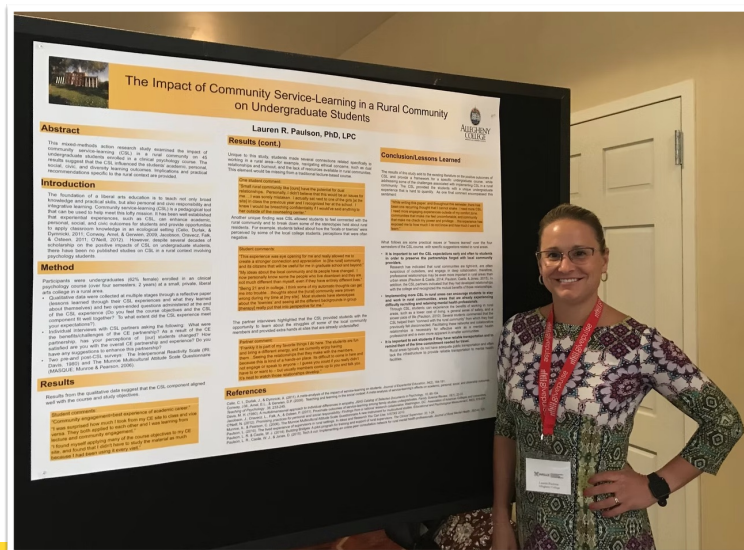
Dr. David Roncolato has been working at his alma mater, Allegheny College, in various capacities since 1987. Currently, he is the Director of the Global Citizen Scholars program and Professor of Community & Justice Studies. As an undergraduate he studied History and Religious Studies. He holds a Masters in Christian Spirituality from Creighton University and a Ph.D. in Catholic Social Ethics from Duquesne University. He is a senior faculty fellow with the Bonner Foundation of Princeton, New Jersey. David's teaching includes courses in Community and Justice Studies, Religious Studies, the Global Citizen Scholars program and student independent studies involving community-based work. His involvement in local community-wide initiatives over the years has included the Community Improvement Center, (CIC), the Meadville Area Collaborative



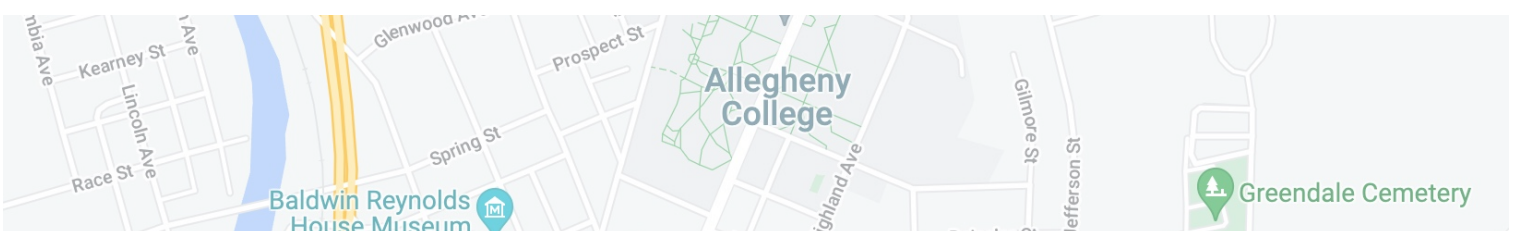
(M.A.C.), Partners in Education (PiE) and United Way of Western Crawford County. David publishes and presents in the areas of service-learning, civic engagement and spirituality.

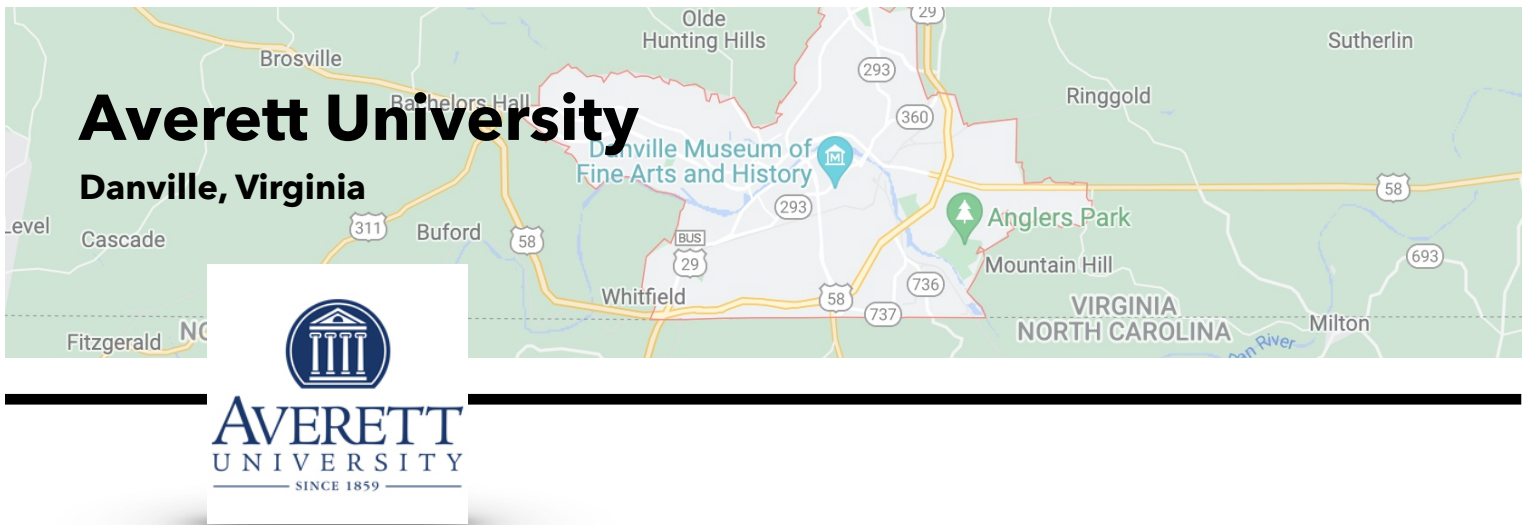
Faculty Fellow Roles

Lauren Paulson and Dave Roncolato will continue their leadership, building on the momentum with partners and faculty over the past two years with the Bonner CEL grants. In addition they are initiating a revised and expanded version of Allegheny's "Students as Colleagues" program. The Faculty Fellows are also developing a proposed Faculty Review Committee (FRC) memo for new FRC members and department chairs that gives language and understanding of faculty community-based work in the faculty review processes. This is a significant step in shifting institutional culture and policies. The Faculty Fellows are assisting with re-starting Service Learning and Civic Learning course designations, an important project in that it will enable a full inventory of community engaged learning across the College, needed for the Carnegie Community Engagement Classification.



In April 2021, Faculty Fellow Dr. Lauren Paulson presented her community-engaged research on rural mental health at the IARSLCE Conference and as part of the College's lecture series. Dr. Paulson recently was promoted to Associate Professor, and her engaged teaching was valued as part of her faculty work.





Dr. Stephanie Patton - Biology

Dr. Stephanie Patton, an instructor of biology, began teaching at Averett in 2014. She earned a bachelor's degree in biomedical sciences from Averett in 2010 with minors in physical education and chemistry. She obtained her master's degree in human anatomy from the University of Dundee in Scotland in 2011. Professor Patton is a champion of service-learning, using innovation approaches to weave the pedagogy into the sciences. She also serves as a faculty mentor for Averett's Bonner Leaders. Professor Patton has been an integral member of Averett's faculty fellowship in service-learning for the past three years and is equipped to take that training to her faculty peers across the institution as a faculty fellow.



Faculty Fellow Role

Professor Patton is a perfect choice to work with Averett's Center for Community Engagement and Career Competitiveness to offer its summer fellowship in service-learning. On average, Averett's Center trains 10 new faculty members each summer on how to develop courses with service-learning projects. Patton will be instrumental as a faculty fellow to lead this training, as she has taught numerous service-learning courses, has gone through the training, and has a great rapport with her faculty peers.

Dr. Billy Wooten

Dr. Billy Wooten is the Executive Director of the Center for Community Engagement and Career Competitiveness. Over the past year, with Billy and his colleague April Love-Loveless's leadership, the CCECC created a three-tiered faculty fellowship as part of its Community Engaged Learning Initiative. Ten faculty served as Service-Learning Fellows, working to integrate community-engaged learning in 12 courses. Seven faculty became Career Development Fellows, connecting professional opportunities (such as community internships) and more of a focus on pathways to their curriculum. Seven faculty served as Bonner Fellows, exploring how to connect with Bonners (including for their capstones) and leverage the Bonner curriculum in their own teaching. Billy has a professional background in journalism and public relations and previously served 16 years at Berea College in Berea, Kentucky as a professor of Communications and Broadcast Journalism, Division Chair of the Humanities and Visual and Performing Arts, Director of Speech and Debate as well as an avid practitioner of service learning and internship and career development.



April Love-Loveless

April Love-Loveless serves as the Director of the Bonner Leader Program at Averett University's Center for Community Engagement and Career Competitiveness (CCECC). She has worked at the CCECC with the Bonner Leader program since 2017 and prior to that worked at two nonprofits in Washington DC. She received her undergraduate degree in English from Lynchburg College in 2016, where she served as a Bonner Leader student, and finished her Master's Degree in Educational Studies in 2019 from the University of Lynchburg. April is passionate about working with the Bonner Leaders and the community. She loves watching students find their passion and bring it to life at their service site.





Bates

Dr. Lori Banks - Biology

Dr. Lori Banks is Assistant Professor, a Molecular Biologist, and Science Education Enthusiast with experience in biomedical research, science curriculum development, and teaching. She considers herself fortunate to share her love of all things science with others at various stages of their education. In those moments, she always aims to incorporate problem-solving and critical thinking activities to maximize learner benefit, whether in the classroom or the lab. She thinks it's important to share one's failures in addition to the successes so that students have a balanced understanding of the practice of science. Whenever possible, she incorporates community-engaged pedagogy into her courses. She hopes that her students feel empowered to not just be smart, but to use that smartness to change the world. Beyond the lab and the classroom, she focuses her efforts on expanding science literacy in underserved populations and communicating scientific literature to the lay public. Dr. Banks is also a Girl Scout leader and an active member of Zeta Phi Beta Sorority Inc.



Faculty Fellow Role

In her role as Faculty Fellow, Professor Banks serves as a proactive resource for Bates College faculty members who want to learn more about Critical Community-Engaged Learning (CCEL), especially in STEM contexts and/or with a focus on racial equity/justice/healing. She also works to deepen and expand partnerships and collaborations with local preK-12 STEM teachers. Finally, she works with colleagues at the college's Harward Center for Community Partnerships to explore models for a "Students as Colleagues" program to support CCEL courses in STEM.

Dr. Darby Ray

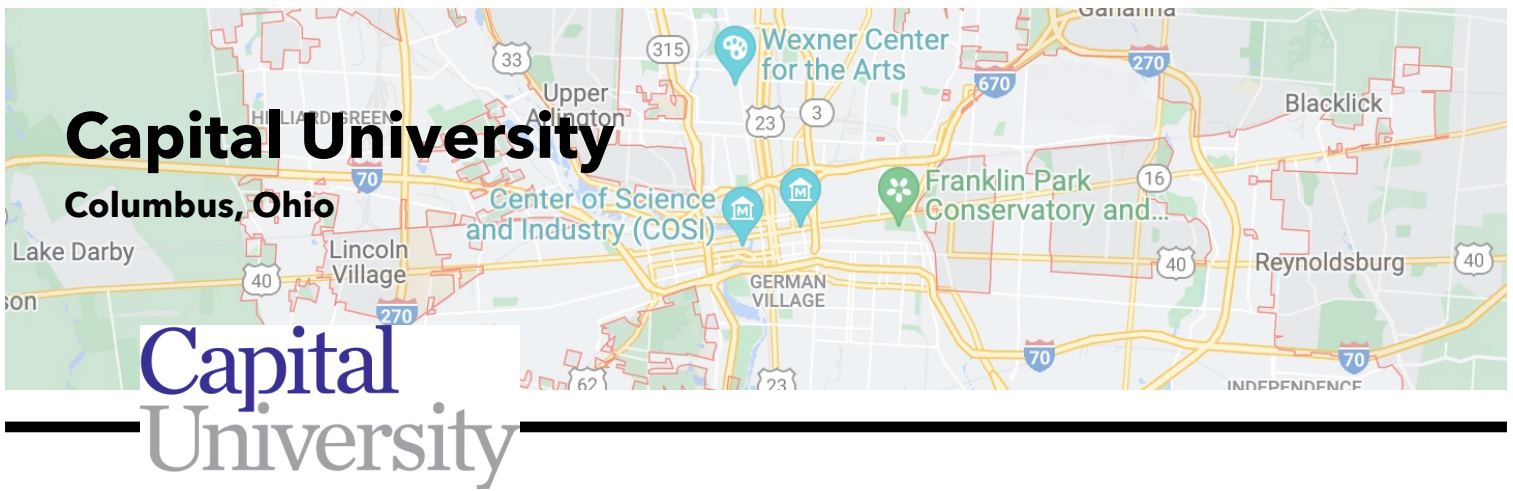
Dr. Darby Ray spent the first half of her career as a professor of religious studies, teaching and writing in the areas of feminist and liberationist Christian thought and the meaning of work. As an early adopter of what was then called “service learning,” Darby began building her own capacity and the capacity of her faculty colleagues for pedagogy that centers collaborations with off-campus partners in the pursuit of social justice, community well-being, and student learning. Darby arrived at Bates in 2012 to direct the Harward Center for Community Partnerships and has been happily working with her wonderful Harward Center colleagues and a range of Bates students, faculty, and staff to champion and deepen the College’s civic mission through collaborations with a range of local and statewide community partners.



Ellen Alcorn

Ellen Alcorn manages Bates’ relationships with local K-12 partners, creating opportunities for Bates students to serve as mentors and tutors in classrooms and after-school settings as well as organizing fieldwork experiences for 130-150 education students each semester. Ellen also oversees the Harward Center’s student civic leadership programs, including the Bonner Leader Program, Community Outreach Fellows, the Bates Civic Action Team (BCAT), and the International Student Experiential Learning Fellowship. Ellen received her B.A. from Bard College and her M.S.Ed from the University of Southern Maine. Prior to coming to Bates, she taught high school English and adult education, and worked as a professional magazine writer.





Dr. Laura Kane - Sociology and Criminology

Dr. Laura Kane is an Assistant Professor of Sociology and Criminology. Dr. Kane teaches broadly in both disciplines at Capital. Previously, she taught courses in Crime Measurement; Introduction to Criminology, Law and Society; and Family Law before coming to Capital. She is an active member of the American Society of Criminology (ASC), an international body that focuses on crime and its correlates. Dr. Kane's research interests center on mechanisms of social control, particularly with regard to how informal social controls become formal social controls. Coming from an interdisciplinary tradition, Dr. Kane notes how numerous fields speak to one another and uses a sociological lens to make sense of these intersections. Dr. Kane uses a variety of pedagogies in her classes and is always developing new techniques to enhance learning. Recently, she is interested in developing experiential learning opportunities for her Juvenile Justice course and enhancing student activities so that all students are engaged in all of her classes.

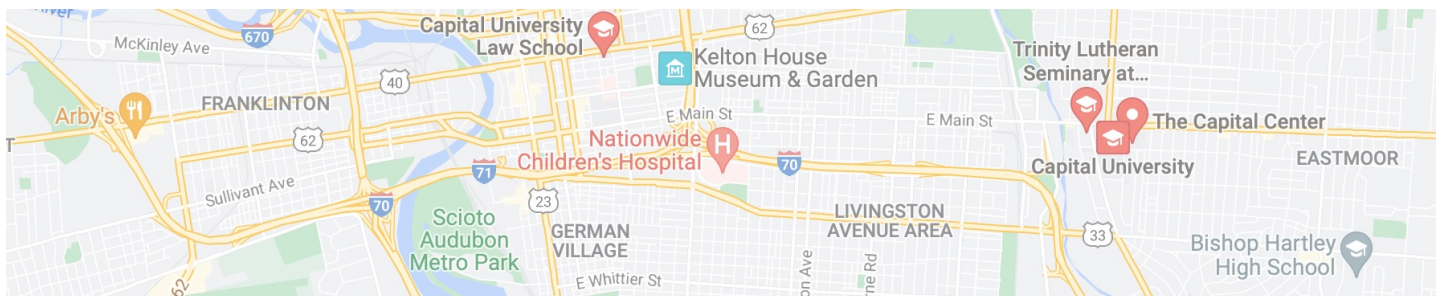
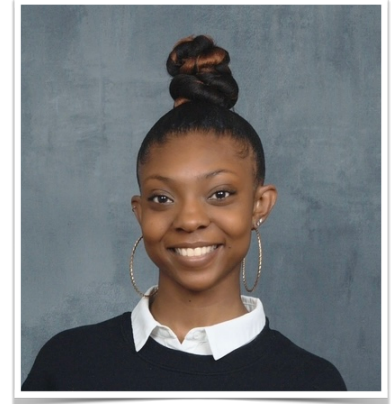


Faculty Fellow Role

Dr. Kane will Work leads projects that promote and maintain Capital's designation as a Carnegie Classified Community Engaged institution. The goal is to promote and strengthen institutionalization of community engagement throughout the university. The Carnegie Classification application serves as a guide for this work. A number of projects are necessary including conducting faculty surveys, working with faculty on courses, serving as a liaison to various groups and departments, and presenting at CELT sessions. She will also serve as a Mentor for those who are developing Civic/Community-Engaged (CE) Designated courses, and work with partners in both curricular and co-curricular activities and the community. Dr. Kane coordinates faculty and assessment professionals in assessing Civic/Community-Engaged (CE) courses, and will serve on relevant Communities of Practice (e.g., Community Engagement Community of Practice and the Social Justice Community of Practice).

Tristen Davis

Tristen Davis serves as an Associate Director of Student and Community Engagement at Capital University. Starting in the fall of 2022, Tristen will also be serving as an adjunct professor, teaching a First-Year Seminar for First-Year Bonner Leaders, and a Law and Society course as part of Capital's new Social Justice Minor. Tristen Davis is a Columbus, Ohio native. She attended Ohio University where she obtained her Bachelor's degree in Sociology-Criminology and her Master's degree in Law, Justice and Culture. Davis started her position as Associate Director and Bonner Leader Director in July of 2021.



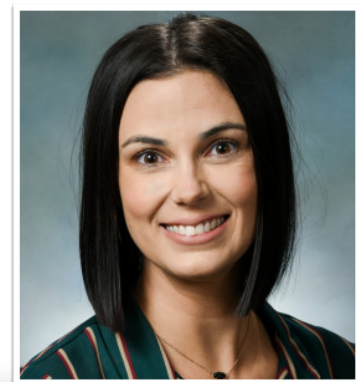
Carson-Newman University

Jefferson City, Tennessee



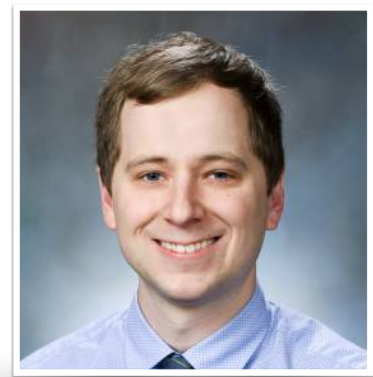
Dr. Maria Hartley - Sociology

Dr. Maria Hartley is an Assistant Professor of Sociology and also directs the emphasis in Criminology Program. She attended Midway College, where she obtained a Bachelor of Art degree in English Literature. She received a Masters of Science in Criminal Justice from Eastern Kentucky University. She completed her doctoral training at the University of Tennessee-Knoxville in 2019. Her research interests include social theory, qualitative methods, debt, and counter-cultural groups. Maria has presented her research at the Academy of Criminal Justice Sciences, the American Society of Criminology, the International Crime, Media & Popular Culture Studies Conference, and the Southern Sociological Society. Maria is the faculty advisor for the Gamma Sigma Sigma service sorority at Carson-Newman. She is passionate about engaging in alternative and novel methods of pedagogy with her students. Maria enjoys riding motorcycles in the Great Smokey Mountains and cuddling her two dogs, Rocky and Topper. She is a devoted fan of the Tennessee Volunteers.



Dr. Nathan West - Counseling

Dr. Nathan West is an Assistant Professor of Counseling at Carson-Newman University. He received a PhD in Counselor Education from the University of Tennessee, Knoxville in 2018. Dr. West teaches courses covering theories of counseling, counseling skills, group counseling, neuroscience, and counseling ethics. Dr. West is Co-Chapter Faculty Advisor for the Chi Nu Upsilon chapter of Chi Sigma Iota International Honor Society. Dr. West developed interest in service-learning as a doctoral student at the University of Tennessee, where he was the student coordinator of the Grief Outreach Initiative for two years. In this role, he coordinated a grief-focused service learning mentor program and was as an instructor for an associated college course. Dr. West is a Licensed Professional Counselor-Mental Health Service Provider (LPC-MHSP) in Tennessee and a Nationally Certified Counselor (NCC). Since beginning counseling practice in 2013, he has served in counseling settings that include community



mental health, residential addictions, elementary school, and private practice. Dr. West's research interests include counselor development and wellness and service-learning in the counseling profession.

Dr. Matt Bryant Cheney

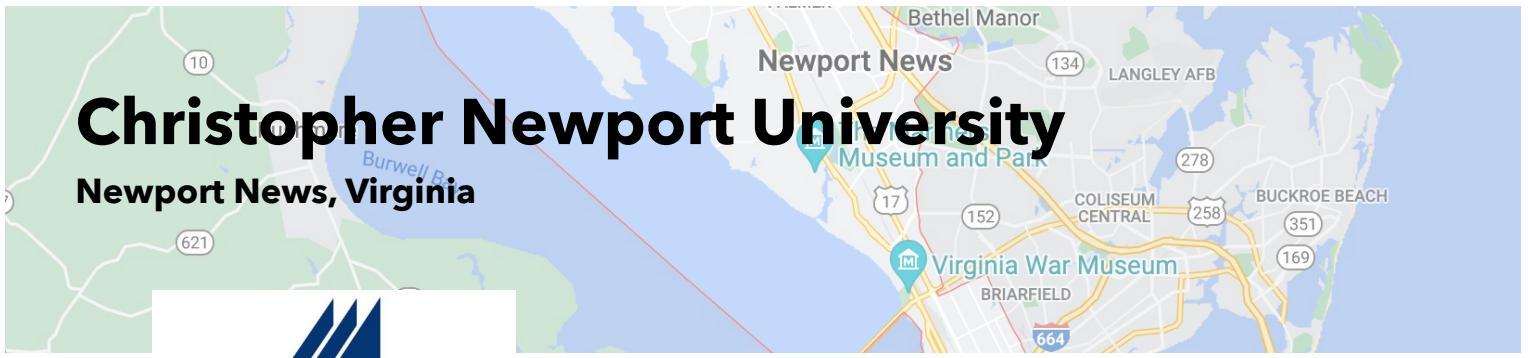
Dr. Matt Bryant Cheney became Director of the Center for Community Engagement (Formerly the "Bonner Center") and joined the English Faculty at Carson-Newman in 2018. He has taught courses in Rhetoric & Composition, Social Justice, US Literature, African American Literature, Social Entrepreneurship, Film, and specific courses for Bonner Scholars and Honors Students. As Director of the Center for Community Engagement, Dr. Bryant Cheney provides operations and programming oversight for all of the Center's scholarship programs and initiatives, including Bonner Scholars, Faith & Justice Scholars, Faculty Service Learning, Community Connections, Service Corps, and Eagles Engage.



Faculty Fellows Role

Carson-Newman's first CEL Faculty Fellows Program will incubate sustainable, measurable, and energized opportunities for faculty to better integrate community engagement into their teaching, research, and service priorities. In partnership with the Community Service & Service Learning Committee and the Center for Community Engagement, the Faculty Fellows will focus on four core priorities. These include developing field and resource knowledge in order to be a consistent and knowledgeable resource for faculty and gathering updated information and data then highlight faculty service-learning and community work that's already being done in academic departments at Carson-Newman. They will plan and implement an academic community engagement symposium to take place during Carson-Newman's Spring 2022 Research, Creativity, & Performance Day. Finally, they will create and make available a user-friendly resource database surrounding faculty best practices for academic community engagement.





Christopher Newport University

Newport News, Virginia



Dr. Brooke Covington - English

Dr. Brooke Covington is an assistant professor of English at Christopher Newport University (CNU), where she teaches courses in professional writing, civic engagement and social justice, and grant writing. As the academic director of CNU's Center for Community Engagement, she works closely with community partners, students, and faculty to support community-campus engagement projects in the Tidewater region of Virginia. Brooke is the co-founder and co-director of the Tidewater Community Writing Center, a free-to-all resource to support local writers of all backgrounds and capabilities in the Hampton Roads community. She holds a Ph.D. in Rhetoric and Writing from Virginia Tech. This summer, Dr. Covington will spend her time conducting research with an undergraduate researcher through CNU's Summer Scholar program. Together, Dr. Covington and her Summer Scholar, Julianne, will study the rhetorical dimensions of confederate monument controversies and how ordinary citizens use storytelling to counter master narratives about the confederacy and white supremacy.



Dr. Nicole Emmelhainz - English

Dr. Nicole Emmelhainz is an Associate Professor of English at Christopher Newport University, where she also serves as the Writing Program Administrator and Director of the Alice F. Randall Writing Center. She is the co-founder and co-director of the Tidewater Community Writing Center. Her pedagogical practices and research interests focus on ways to engage students in social-justice and community-oriented learning experiences. As a Bonner Foundation Faculty Fellow, Dr. Emmelhainz will help run workshops on the best practices for community-engaged learning and pedagogy for The Tidewater Project Faculty Fellows cohort. Her experiences as the co-director of the Tidewater Community Writing, which is sponsored by Christopher Newport's Center for Community Engagement and staffed, in part, by the Alice F. Randall Writing Center writing consultants, will ground much of the practical examples for these faculty workshops.



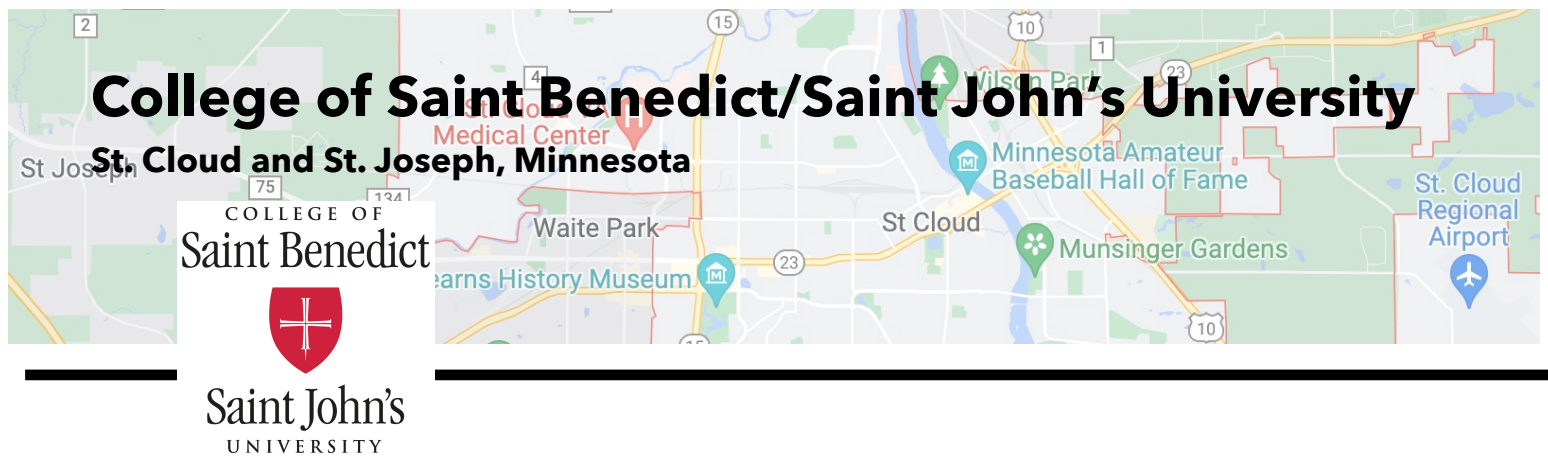
Faculty Fellow Roles

The Faculty Fellows, Drs. Covington and Emmelhainz co-founded The Tidewater Project. This initiative includes three related yet distinct community engagement programs. The first is a student-led social justice and community engagement podcast known as The Tidewater Project. In teams of four, students pitch, script, and record the episodes, each of which features stories and perspectives from the local community that often go unheard. They also focus on a faculty development program that supports a cohort of five faculty fellows who commit to infusing community-engaged learning into their research and pedagogical practices. Fellows run workshops on the best practices for community-engaged learning and pedagogy for The Tidewater Project Faculty Fellows cohort. This year-long professional development opportunity allows instructors to learn about community engagement best practices, to connect with local members of the community on potential collaborative projects, and to foster community-engaged learning in (and out of) the classroom. Importantly, The Tidewater Project faculty fellows are encouraged to cultivate a community of practice around their shared values when working with the community and to share these values within the larger institution. The third initiative under The Tidewater Project involves the founding of a community writing center. The Tidewater Community Writing Center is a free-to-all community resource that offers support for writers of all backgrounds and abilities whether the writing is for professional, creative, or personal capacities. The Center is staffed by volunteers from across campus and the local community, and they strive to connect local writers with the resources they need to succeed across small and large writing projects. The Center will function as a living-learning environment, a space for constant engagement and reflection on what can be accomplished through mindful, equitable open-educational services.

Vanessa Buehlman

Originally from Swarthmore, Pennsylvania, USA, Vanessa is a community engagement professional with over 15 years of experience in the higher education arena. For over eight years she has worked in Christopher Newport University's Center for Community Engagement and currently serves as Director of the Center and the University's Bonner Service Scholar Program. She has presented at the International Leadership Conference on *Community Service in Higher Ed: Building Initiatives That Develop Student Leadership*. She has also co-authored the chapter "A Center-Based Model for Self-Directed Learning in Sustainability: Engaging Campus and Community as a Living Lab" in the recently published book *Self-Directed Learning and the Academic Evolution from Pedagogy to Andragogy*. She holds undergraduate degrees in Economics and English from Dickinson College in Carlisle, PA, and holds a Master's Degree in Business Administration from the University of Maryland University College.





Dr. Ted Gordon - Anthropology

Dr. Ted Gordon is a cultural anthropologist at the College of St. Benedict/St. John's University where he serves as Director of the Initiative for Native Nations Revitalization and as Visiting Assistant Professor in the Integrations Program. He regularly teaching in the Honors Program and Sociology Department. In 2021, Twin Cities Business Magazine recognized Dr. Gordon as a Notable Leader in Higher Education for his work on Native American boarding school truth and reconciliation. In 2020, Campus Compact awarded him the Presidents' Civic Engagement Leadership Award. His work with the Bonner Foundation began in Fall 2019, when he first served as Bonner Faculty Fellow for Community Engaged Learning. Dr. Gordon is the author of Cahuilla Nation Activism and the Tribal Casino Movement (University of Nevada Press 2018). He earned his PhD from the University of California, Riverside.

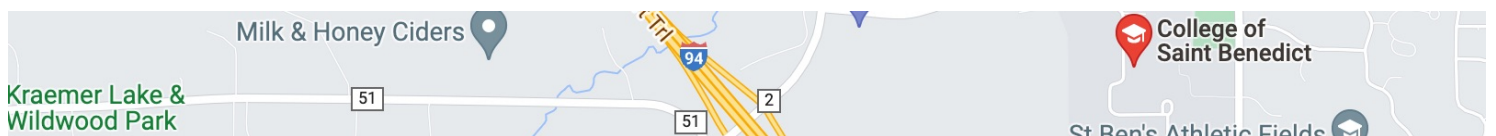
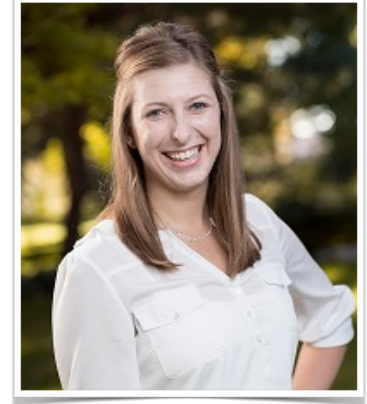


Faculty Fellow Role

As faculty fellow, Dr. Gordon will continue co-organizing and leading the Community Engaged Learning faculty cohort. Drawing on experience from the previous two academic years, he will guide the faculty cohort through the development of new courses, or revision of existing courses, to incorporate community engaged learning in ways that serve the needs identified by community partners while providing students with high impact practices. Dr. Gordon will co-lead this year's cohort in developing procedures for assessing student achievement high impact practices and learning goals in CEL courses. This Academic Year, Dr. Gordon's role as Bonner faculty fellow will also include participating in the Pathways project committee to document student engaged in CEL high impact practices across the curriculum. In serving on this committee, Dr. Gordon will bring his experience in CSB/SJU's Honors program and facilitating previous CEL faculty cohorts to help track the number of students enrolled in courses that use CEL and the types of high impact practices they engage in.

Adia Zeman Theis

Adia Zeman Theis is the Associate Director of eXperience and Professional Development (XPD) at the College of St. Benedict and St. John's University (CSB/SJU). Her role includes overseeing the CSB/SJU Bonner, Leader Program, the Summer Leadership Fellows Program, and academic service-learning at both schools. She is a passionate advocate for experiential learning, High Impact Practices, and strategies that increase equity and access for college students. Adia is a 2012 alumna of CSB/SJU and the Bonner Leader Program. She has her M.S. in Higher Education Administration from St. Cloud State University and lives in Cold Spring, MN.



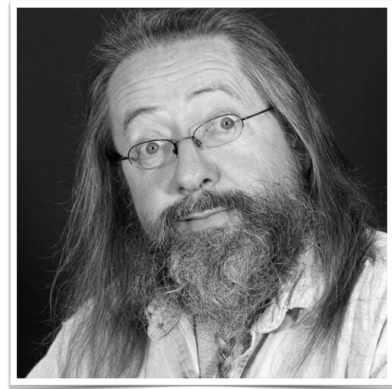
Maryville College

Maryville, Tennessee



Dr. Carl Gomber - Art

Dr. Carl Gomber was born in Brimfield, Ohio in 1959. He started taking painting lessons at the age of 14 with money he earned delivering newspapers. He earned a BFA in Drawing from the University of Akron and an MFA in Painting from Kent State University. Dr. Gomber worked as a stagehand before pursuing a Ph.D. in Interdisciplinary Fine Arts at Texas Tech University. He has exhibited in more than 200 shows throughout the country, and since 1993 has taught painting, drawing and art history at Maryville College in Tennessee. Visit his website to see his paintings and drawings.



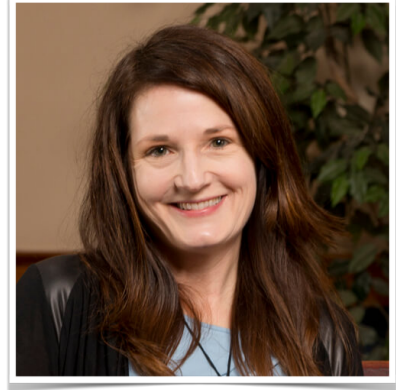
Dr. Rebecca Lucas - Education

Dr. Rebecca Lucas grew up in Corbin, Kentucky. She holds a PhD in Education from the University of Tennessee, Knoxville. She has former experience as special education teacher, homebound teacher for medically fragile students, educational diagnostician, grant writer, and parent educator. Her educational passions are related to technology in the classroom, working with first-year students, and the forest school initiative. Dr. Lucas has many special interests: school climate issues (especially for lesbian, gay, bisexual, and transgender students / faculty / staff), restorative justice in education, school to prison pipeline research, and other issues impacting marginalized students. Rebecca Lucas is an ally, activist, and advocate in the LGBT community. Much of her time and energy focuses on safe school initiatives, bullying prevention, promoting LGBT inclusive legislation, and creating opportunities for all community members to move equality forward. Rebecca's reputation as a respected activist has earned her membership or an advisory board position with various organizations. She was awarded the Community Engaged Faculty award in 2021, served as Knox Pride Grand Marshal in 2017, and was recognized by Good Neighbors of Blount County as the 2015 recipient of the Spirit of Good Neighbors award—all honors especially valued as a long-time, social justice advocate conveying the importance of these values to pre-service educators.



Dr. Ariane Schratter - Psychology

Dr. Schratter was born in Switzerland and lived in England before relocating to California. Dr. Schratter earned her BA in Psychology from California State, Sonoma, a MA in Psychology from California State University, Sacramento, and a Ph.D. in Experimental Psychology from the University of Tennessee. She joined the Maryville College faculty in 2000. Dr. Ariane Schratter currently serves as Professor of Psychology as well as faculty liaison for Maryville College's community engaged learning initiatives. She regularly teaches Child Development, Child Trauma and Resilience, Child Poverty and Inequality, and International Child Welfare all of which include community-engaged learning experiences. Her professional interests focus on serving children who have experienced trauma. Working with the Tennessee Department of Education, she is a Building Strong Brains trainer regarding the neurological, social, emotional, and behavioral effects of child trauma. She works closely with the University of Tennessee's Human and Animal Bond in Tennessee (HABIT) program that brings human-animal interaction into many places including schools, courtrooms, and hospitals. She collaborates throughout the community for systemwide efforts to create trauma-sensitive schools and communities.



Dr. Adrienne Schwarte - Design

Dr. Schwarte is currently a Professor of Design, and Coordinator of the Sustainability Studies Minor at Maryville College in Maryville, Tennessee. She earned an M.F.A. in Multimedia Design with an emphasis in Educational Psychology from the University of Minnesota and a B.A. in Communication and Art from Buena Vista University, and holds a Professional Certificate in Campus Sustainability Leadership from the Institute for Global Sustainability from the University of Vermont. She has worked as a graphic designer, photographer, consultant and communications specialist for over twenty years for companies across the U.S. She regularly presents at conferences on sustainability, including the International Conference on Climate Change, the Association for the Advancement of Sustainability in Higher Education Annual Conferences (AASHE), the National Conference and Global Forum on Science, Policy and the Environment (NCSE) and the Association for Environmental Studies and Sciences (AESS).



Dr. Doug Sofer - History

Dr. Doug Sofer is an associate professor of history at Maryville, Director of Maryville College Works, and also the founding Coordinator of the Great Smokies Experience. Dr. Sofer was born just south of the Mason-Dixon line in the great Southern port of Baltimore and grew up in the New Jersey suburbs of New York City. He double-majored in history and philosophy and four years later with a BA in hand, he knew that he wanted to teach at a similar school and change his students' lives the way that my own



life was changed at Hartwick. He earned his Ph.D. in history from the University of Texas at Austin and joined Maryville College in 2006. He is thankful that he has been able to work in a career that he loves at a place that emphasizes the core values that made him passionate about learning in the first place. He teaches and studies the history of Latin America and the world, and he is a proponent of the transformative power of liberal arts education.

Dr. Philip Sherman - Religion

Dr. Philip Sherman is a native Tennessean—born and raised just outside of Kingsport, Tennessee. It was in a required course during the spring semester of his first year, Introduction to the Old Testament, that he found his calling and my passion. After graduating from Emory & Henry College with a double major in Religion and German Language and Literature, he went off to seminary and eventually pursued his doctoral degree at Emory University in Hebrew Bible/Old Testament. While in graduate school, he was fortunate to serve several United Methodist congregations in the greater Atlanta area. He has a deep passion for biblical literature and is always happiest when talking about the Bible with students. Phil came to Maryville College in the fall of 2006. His scholarly interests focus primarily on the various ways in which Jews, Christians, and Muslims have read and interpreted sacred texts over the centuries. His dissertation, entitled *Babel's Tower Translated: Genesis 11 and ancient Jewish Interpretation*, was published by Brill Academic. He is working on a number of projects related to the multitude of ways in which human beings think about and relate to the larger animal world.



Amy Gilliland

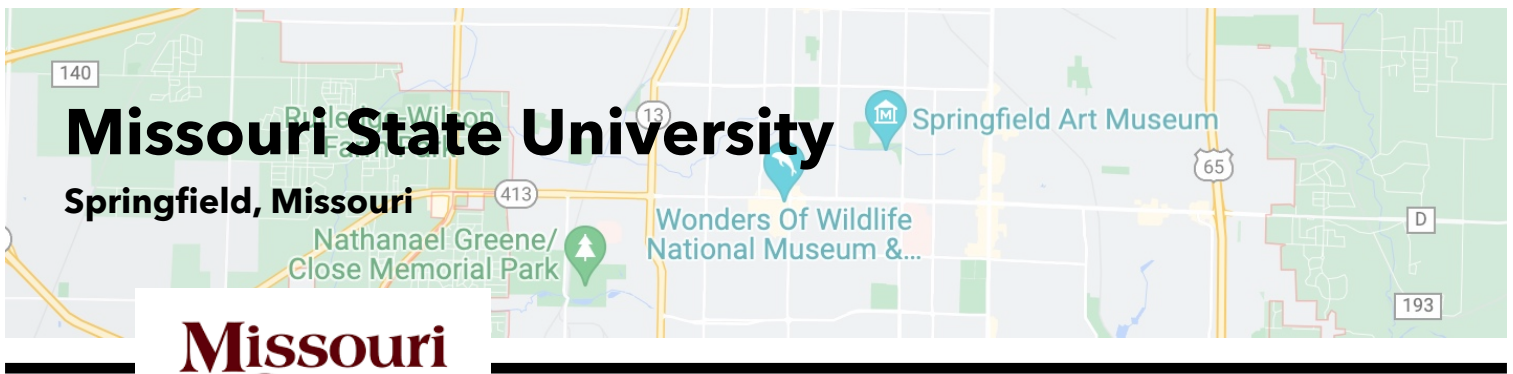
Amy Gilliland serves as the Director of Community Engagement at Maryville College. In this role, Amy cultivates relationships with and serves as the point of contact between not-for-profit agencies and the College. On campus, Amy helps raise awareness about community needs and supports faculty interested in community-engaged learning. She helps students across campus find meaningful involvement with our community's marginalized populations through service and internships. Amy also serves as the campus director for the Nonprofit Leadership Alliance chapter at the College, which helps students develop the competencies necessary to become Certified Nonprofit Professionals. To help prepare students for this work, she teaches Introduction to Nonprofit Management each spring semester. Her other responsibilities on campus include: directing the Federal Community Work Study program, supporting administration of the Bonner Scholarship program, and serving as part of the Maryville College Strategic Partnership Group.



Faculty Fellow Roles

Review Tenure and Promotion Handbook Language at Maryville College and other institutions and develop list of activities that qualify as community engagement activities or desired activities/ research within community engagement. Continue efforts to support and expand the CEL faculty cohorts, including new trainings and support for faculty beginning the CEL process and for others who are more advanced in their work. Create a portal for receiving and monitoring faculty community engagement (CE) activities and identify social media needs regarding CE activities. Discuss public visibility and presentation of faculty CE work as part of MC web presence and track, encourage, and support the intersection of DEI and CE efforts. Introduce discussion in the Faculty Personnel Standards Committee with the aim of revising written policies defining Professional Development to include a more explicit statement about Community Engagement. Work on creating, integrating, and streamlining our emerging certificate programs and/or minors in community-engagement, civic engagement (i.e., Sense of Place), and global engagement.





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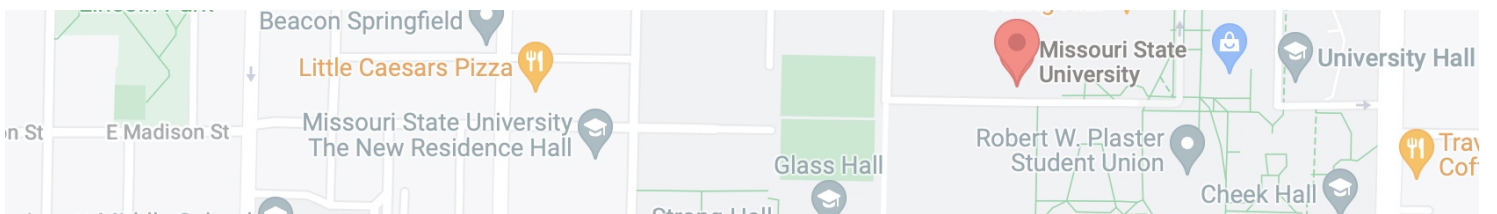
Dr. Nora Walcott Cox - Communication

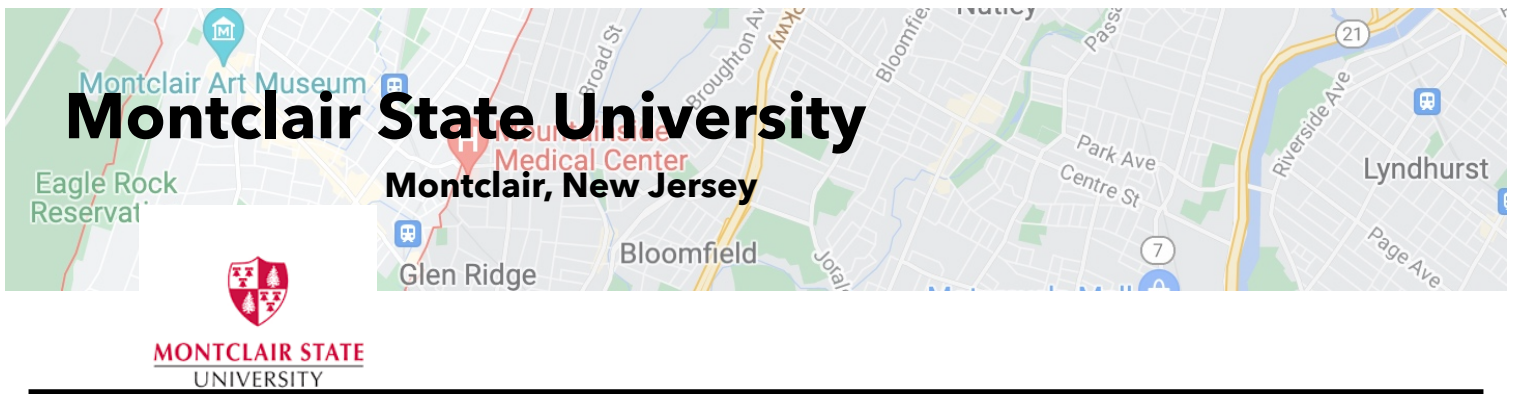
Nora Cox is a Senior Instructor and faculty member in Communication at Missouri State University. She teaches courses in Gender and Communication, Nonverbal Communication, Interpersonal Communication, Communicating Kindness, Communicating Culture and Identity, Public Speaking and Honors College courses on communication and culture. She’s also developed special topics courses in Communication such as Political Speechwriting and Communicating Kindness. In her Honors Colloquia classes, she’s taught classes on consequential conversations, and communicating kindness as well and gender and communication. This academic year, Dr. Cox is serving as the Mel Carnahan Faculty Fellow for Public Affairs. In this role, she’s working closely with community partners and students engaged in scholarship. This effort has already yielded a research partnership and a paid internship with the Southwest Missouri Museum Associates benefitting both students and community leaders.



Faculty Fellow Role

As a faculty fellow, Nora Cox will work in collaboration with Administrative Leaders in the Center for Community Engagement, the Bonner Program, the office of Citizenship and Service-Learning, and the CASL Oversight Committee, to recruit, train, and support faculty in community-engaged learning, across multiple academic colleges and departments within MSU. This role will include meeting with deans and department heads, presenting at departmental meetings, hosting informational sessions (Coffee and Conversation) and Brown-bag lunches, and conducting workshops about community-engaged learning, including integrating community-engaged learning into their courses, and alignment with the University’s long-range plan for more community-engaged learning. The Faculty Fellow will also work with the office of Citizenship and Service-Learning to meet with faculty, assist faculty with course development/redesign, and identification of community-partner learning sites and projects that align with their courses through the integration of Community-based Research, Program/Policy Research Assignments, and/or Social Action opportunities.





Dr. Todd Kelshaw - Communication and Media

Dr. Todd Kelshaw is Associate Director in School of Communication and Media. As a scholar of organizational communication, his special concerns are for democratic environments in which members may share leadership, collaboratively create and problem-solve, and foster healthy relationships across cultural, moral and attitudinal differences. In an organizational landscape that is increasingly characterized by democratization, globalization, and decentralized yet thoroughly networked interactivities—all of which are advanced through emerging communication technologies—issues of stakeholder empowerment are quickly becoming more important and sophisticated. If, as John Dewey observed, democracy is not so much a mechanism of governance as it is a moral ideal to be realized throughout the communicative contexts of our daily lives, such issues are inherent to all of our communities, spanning residential and civic settings, politics and governance, work, commerce, education, recreation, journalism and so on. Through his scholarship, Dr. Kelshaw aims to interrogate and celebrate notions of relational stakeholdership and to develop and apply dialogic and deliberative communication competencies toward people’s mutual empowerment and organizational well-being.

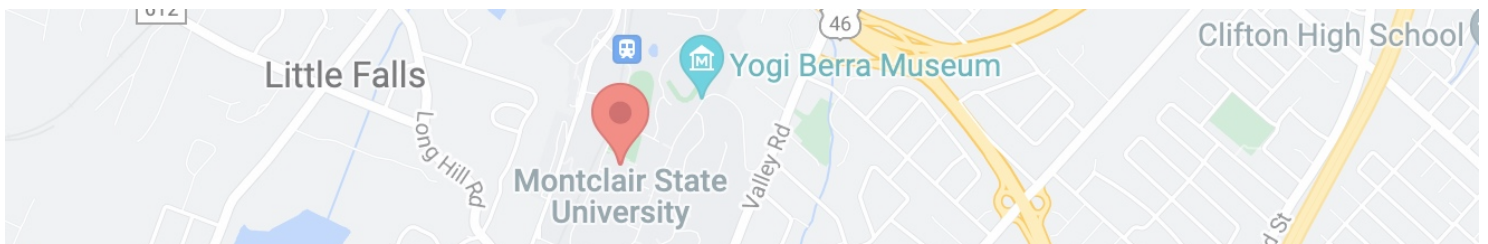


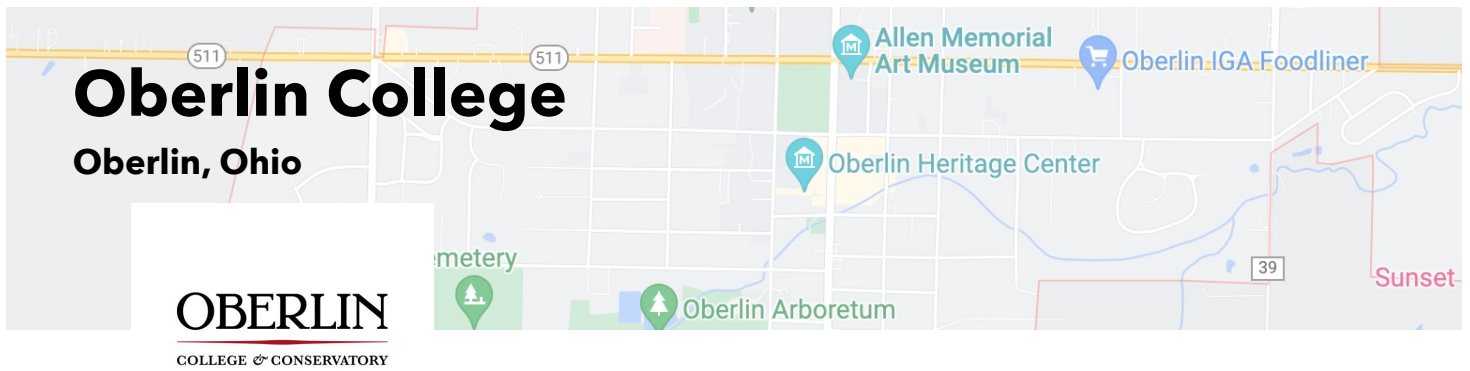
Faculty Fellow Role

Dr. Kelshaw serves as a mentor to Community Engaged Teaching and Learning fellows designing and leading the CETL Fellows program yearly. Attend regularly scheduled meetings of the Center for Community Engagement and will be present at the Center regularly throughout the semester. Produce scholarly articles in peer reviewed journals, present papers at scholarly meetings, and work on projects with faculty and community partners, writing grants, reports, etc. Work in collaboration with community partners and/or plan and implement training workshops, and the recruitment of new faculty members to the Program. Oversee and coordinate in conjunction with the Center for Community Engagement, the Community Engagement Council of Montclair State University.

Bryan Murdock

Bryan Murdock is the founding Director of the Center for Community Engagement at Montclair State University. Under the direction of the associate provost and in collaboration with university administration, faculty, and staff, Bryan is responsible for the development, coordination, and administration of a center that comprises multiple programs, projects, and initiatives that annually engages approximately 1,000 students and 30 faculty members from the University's five colleges and schools in community-based learning and research activities. Bryan also, working closely with a team of colleagues, guides MSU's Community-Engaged Teaching and Learning Fellows, a program that engages faculty from across the institution in a two-year professional development program for faculty interested in attaining a deeper knowledge of the pedagogies and processes of community-engaged teaching, learning and research. The Center features a Bonner Leader Program (managed by Krystal Woolston) and also is part of the New Jersey COVID-19 Corps with the Bonner Foundation.





Dr. Grace Ann, French and Cinema Studies

Dr. Grace An, Associate Professor of French and Cinema Studies, arrived at Oberlin upon completion of her PhD in romance studies at Cornell University, where she specialized in 20th-century French visual studies. Currently, Dr. An is completing a book titled *Disobedient Muse: Delphine Seyrig, Feminism, and The Cinema*, which tells the story of French actress-agitator Delphine Seyrig, a passionate and committed artist who committed her cultural capital, tremendous talent, and grit to the movements of change in France of the late 1960s and 1970s. *Disobedient Muse* presents a cultural history of women's filmmaking of the 1960s and 1970s from the point of view of a versatile actress and its intersections with the women's movements of the period. This project has opened other research avenues, such as Jane Fonda's activism in Vietnam, the reproductive rights movement in France during the 1970s, and the ethics of care. With Catherine Witt (Reed College), Dr. An is coediting a special issue of *French Screen Studies* on documentary film practices and the ethics of care in France since 1968, to appear in 2021.



Dr. Caroline Jackson-Smith, Theatre and Africana Studies

Dr. Caroline Jackson-Smith is professor of Theater and Africana Studies. A recipient of the prestigious 1993 fellowship for early career directors from the Theater Communications Group/National Endowment for the Arts, Prof. Jackson-Smith made her New York debut at the New York Public Theater in 1995, when she directed Adrienne Kennedy's *Funnyhouse of a Negro* for the Signature Theater Company. She has directed and or worked as a dramaturg for the Cleveland Play House, Great Lakes Theater Festival, Karamu House, and the Cleveland Public Theatre on such productions as *The Women of Plums*, *The Talented Tenth*, *Ma Rainey's Black Bottom*, and *Our Town, Your Town*. A graduate of Yale University, Prof. Jackson-Smith served as the executive director of the Yale Afro-American Cultural Center for eight years. Since coming to Oberlin in 1989, she has directed *The Gospel at Colonus*, *The Tapestry*, and *The Colored Museum*, among other productions.



Dr. Jody Kerchner, Music Education

Jody L. Kerchner specializes in secondary school music and choral music education. She was awarded the Oberlin College Excellence in Teaching Award in 2011. She is founder and conductor of Oberlin Music at Grafton, a prison choir at the Grafton Correctional Institution. Prior to teaching at the collegiate level, Dr. Kerchner taught K-8 general and choral music in Swarthmore, Pa., and Winnetka, Il., and was conductor of the Oberlin Youth Chorale. An active clinician, she has presented keynote addresses, research papers, and pedagogy workshops nationally and internationally at conferences in North and South America, Asia, Africa, and Europe. Kerchner also frequently serves as guest choral conductor for elementary, middle, and high school honors choral festivals.



Dr. Geoff Pingree, Film

Dr. Geoff Pingree is a writer, photographer, documentary filmmaker, and Professor of Cinema Studies and English at Oberlin College. After earning master's and doctoral degrees from the University of Chicago, he worked in public television in Washington, DC, where he directed Catholic University's Program in Media Studies and George Washington University's Institute for Documentary Filmmaking. He directs StoryLens Pictures, a nonprofit organization that makes independent documentary films about pressing social issues in order to promote education, encourage public dialogue, and enable change. Visit <https://storylens.org/team> to learn more about his current documentaries and past work.



Faculty Fellow Roles

In 2017, Oberlin's Bonner Center successfully led an effort to establish a Community-Based Learning (CBL) course designation, and launched a Community-Based Learning & Research (CBL/R) Faculty Fellowship Program to meet identified needs in the curriculum while providing institutional support for faculty doing transformative work with community partners as co-educators of students. These efforts have made CBL/R at Oberlin a distinctive experiential learning pathway. Oberlin's Pathways Initiative is focusing on two priorities in the College and Conservatory in which CBL/R is a key factor: (1) expanding Integrative Concentrations (ICs) as educational pathways, and (2) introducing a new Community Music Engagement graduation requirement for Conservatory students. One of the new concentrations, as well as campus and community centers, focuses on racial equity and justice. The faculty fellows are involved in innovative projects in conjunction with these aims.

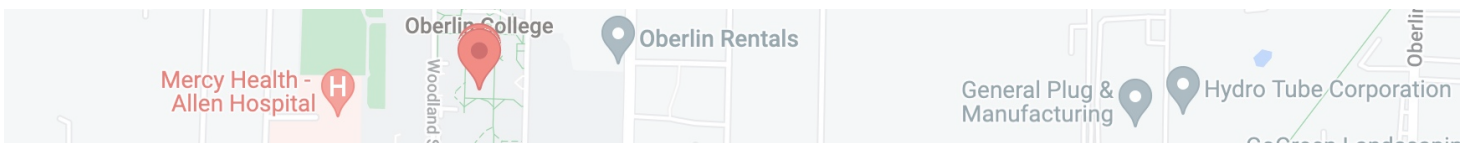
Dr. Tania Boster

Dr. Tania Boster directs experiential learning curricular initiatives at Oberlin, fostering the alignment of co-curricular programs and offices with the college's academic priorities and institutional learning goals. She specializes in [community-based learning and research \(CBL/R\)](#), supporting = transdisciplinary research and pedagogy with students, faculty, and community partners through local, national, and global collaborations. She teaches courses in the Department of History, First-Year Seminar Program, and [StudiOC](#), helping students develop capacities and skills that prepare them to engage ethically and meaningfully in the world through place-based pedagogy and humanistic methods grounded in the discipline of history. She earned a PhD in history at the University of Pittsburgh.



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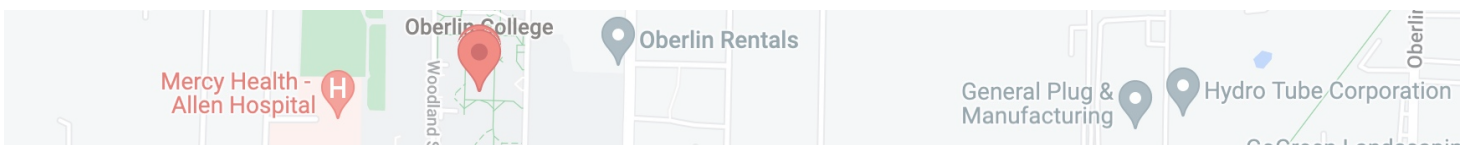
Staff Bio

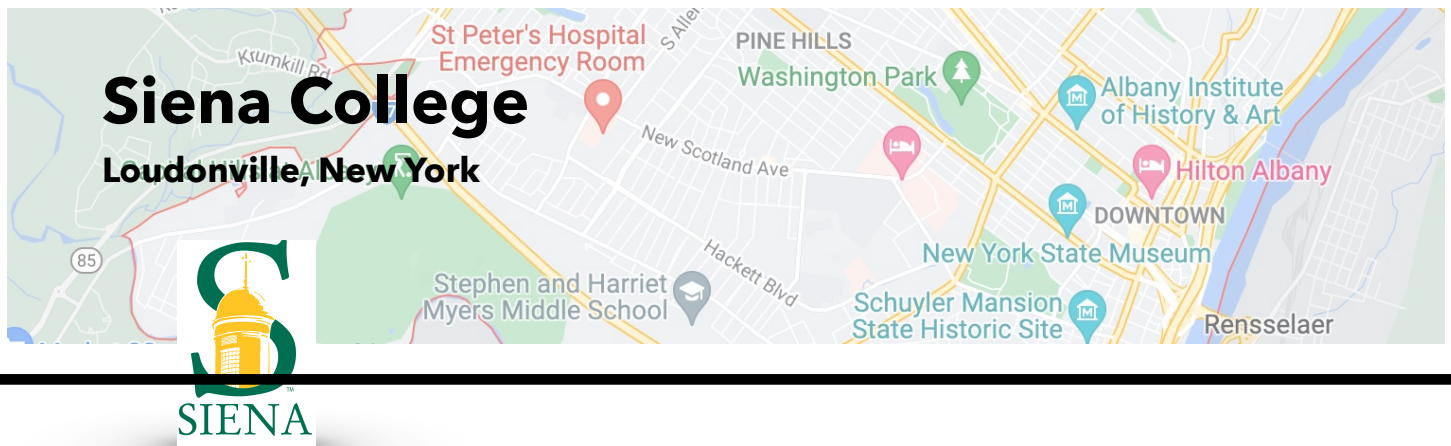
Dr. Grace An, Associate Professor of French and Cinema Studies, arrived at Oberlin upon completion of her PhD in romance studies at Cornell University, where she specialized in 20th-century French visual studies. Her dissertation, “Par-asian Technologies: French Cinematic, Artistic, and Literary Encounters with East Asia since 1945,” became a series of published articles on the films of French directors and also paved the way for new course development. Currently, Dr. An is completing a book titled *Disobedient Muse: Delphine Seyrig, Feminism, and The Cinema*, which tells the story of French actress-agitator Delphine Seyrig, a passionate and committed artist who committed her cultural capital, tremendous talent, and grit to the movements of change in France of the late 1960s and 1970s.

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Dr. Vera Eccarius-Kelly - Political Science and International Relations

Dr. Vera Eccarius-Kelly is professor of comparative politics in Political Science and International Relations at Siena College. She teaches courses on social movements, comparative politics, and empowerment of women and ethnic minorities in Latin American and the Middle East. Her research interests include ethno-national, cultural and political dissent within Kurdish diaspora movements and popular transnational activism in Latin American indigenous communities. She earned a M.A.L.D. (Master of Arts in Law and Diplomacy) and a Ph.D. from the Fletcher School at Tufts University in Boston. Eccarius-Kelly is the ACE Scholar in Residence and serves as the Faculty Chair of the Fair Trade and Social Justice Committee. Eccarius-Kelly regularly takes students to Guatemala to familiarize them with women's development models in indigenous communities and trains students in ethnographic interviewing methodologies. In the Albany area, she collaborates with The Legal Project and serves as an expert witness for asylum cases in immigration court. She is a board member of Mayan Hands (and its sister organization Atuka in Guatemala City), which are nonprofit organizations dedicated to empowering Mayan women artisans. Eccarius-Kelly regularly participates in WAMC Radio's Roundtable, a northeast regional affiliate of NPR. Eccarius-Kelly recently completed an edited volume on Kurdish Autonomy and U.S. Foreign Policy and a forthcoming book chapter "Do I Even Exist?' Kurdish Diaspora Artists Reflect on Imaginary Exhibits in a Kurdistan Museum."



Faculty Fellow Role

As ACE Scholar in Residence, Dr. Vera Eccarius-Kelly will focus on faculty developments. She is integrating a group of scholars into the practices of engaged scholarship. This effort will require a shift in our academic culture to become more open to community engaged research and publications. For such an effort to succeed, faculty members must be at the center of all conversations to grapple fully with the complexities of interdisciplinary work. It is clear that departmental nuances, norms, and academic cultures have to be carefully considered and that faculty whose circumstances and aspirations align with the ACE office could be selected for special mentoring programs.

Allison Schultz

Allison Schultz has worked higher education administration for her entire professional life. As Director of the Center for Academic Community Engagement, she enjoys engaging with and challenging students as they work with ACE's non-profit community partners. Working with students as they mature and grow more independent through the four-year developmental model is why she loves her work at ACE so much. Allison received her bachelor's degree in government from Cornell University and her master's in public policy at Georgetown University. She is currently in a doctoral program in higher education at Northeastern University. Before joining ACE she was an assistant dean in the Siena College School of Liberal Arts. She also worked at Georgetown University in a number of roles including assistant dean in the undergraduate program at the McDonough School of Business.



Dr. Ruth Kassel

Dr. Ruth Kassel has been working in faculty development related work since 2007. Her areas of specialization include experiential learning, community engaged teaching and learning (CETL), effective use of reflection, and university/community partnership building. In her three years at ACE she has worked with numerous faculty and has developed academically-focused programs including the Certificate in Community Development, local/international internship programs, and community-engaged undergraduate research. Ruth has a PhD in Spanish linguistics and her research interests include language contact, community development in higher education, and community-engaged scholarship.





Dr. Kara Eaton Dean - Music

Dr. Kara Eaton Dean has PhD in Music Education for College and University Faculty from New York University. She joined the University of Lynchburg in 2011. She has taught courses in Class Piano, Field Experience, Music in Elementary and Special Education, String Methods, Student Teaching. Dr. Dean’s research interests are general music education and soundscape exploration, music and lifelong learning, school orchestra evolution, string music pedagogy and andragogy, world music. Her areas of expertise include classroom general music, school orchestra, and string music pedagogy and andragogy.



Dr. Ei Hlaing - Psychology

Dr. Ei Hlaing earned PhD in Experimental Psychology from the Brain and Cognitive Sciences Program, Psychology Department at Southern Illinois University. She specializes in cognitive aging and sleep. She has researched subjective sleep quality and its effects on cognitive performance in young and older adults as her Master's Thesis. Her dissertation examines neuropsychological sequelae of obstructive sleep apnea in late adulthood. It is a collaborative research project with a sleep disorder center in the community. She has a graduate certificate in gerontology as well. Dr. Hlaing has a penchant for teaching, collaborating with other experts to embark on interdisciplinary research, and mentoring undergraduate students to assist with their career development.



Dr. Sharon Foreman - Social Work

Dr. Foreman joined the faculty of the University in 2011, and holds an M.S.W. and Ph.D. in Social Work. She is a tenured Associate Professor of Sociology and Human Services, Chair of the Department of Sociology and Human Services, Director of General Education, and Director of the Center for Community Development and Social Justice. Her professional interests are research methodology,

analysis, and ethics; community-based and action research and evaluation of programs and services in human services; human services and social work courses including topics related to organizational practice and policy, leadership, administration, supervision, management, social welfare policy, case management, group work, and evidence-based practice. Courses focusing on advocacy, social justice, and public health topics. Through her work in student and academic affairs, she has also cultivated a strong interest in coursework focusing on study skills, student success, and other topics pertinent to new students (first year and transfer; graduate and undergraduate).



Cindy Ferguson

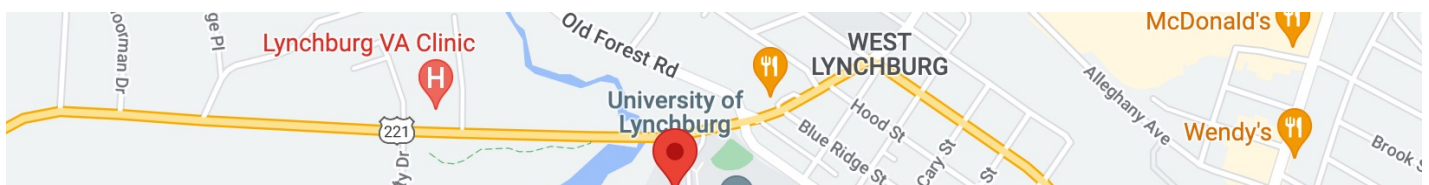
Cindy has her Masters in Education: School Counseling from Lynchburg College. Dedicated leader, educator, collaborator, and life-long learner in higher education, Cindy has over seven years' experience in strategic planning, recruitment, policy/procedure and training development, program development and implementation, student advising, and building frameworks for meaningful community-engaged learning and transformation. In her current role at the University of Lynchburg, she connects faculty, staff, and students with campus and community partners to impact others and oneself for positive social change, expanding one's world view, and building community. Cindy is passionate about empowering others to reach their full potential.



Faculty Fellow Roles

Dr. Dean will assist with developing the Bonner Program as credit-bearing minor or concentration program using the Training & Education Themes of the Bonner Foundation; design and implement the capstone process for the Bonner Program; support and train faculty with interests in community-engaged learning, research, and course development. Dr. Hlaing will assist with developing the Bonner Program as credit-bearing minor or concentration program using the Training & Education Themes of the Bonner Foundation; design and implement the capstone process for the Bonner Program; support and train faculty with interests in community-engaged learning, research, and course development.

As the Lead Faculty Fellow, Dr. Foreman will oversee/support Faculty Fellow Cohort as they develop the Bonner Program as credit-bearing minor or concentration program using the Training & Education Themes of the Bonner Foundation; design and implement the capstone process for the Bonner Program; support and train faculty with interests in community-engaged learning, research, and course development; and will work with the Center for Community Engagement Director in overseeing the course inventory and designator process.





Dr. Todd Lookingbill - Geography

Dr. Todd Lookingbill is an Associate Professor and Chair of Geography and the Environment with a joint appointment in Biology at the University of Richmond. He is a landscape ecologist whose research and teaching interests include developing more inclusive approaches to engaging with the natural resources found in urban and suburban parks. Related research examines how changes in climate are fundamentally altering old-growth forests of the Pacific Northwest and increasing the urban heat island effect in Richmond's historically black neighborhoods. His work has been recognized with awards of distinction by the International Association of Landscape Ecology-North America Chapter, the Southeast Division of the Association of American Geographers, the State Council of Higher Education for Virginia, and the National Park Service's Center for Urban Ecology. He is active in watershed and land stewardship and has served on more than a dozen working groups and advisory committees for the Commonwealth of Virginia, City of Richmond, and University of Richmond.



Dr. Lynn Pelco - Education

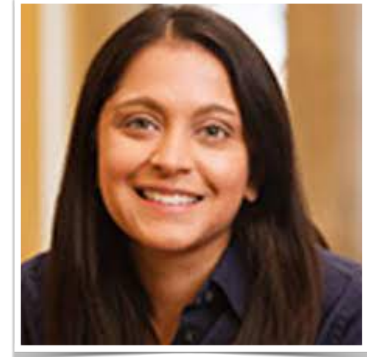
Dr. Lynn E. Pelco is professor emerita at Virginia Commonwealth University and a visiting scholar in the Bonner Center for Civic Engagement (CCE) at the University of Richmond in Richmond, Virginia. For the past decade, Dr. Pelco served as the associate vice provost for community engagement at Virginia Commonwealth University (VCU) and held an affiliate faculty appointment in the VCU School of Education. While at VCU, Dr. Pelco directed the Service-Learning Office and the ASPIRE Living-Learning Program and served as interim director for faculty development in the Provost's Office. In those roles, Dr. Pelco led strategic initiatives to create programs and curricula that supported student civic learning and engagement as well as faculty development and mentoring. She recently partnered with the State Council for Higher Education of Virginia (SCHEV) to develop faculty resources for deepening campus civic engagement and to assess the impacts of statewide policy that expands civic engagement in Virginia's public higher education



sector. Dr. Pelco earned her Ph.D. in school psychology from the Pennsylvania State University and completed a postdoctoral fellowship in developmental disabilities at Johns Hopkins University.

Dr. Shital Thekdi - Analytics and Operations

Dr. Shital Thekdi is an Associate Professor of Analytics & Operations in the Robins School of Business at the University of Richmond. She has earned a Ph.D. in Systems & Information Engineering at the University of Virginia; and has earned an M.S.E. and B.S.E. in Industrial & Operations Engineering at the University of Michigan. She teaches courses in analytics and decision-making. Her research focuses on risk analysis and management in operations.

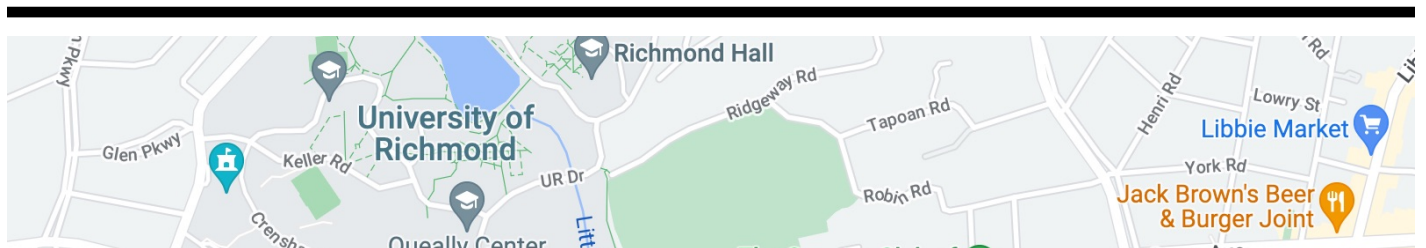


Dr. Sylvia Gale

Dr. Sylvia Gale is the executive director of the Bonner Center for Civic Engagement (CCE) at the University of Richmond. She joined the CCE in August 2009. She served on the National Advisory Board of Imagining America: Artists and Scholars in Public Life from 2005-11, was the founding director of Imagining America’s Publicly Active Graduate Education Initiative (PAGE), and a founding co-chair of Imagining America’s initiative on “Assessing the Practices of Public Scholarship,” which explores and advances assessment practices aligned with the values that drive community-engaged work. In addition to this field-building work, Sylvia has contributed to state and local efforts to catalyze and deepen civic engagement, and has published on innovative assessment, engaged graduate education, and the power of institutional intermediaries to effect change.

Faculty Fellow Roles

As part of this fellowship, the faculty members, each tenured practitioners of community engaged scholarship and teaching, will work with the CCE’s staff to draft a “toolkit” that will serve as a resource to support conversations about community-engaged scholarship and teaching between faculty and “evaluators” (department chairs, colleagues, tenure and promotion committees, deans, etc) at various stages of their professional trajectory. The faculty’s experiences and knowledge will be essential in crafting the tone, content, and format of the toolkit. They will start with the brainstorming and outlining of said document and then take on particular sections to write. Moreover, the faculty fellows will be specifically asked to consider this document through their particular disciplinary lens to make sure that the document is both useful but not proscriptive, leaving room for disciplinary expertise and tradition. At the end of the spring semester, after the draft of the toolkit had been created, the faculty fellows will design and implement a half-day workshop surrounding the toolkit.





Dr. Marina Barnett - Social Work

Dr. Marina Barnett, DSW is currently an Associate Professor in Widener University's Center for Social Work Education. Marina teaches Social Welfare Policy, Organizational Practice and Grant Writing and Community Organization at the BSW, MSW and Ph.D. levels. Marina is also the Co-Director of the Academic Service-Learning Faculty Development Program. She has co-lead the Bonner Community-Engaged Learning Initiative work at Widener, working to expand and deepen pathways across the institution and integrate a strong focus on social action. In addition to her teaching experience, Marina has more than thirty years of organizational and community development expertise collaborating with community-based agencies to develop organizational capacity through strategic planning, program evaluation, and grant writing. She has written grants that total more than \$2.5 million dollars to support youth-focused programming in the Chester and Philadelphia communities. Her research interests include conducting Community Based Participatory Research, using GIS software to map community assets, and developing a model to train community residents to understand and conduct research in their own communities.

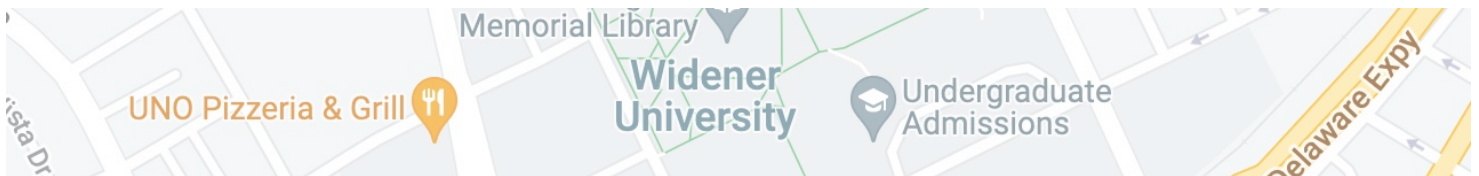


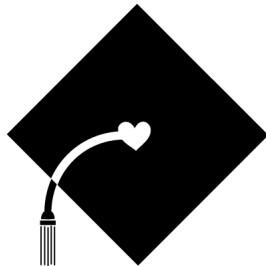
Faculty Fellow Role

As a Faculty Fellow, Dr. Barnett collaborates with the Office of Civic and Global Engagement (OCGE). She provides institutional history and knowledge of the local community that is needed to ensure new policies and procedures align with existing campus and community realities and will orient the new staff of the OCGE to the Chester community, conduct tours of the city and introduce staff to community leaders. As a faculty member and co-director of the Academic Service-Learning Faculty Development Program, Dr. Barnett engages faculty in the decision-making process and implementation of the OCGE strategic plan. She works directly with the staff of the OCGE to create curriculum ladders for Bonner scholars, recruit faculty to serve as advisors for research capstones, and work with faculty to expand the number of courses on campus that have a service-learning and /or social action component.

LaShanda Patton

As Assistant Director of the Center for Civic and Global Engagement team, LaShanda oversees the day-to-day operations of the *Bonner Leaders*, *Maguire Foundation Scholars*, and *the Pride Service Site Leaders* scholarship programs. She also supports Global Engagement as a designated school official. As a veteran, LaShanda has always had a passion for community engagement and now gets to foster that through her work with the Center. She feels she truly gets the best of both worlds. She gets to play a pivotal role in the lives of her students while connecting them to life changing experiences in the Chester community. LaShanda currently holds a Master's degree in Organizational Leadership and Management and has begun accumulating course credit in the Higher Education Leadership Doctoral Program at Widener University. She has found that this program is significantly enhancing her ability to grow the impactful connections it takes to create more civic minded students.







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