2021 MODEL PROGRAMS
Developing global citizens.
Building just communities.
Campus Compact
Mid-Atlantic
CCMA Members

1. Allegany College of Maryland
2. American University
3. Baltimore City Community College
4. Bowie State University
5. Carroll Community College
6. The Catholic University of America
7. College of Southern Maryland
8. Community College of Baltimore County
9. Delaware State University
10. Frederick Community College
11. Frostburg State University
12. Gallaudet University
13. The George Washington University
14. Georgetown University
15. Goldey-Beacom College
16. Hood College
17. Howard Community College
18. Johns Hopkins University
19. Loyola University Maryland
20. Maryland Institute College of Art
21. Montgomery College
22. Morgan State University
23. Notre Dame of Maryland University
24. Prince George’s Community College
25. St. Mary’s College of Maryland
26. Stevenson University
27. Towson University
28. The Universities at Shady Grove*
29. University of Baltimore
30. University of Delaware
31. University of the District of Columbia
32. University of Maryland, Baltimore
33. University of Maryland, Baltimore County
34. University of Maryland, College Park
35. University of Maryland Eastern Shore
36. Washington Adventist University
37. Wesley Theological Seminary

*Affiliate Member

MISSION

Campus Compact Mid-Atlantic (CCMA) mobilizes the collective commitment and capacity of higher education and community partners in the region to develop global citizens and co-create just, equitable, and sustainable institutions and communities.

VISION

CCMA envisions the development of a healthy, sustainable, and socially just society collectively created by engaged global citizens, institutions, and communities.
As a nationally recognized Carnegie Community Engagement Classification college, Allegany College of Maryland (ACM) works tirelessly to build civic literacy and democratic engagement opportunities for our students, staff, faculty, and administrators by actively responding to the needs of our community leaders.

Many initiatives are facilitated by our College to Community Partnership Center, which institutionalizes, tracks, and assesses ACM’s civic engagement efforts. Others occur in ACM programming opportunities like the nursing program community response to COVID.

One highlighted partnership with Urban Rural Action (URA) produced multiple engagement opportunities:

• "Uniting for Action on the Maryland Economy," a 9-month, non-partisan project, engaging state coalitions working to build relationships, strengthen collaboration skills, and explore different views on economic issues. This year, 40 students, faculty, and community leaders have met regularly online [and in-person] to better understand the diverse community challenges. Throughout, ACM has learned that the civic health and democratic efforts of ordinary Marylanders is possible, probable, and powerful – and much more effective – when we work together.

• Two Mid-Atlantic Dialogue Across Difference interactive Zoom workshops engaged 100 students from ACM, Montgomery College, Penn State Mont Alto, John Hopkins University, Gettysburg College, and West Chester University. During the sessions, students learned dialogue techniques that deepened their personal understanding, allowing them to connect across differences. They also reflected on each other’s experiences and understandings of critical challenges like climate change. This raised their awareness around assumptions and biases that we bring into conversations, increasing their understanding of different views. Most importantly, the dialogues strengthened their skills for communicating across divides.

• ACM and Montgomery College students and faculty are continuing to meet with URA facilitators on Zoom to explore and respond to food injustice, food security, and basic needs security challenges. Students are focusing on how to respond to these needs considering political, sociological, and geographical contexts. Together, they are creating action plans to support local projects and will act on solutions.
Public Health Capstone

At American University, all Public Health undergraduates culminate their academic experience with HLTH-480: Public Health Capstone, a Community-Based course. Community-Based courses are designated by the Center for Community Engagement & Service through the fulfillment of 8 criteria. As a result of the Public Health Capstone, taught in multiple sections every semester, over 50 nonprofit organizations and government agencies have collaborated with hundreds of students on projects to address health-related issues by conducting community needs assessment and evaluation, with particular emphasis on understanding health disparities caused by socio-economic and racial inequities. The Public Health Capstone syllabus centers that the primary objective of this course is to “empower students to apply a social justice approach in achieving its program objective.”

Dr. Jolynn Gardner, Associate Chair of Health Studies, regularly teaches the Public Health Capstone course. In Dr. Gardner’s class, students utilize the “course textbook” The Community Tool Box, a free online resource for those working to build healthier communities and advance social justice and change. One such long-term partnership has been with the The Green Scheme, which spreads environmental awareness through youth and women empowerment programs that promote healthy and sustainable living in under-resourced, historically Black D.C. neighborhoods. Previous students have developed strategic plans for anything from launching health drinks to social media action plans to promote organizational growth. Through this course, students will continue to address the evolving needs in these communities.

“The Green Scheme was looking to address food apartheid in Wards 7 and 8 by providing a drink that supplements sugar-sweetened beverages. As a team, we developed a strategic plan to help. Our team used material we learned throughout our time in the program, going as far back as our intro level courses in public health. Our final product ended up being nearly 50 pages for the organization to use, and we had a wonderful time putting it together because we knew it was going to be actually used in the real world instead of just serving for class credit.”

Trevor Pugh, student who partnered with The Green Scheme
2020 was a difficult year. The onset of a global pandemic, an eruption of long-simmering social and racial tensions, and a hotly contested national election were among the many developments that tested our commitment to this democratic project.

These challenges brought strife and division to our communities, but they also presented us with important opportunities to reflect on the current state of our society, assessing both its virtues and its shortcomings, and begin to imagine new paths toward a more equitable and less divisive future.

It is in this latter spirit that, in Fall 2020, Carroll Community College inaugurated Democracy Lab, an experimental, nonpartisan initiative aimed at fostering our community's commitment to the project of American citizenship. Under the leadership of Dr. Sarah Star, the Lab's skills-building workshops and facilitated discussions serve as a gathering place where students, staff, and community members can assemble and engage with one another in the kind of candid and civil exchange of ideas that a healthy democracy requires.

Serving more than 100 people drawn from across the college and surrounding community (approximately 25% faculty and staff, 30% students, and 45% community members), the Lab draws on the expertise of both faculty and community members to produce a wide range of programming. Seven events are offered each semester. Fall offerings are organized according to a theme (e.g. 2020 workshops prepared for the election by focusing on effective communication across political differences while 2021 programming centered around colleges and universities as instruments for building democratic civic capacity). Spring events are determined according to the interests of the participants and have, in the past, touched on topics ranging from information/media literacy, to coping with loved ones caught up in conspiracy theories, to community-police relations.

“IT IS RARE THAT WE GET TO HAVE THESE DIFFICULT CONVERSATIONS AND HEAR OPPOSING VIEWS WITH THE INTENT OF ACTUALLY TRYING TO UNDERSTAND EACH OTHER. A PERSON’S VIEW ON A SUBJECT DOESN’T CAPTURE THEIR FULL HUMANITY, AND DEMOCRACY LAB HELPS REMIND US OF THAT – THAT WE ARE PEOPLE WHO BELIEVE WHAT WE DO FOR REASONS BASED IN OUR HOPES AND FEARS AND VALUES AND EXPERIENCES AND UPBRINGING, ETC.”

Dr. Roxanna Harlow, Professor
During the pandemic, many partnerships suffered as institutions moved to focus on addressing the COVID-19 crisis internally. Simultaneously, with the racial justice movement of the summer of 2020, some institutions looked inward. In Frederick County, Maryland, institutions knew they needed to do both. Frederick County Public Schools and Frederick Community College grew their collaboration, using the focus on racial equity to push work they had been thinking about together for approximately two years to result in an Institutional Racial Equity strategic plan. The ability to gain momentum during the pandemic was partially due to the shift to virtual meetings, which allowed employees from both institutions to meet regularly with the goal of improving equity, access, and success for the students in the dual enrollment program. Dual enrollment (DE) is known to be a high-impact practice in closing gaps in access and success for racially marginalized students. Over the past year, faculty and administration staff volunteers from both institutions collaboratively examined data, procedures/processes, marketing, and devised a list of action items to create further opportunities for access and success of the students of Frederick County. A more streamlined registration process, collaboratively written courses, mutually agreed-upon equity goals, open-source educational resource texts for DE courses and plans for targeted growth for historically underrepresented students were all established by partners, putting students and their needs in the forefront. Our focus was on what the institutional and cross-institutional (between the school system and the community college) barriers to access for students are and how we can center students’ access and success in our work together.
The Georgetown University **Health Justice Alliance (HJA)** is an academic medical-legal partnership (MLP) that prepares lawyers, doctors, nurses, and health professionals to work together to advance health and justice for historically marginalized communities. By adding legal advocacy to healthcare settings, the HJA teaches students how to advance the **Spirit of Georgetown value principle of cura personalis** (care for the whole person).

Through the HJA, students engage in MLP service, advocacy, and research opportunities aimed at improving the health and well-being of low-income patients and families across Washington, DC. In the **HJA Law Clinic**, medical students work with law students to advocate for children and families around food benefits, Medicaid, housing conditions, and other civil legal issues. They explain patient records, the health impact of conditions, and bring a sense of trust that helps patients see how law can be used to improve their health and well-being. Medical students on the **Health Justice Scholars Track** work with law students to prepare for meetings with legislative representatives on health justice issues. Other law and medical students work together on compassionate release letters for prisoners at high-risk for COVID-19 complications, on policy projects (including one focused on the health of poultry farm workers), and on a toolkit for ER providers designed to balance law enforcement needs with patients’ rights. MedStar Washington Hospital Center, students contributed to a new MLP where cancer patients receive a legal check-up and help with unmet legal needs related to employment, advance planning, and consumer debt. Undergraduate students in Georgetown’s Capital Applied Learning Lab (CALL) are exploring ways to integrate undergraduates into HJA’s work.

Through HJA’s innovative clinical learning environments, students learn about the social determinants of health and experience first-hand the power of the MLP collaborative approach to patient care through the use of law and policy as tools to improve health. The HJA offers a pathway from undergraduate through professional school and beyond; its vision for the future is to support health justice as a core Georgetown value that spans disciplines and aligns with the University’s Jesuit heritage and commitment to the common good.

“Law and medical students come to Georgetown because they want to serve people and make a difference. The HJA helps them see how they can use their knowledge and skills collaboratively to affect change not just at the individual level but across systems and communities as well.”

**Professor Yael Cannon,**
**Faculty Director of the Health Justice Alliance Law Clinic**
Free Minds at Howard Community College

Since the fall of 2019, the Center for Civic and Community Engagement (CCCE) at Howard Community College (HCC) has partnered with English faculty to expand community engagement while supporting course objectives. Courses in Creative Writing and Poetry and Fiction provide a range of powerful opportunities through which students can explore their role as citizens of a larger community. This exploration of responsibilities toward others has been possible through collaboration with community partner Free Minds, based in Washington, DC.

**Free Minds** serves incarcerated and formerly incarcerated teens and adults using book clubs and writing workshops to create relationships that have the power to transform lives. By engaging with the community in poetry feedback sessions, Free Minds provides creative and healing outlets for their clients while challenging members of the broader community to see beyond the sensationalism and stereotypes often associated with the experiences of incarcerated people. By participating in poetry feedback exchanges with Free Minds clients, students in HCC English courses have had the opportunity to develop a deeper sense of empathy, responsibility, and understanding toward incarcerated and formerly incarcerated members of the community.

Over the last two years, the CCCE has worked to facilitate this project with Free Minds in seven different course sections, engaging over 140 students. Operating in a largely virtual format, Free Minds participants have generously collaborated with the CCCE to record conversations that allow HCC students to hear directly about the program’s impact. The Center will continue to employ multiple aspects of this approach as the program moves back to an in-person format, strengthening the experience of HCC participants as well as the outcomes for the Free Minds community.
MICA’s Voter Access Initiative (VAI) is a non-partisan, cross-disciplinary work group that facilitates a culture of equity, global citizenship, and civic engagement opportunities across MICA’s campus and throughout the Baltimore region. One of VAI’s most impactful strategies has been increasing student leadership in designing student-centered voter and civic engagement strategies. Leading from their own and their peers’ experiences, students have created a portfolio of programming, digital assets, communication tools, and resources.

In addition, VAI collaborates with The Globe Collection and Press at MICA, a “living archive” for teaching traditional print, poster making, and its relationship to political and cultural communication. Through printed and digital materials, VAI and Globe share vibrant messages celebrating democracy that are decorating walls across the country.

Understanding that nearly 25% of MICA’s student population are not eligible to vote in U.S. elections, VAI celebrates a global citizenry at the college through all programming. In any voter-themed event or outreach, information is included about civic action beyond voting. VAI designs activities so that all students can participate and express their voice on topics that matter to them.

Through partnerships with national organizations, as well as event attendance and digital tracking of web/social engagement, VAI measures impact and turnout. In 2018, MICA voter participation increased 39.6 percentage points from the 2014 midterm elections - to 49.2%. In 2020, MICA voter turnout increased to 67%, 18.4 points from the 2016 elections (data courtesy of the National Study of Learning, Voting, and Engagement (NSLVE).

Looking ahead, VAI will continue to build on these successes - centering students in the design and implementation of voter and civic engagement programming that reflect the needs, wants, and interests of all members of the MICA community.

For more information on VAI’s programs and outcomes, visit mica.edu/vote.
Amid contentious national debates about inclusion and belonging, UMBC’s Shriver Center engaged in critical self-reflection and action. Shriver became a Truth, Racial Healing and Transformation Center (TRHT) in 2017, led by The Choice Program, with the support of Association of American Colleges and Universities. Through deliberation and deep listening, staff and students developed a race equity statement and a partnership values, principles, and practices tool. They pressed theory into action by explicitly committing to anti-racism: in campus classrooms, living learning residences, and local communities.

Regrounded, Shriver honed existing skills and sharpened new strategies, theories, and pedagogies across and between the center’s discrete programs: Service-Learning & Community Engagement (SLCE), Public Service Scholars (PSS), Peaceworker Program, and The Choice Program at UMBC. They share a common purpose: “To dismantle white supremacy by implementing anti-racist practices in our programs, initiatives, and organizational processes. Specifically, through our social justice-oriented approach we are disrupting the historical and present repercussions of racism.”

TRHT principles weave through Shriver’s programs, manifesting in small healing circles and large university-wide town halls. Early outcomes suggest that an explicit focus on white supremacy culture improves students’ civic readiness. After PSS students conducted equity projects at site placements, 90% of fellows reflected that they feel better prepared to be an engaged citizen and 89% felt better prepared to be an inclusive leader.

As U.S. Senator Ben Cardin noted to President Freeman A. Hrabowski, III, Ph.D., “I appreciate UMBC’s long standing commitment to educational equity to increase educational opportunities for students of all backgrounds that has culminated in UMBC being named one of the first THRT Campus Centers in the country. As your United States Senator, I’m proud to support your efforts to do the necessary work to move our country forward towards a more perfect union that is committed to social justice.”
The Food for Thought campaign was created to address food insecurity and promote financial literacy at the University of Baltimore (UB). This campaign implements initiatives that promote a healthy, sustainable, and socially just society. It is reported that 23.1% of Baltimore City residents live below the poverty line. Furthermore, 49.8% of people in Baltimore City live in deep poverty, having incomes 50% below the poverty line. A vast majority of our campus community live within Baltimore City, an ethnically and racially diverse community. The goal is to address the ongoing issue of poverty through the development of the Campus Pantry and the Financial Literacy Initiative.

The Campus Pantry is an emergency resource that provides meals, hygiene products, and other education-based supplies to Campus Pantry participants and their households. The Campus Pantry is sustained through private funding, in-kind donations, and community partnerships with organizations like the Maryland Food Bank, Maryland Hunger Solutions, and AmeriCorps. Despite the challenges that the COVID-19 pandemic has presented, UB supported 35 households and distributed 913 pounds of food and supplies in the fall 2021 semester.

The University of Baltimore Financial Literacy Initiative is a wrap-around service for campus pantry participants and our community members. The mission of the Financial Literacy Initiative is to improve financial literacy and decrease student debt. In partnership with the Gender Wealth Institute of Women’s Way Pennsylvania, a student ambassador financial coach training program will also be established. These students will be trained as financial coaches to conduct workshops and implement programming promoting financial literacy. Through this initiative, we hope to increase financial literacy and teach debt management and student loan repayment strategies.