

The lens

Shift Perspective: Recognize that your "normal" is not universal.

Ethical Action: Pause judgment when behaviors do not match your expectations.

See the System: Look beyond bias to understand how history and collective values shape every choice.



Re-reading Behavior

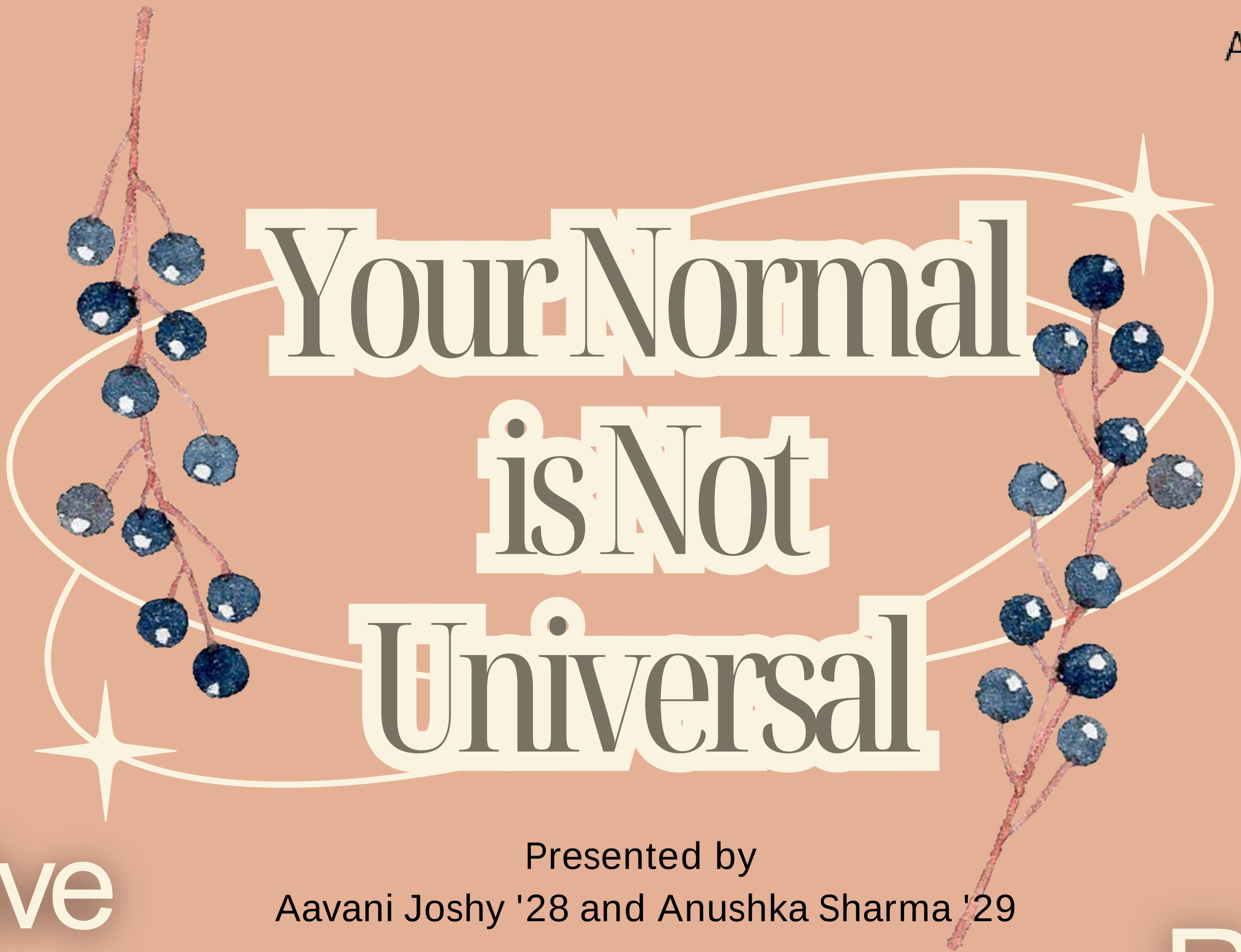
THE OBSERVATION	THE NEW UNDERSTANDING
Taking large quantities.	Collective Responsibility. Providing for a multi-generational household.
Ignoring certain vegetables.	Cultural Utility. Choosing foods that sustain identity and can be effectively used.
Anxiety in the line.	Historical Memory. The lingering impact of camp rationing and displacement.

Project Share Farmstand

Mission: Fighting food insecurity in Carlisle, PA, with fresh, locally grown produce.

Values: Promoting dignity and sustainability through a respectful, market-style environment.

CEF Intern Roles: Managing logistics, data tracking, and direct client engagement.



Presented by
Aavani Joshy '28 and Anushka Sharma '29

Food as a Social System

Beyond Biology: Food is a complex social system, not just biological fuel.

Systemic Shaping: Access, culture, history, and power determine food choices.

The Roots of Choice: History defines what feels "safe," while culture determines what is "usable".

Systemic Conditions: What appears to be a simple "choice" is often the result of conditions individuals did not choose for themselves

Individual vs. Collective



Dominant food systems frame food as individual and neutral. The expectation is “one person, one portion”.

Food choices reflect collective needs. Many cultural food systems emphasize collective provision. One persons selection often represents an entire household.



Reflection

Treating one experience as universal turns difference into deficiency, while recognizing our limits creates space for empathy and justice.

Reflective Question: **When you encounter a behavior that doesn't align with your own, do you interpret it as a mistake to be corrected, or as a limit of your own perspective to be expanded?**



Home Away From Home: The Importance of Community Programs for Students

Talia Perez & Maya Reichenbach
2026 Experiential Learning Symposium
Community Engagement Fellows

Abstract:

As Community Engagement Fellows at Carlisle Victory Circle (CVC) we provide community programming to middle school and high school kids. We propose that safe spaces that encourage teamwork, friendship, and imagination support students' sense of belonging within their community.

Carlisle Victory Circle Responsibilities:

- Work with low-income middle school and high school students in the Carlisle school district.
- Support, mentor, and program activities.
- Provide dinner every Tuesday and Thursday evening.



Why do you come to Carlisle Victory Circle?
Student Responses:



Impact:

- Carlisle Victory Circle provides programming at the clubhouse, a townhouse near Dickinson’s campus, making it accessible for students to walk after school.
- CVC encourages students to attend community events like Northside Ride and the YWCA’s Walk the Mile to encourage civic engagement.
- CVC provides tutoring to students via Dickinson College volunteers.
- CVC engages students with communities outside of their own through field trips!
- Students make new friends that may attend different schools within the Carlisle Area.
- Community Engagement Fellows engage directly with students in the community and support them academically, socially, and emotionally.

Further Questions:

- How can community programs best support their students?
- What field trips or community events will be most impactful for students?
- How can I best support students as a mentor and trusted adult?



Colorful Communities: The Importance of Authentic Creativity in a Nonprofit Setting

By Cody Harper & Dinela Dedic

With the rise of generative AI use in professional settings, it is important now more than ever to foster authentic creativity, especially in community settings like nonprofit organizations. Creative expression within non-profits such as marketing material creates a welcoming environment for community members and tells a story that further builds trust and credibility.

Our Experience: What does marketing mean to a non-profit?

Marketing for a non-profit is incredibly important! Through promotional material they can advertise fundraisers and community events to further promote community connection. Creativity in a community can look like:

- Creating promotional graphics and videos for local non-profits that help fundraise and reach a wider audience.
- Having public spaces where kids and adults can express themselves freely.
- Having creative liberties in professional and casual settings.
- Connecting with other community members through graphics without the use of generative AI.
- Acknowledging the value of artists in a professional setting.



"Real" Art

Creative expression is a very *personal* act in the way that raw emotions are imbued within every step of the process. Even logos or promotional materials reflect the attitudes and experiences of the artists behind them, creating a deeper connection with its viewers.

Using generative AI to replace such a task:

- Removes the emotions and experience behind the art
- Creates a disconnection between the art and its audience
- Devalues the creative process behind the design

Seeing the Value

Building space for creativity in a community allows for vulnerability, connection on a deeper level, and understanding of one another.

Through creative spaces we have felt as though our work is valued and that we are seen as artists.



Questions We Continue to Ask

- How will generative AI further stifle creative expression in schools and professional settings?
- How will marketing, particularly for a nonprofit organization, continue to evolve around generative AI? Will companies and organizations choose generative AI over human workers and artists?
- Is generative AI use ethical? And if it isn't, will it ever be?

How Do You Express Creativity in Carlisle?



Scan and Respond!



The Impact of Community on Reducing Recidivism in Carlisle

Cecilia Deeny-Locraft and Isabella Gehron
2026 Experiential Learning Symposium



Did You Know?
Roughly 70% of individuals released from state prisons get re-arrested within five years!

Upon analyzing our internships within Carlisle, we recognized the importance of establishing support systems and resources to help incarcerated individuals effectively transition back into their communities.

Reflection

Without proper support systems, education and vocation opportunities, or mental health resources, offenders are likely to become entwined in a never-ending cycle of being arrested and released.

Upon engaging with local offenders and the recently incarcerated, our experience has highlighted that one of the most important factors in preventing recidivism is having a community in support of offender's recovery. This especially includes parole officers, coalitions, lawyers and local volunteers who play a crucial role in providing encouragement to continue recovery outside of the prison system.

What is Recidivism ?

When a previously-convicted individual commits a new crime

Risk Factors:

- Mental Illness
- Substance Use
- Unemployment
- Low Education Level
- Lack of Social Support

Preventative Factors:

- Mental Health Treatment
- Education/Vocation Training
- Strong Reentry Programs
- Positive Social Bonds
- Safe, Stable Housing

Mental Health and Activities Intern at the County Prison
Cecilia Deeny-Locraft

- Help design year-long treatment & re-integration programs
- Assist in group therapy sessions
- Establishing a database to track recidivism rates of mentally-ill offenders

Criminal Justice and Reentry Program Assistant
Isabella Gehron

- Work face to face with clients
- Design and implement educational workshops for inside and outside local prisons
- Assist clients in navigating the Pardon Process
- Collect and organize data

How it Relates:
Connection between Mental Health and Criminal Justice

- Centralized support system
- Re-integration tactics for productive community members
- Providing job, education, and housing resources
- Improving and providing prison facilities
- Supplementing each other's positions as we help individuals in different stages of the justice system

Sources:

Eisenberg, M. (1985). Factors Associated with Recidivism. Austin. Retrieved 2026. <https://www.ojp.gov/ncjrs/virtual-library/abstracts/factors-associated-recidivism>

CSG Justice Center Staff. (2018). *Three Core Elements of Programs that Reduce Recidivism: Who, What, and How Well*. CSG Justice Center. <https://csjusticecenter.org/2018/06/04/three-core-elements-of-programs-that-reduce-recidivism-who-what-and-how-well/>

Criminon International. (2024) The Importance of Education for Prisoners. Criminon International. Retrieved 2026. [The Importance of Education for Prisoners - Criminon International](#)

Stand Together Staff. (n.d.). *What is recidivism? why addressing it is key to reducing crime*. Stand Together. <https://standtogether.org/stories/strong-safe-communities/what-is-recidivism-and-why-is-addressing-it-key-to-reducing-repeat-crime>

Addressing Gaps in Needs – Understanding the Framework for Effective Community Development

Charlotte Rismiller – Community Engagement Fellow at New Life Community

Abstract

Community development is when members of a community come together to enhance the quality of life in their community, whether that be through economic, social, spritual, or environmental means. Through serving as the Neighborhood Needs Coordinator at New Life Community, I found that communities are most successful when the three levels of community development (macro, mezzo, and micro) collaborate with each other to identify and address gaps in needs.

My Work at New Life Community

As the Neighborhood Needs Coordinator at New Life Community, I work with with community partners and members to address gaps in needs. I do this by attending community partner meetings, engaging one-on-one with individuals to determine needs, and by developing projects in collaboration with community providers. Currently, I am working on an initiative to provide non-perishable protein supplemental kits for those who are living in tents, cars, and hotels. Through this work, I have gained a more holistic perspective of community engagement and greater knowledge and appreciation to the Carlisle community as a whole.

The Three Levels of Community Development

The three stages outlined below are according to Pastor Ryan Brown, Lead Pastor at New Life Community Church in Carlisle, PA.

Macro

Macro level refers to the broader systems that influence a community including news media, government policies, and large-scale meetings.

Mezzo

Mezzo level focuses on the collaboration between community partners such as churches, non-profits, and businesses.

Micro

Micro level refers to one-on-one interactions between a community partner and an individual to identify personal needs.



The Importance of Interaction Between These Levels

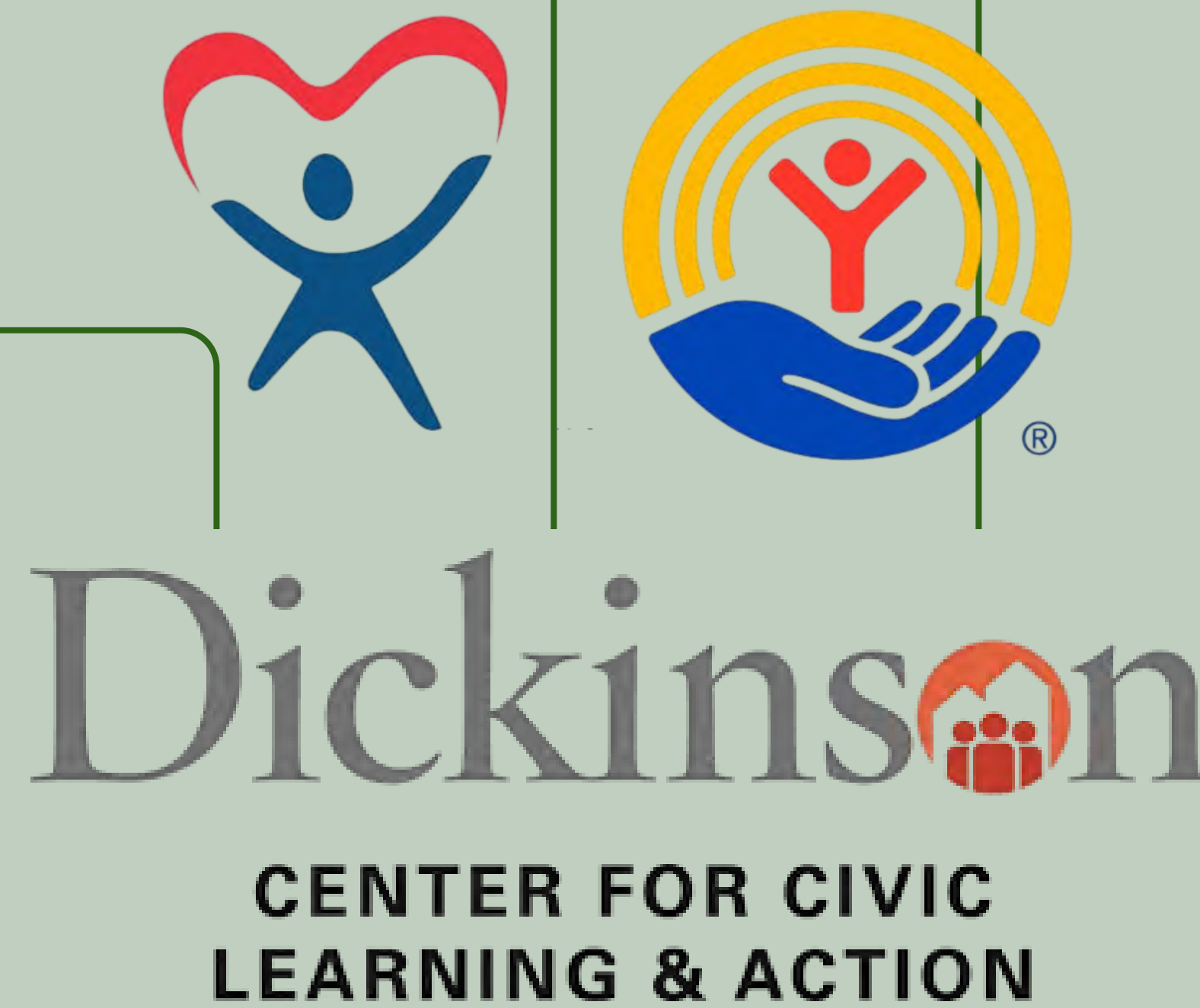
Community development works best to address and determine needs when all three levels are collaborating together. Unfortunately, the tendency is to determine and address community needs just from one level, causing other needs to go unaddressed (Brown). For example, the macro level identifies problems and creates solutions from a “40,000 foot level” so to speak. These solutions aren’t inherently bad, but without including the other two levels in the conversation, they tend to overlook hidden barriers individuals face and root causes to these problems (Brown). These solutions are instead based on what policy makers, executives, or directors “think a community needs”. Building relationships and engaging with community members and partners directly is crucial in making sure gaps in needs aren’t being disregarded and solutions are sustainable and effective.

References

Brown, Ryan. Personal Interview. 3 February 2026.
Images Courtesy of Canva

Abstract:

Working with the United Way's Success by 6 Program, Community Impact Department, and Carlisle's CASA office has proven that community networks are essential to the success of community engagement and improvement. Sharing resources and collaborating on shared goals creates the kind of progress that proves it truly takes a village.



Experience

As a CASA intern, I help sort court documents, redact information, and send proper files to CASA workers. I spend time in court hearings and take notes for the CASA. I get to see GALs, CCCYS, Judges, and Lawyers and their roles in the Court System dealing with children.

Worked with the United Way as their Community Impact Intern. Main responsibilities- communication and organization for the Community Impact Fund and panel visits. Issue addressed- a lack of funds for many vital services. Goal-create a network that offers support for and between these organizations.

As the United Way Success by Six Early Childhood Coordinator Intern, I:
-Focus on the importance of early learning education
-Collaborate with other organizations to increase outreach
-Learn about non-profit organizations, structure, donors, etc., and
-Design flyers and outreach materials

Community Networks

Silvia Roberto, Jocelyn Mrotek, Fariya Bushra
2026 Experiential Learning Symposium
CEFs Reflection

Reflection

I have learned the importance of CASA volunteers who connect with kids in their best interest. People in the courtroom all work together to support the child and make it as easy and smooth as possible for them. The network that CASA has is strong; it provides aid for kids in every single aspect of life. I've also learned the importance of school and how that has become a source of home for many kids.

I learned a lot about the importance of connections in social impact work. Each partner organization has a valuable goal that requires support from others to maximize effectiveness. The United Way's work shows how central figures that create a network are mutually beneficial for all actors, as people can work together and learn from each other, as well as figuring out how best to serve community needs without major gaps or areas of overlap.

I've Learned:
importance of collaboration. Our outreach and our programs wouldn't be possible without partners and other institutions sharing knowledge. Experience in a professional setting, understanding grants and how they work, understanding of branding and copyright/ legal technicalities, and professional communication and collaboration skills.

After working closely with CASA volunteers, I have learned how difficult their job is, but also the impact they have created for their children. I have gained knowledge in reading legal documents and taking effective notes in court hearings. Working closely with CASA staff has taught me the importance of community, connections with different counties and the importance of showing others that someone cares.

These experiences have really helped enforce my value of community support. Professionally, I have recognized the gaps left by government policy that requires other people to step up. Despite their best efforts, there is always more to be done, which has clarified my desire to work towards change on a more structural level, so that communities are not dragged down by crises and urgent or overwhelming needs.

The following skills of mine have improved:
My ability to work in a team
My confidence in sharing ideas
My understanding of early learning importance and how children learn
My ability to identify need gaps in the community.

I now have a new perspective as I was exposed to barriers parent(s) face that I never considered, as well as other broader gaps in education and access to resources.

Application



Stakeholder Considerations in Projects at Community CARES

Anna Aaron '28 and Grace Johnson '29
2026 Experiential Learning Symposium



Abstract:

Community CARES is a local non-profit providing shelter and other resources to people who are or at risk of becoming homeless in Cumberland County, PA. Anna and Grace are Dickinson College students actively performing two separate roles within the organization. Anna is a volunteer completing safety updates. Grace is completing a marketing and communications internship with Community CARES through the Civic Engagement Fellow Program with Dickinson College.

Engaging all relevant stakeholders is paramount to a success in our work supporting vulnerable populations.

Stakeholder: Clients

Anna in action:

- Aid in evening shelter transition period twice weekly
- Discuss safety matters with residents to inform planning
- Communicating safety messages to residents

Grace in action

- Advertising for events that are client focused
- Front desk work at Resource Center

Stakeholder: Volunteers and Donors

Anna in action:

- Writing trainings
- Foster proactive culture through clear communication

Grace in action:

- Donor related work
- Calls for volunteers
- Volunteer appreciation
- Designing image for fundraisers

Future plans:

- Get more Dickinson students involved

Stakeholder: Staff and Leadership

Anna in action:

- Facilitate safety committee meetings
- Consulting staff to assess training gaps
- Stepping up to help in additional volunteer capacities to show reliability and create trust

Grace in action:

- Rechecking and correcting paperwork
- Stuffing letters
- Helping the admin. staff
- Creating social media posts based on what the staff wants to be displayed

Safety Project Volunteer Anna

- Update emergency procedures
- Facilitate safety committee
- Assist in cold weather shelter transition period 2x week



Marketing Intern Grace

- Design social media post
- Design and create graphics for fundraiser
- Organize files and input them into system



Sources

"Emergency Shelter and Resources." Accessed Feb. 5, 2026. <https://www.morethanshelter.org/>

Outcomes: Engaging clients in safety and communications is important not only because they are the center of the Community CARES mission but because helping them to feel seen promotes their ability to speak up for their needs and build trust.

We benefit mutually when clients are informed and engaged in decision-making

Outcomes: Volunteers and donors are the backbone of our organization. Making volunteers and donors feel appreciated and accurately informed about needs is helpful to promote retention. Creating trust makes donors confident that their contributions will be used effectively and volunteers confident that their time is well spent.

Outcomes: Staff and leadership tend to have a wealth of experience working with vulnerable populations. Building strong relationships with staff and leadership is beneficial to accomplishing our goals. Cohesive communication between leadership and other stakeholders leads to efficiency and success.



Limitations: We are student volunteers connected to Community CARES in a volunteer capacity. Views and statements are our own and do not reflect a position of the organization.

Service Trips and Engagement Over the Years

Yeismarie Olivo-Rivera & Valerie Larsen
2026 Experiential Learning Symposium
Community Engagement



What are Service Trips?

Volunteering is often seen as a societal requirement on the list of things you are supposed to do. Because of this, service trips are primarily defined by their purpose driven mission that allows participants to devote a short period of time to a social issue. (i.e housing, education, overall accesibility)
CCLA defines service trips as 'opptrtunities for students to gain leadership expeerience while volunteering alongside domestic and international communities.' The goal of Service Trips for CCLA is to help meet communities where they're at without imposing external ideas.

What Makes a Trip Leader?

- Push peers to engage in meaningful refection on structural and social issues related to service
- Find way to empower students to find their place and strengths in a team
- Lead educational and team building pre trip meetings
- Recognize everyones unique experiences and perspectives they bring to the group and when discussing social and structural issues/engaging in meaningful work
- Find ways to build meaningful connections within the group
- Keep peers engaged in the service activity, keep up the energy, and momentum
- Recognize that leadership is a practice and you may not always get everything right and that everyone in a group can be a leader in their own way

Year	Trips	Total apps
2021-2022	1	9
2022-2023	3	29
2023-2024	2	27
2024-2025	3	23
2025-2026	3	33

Fig 1. Service trip applicants between 2021-2026 alongside the amount of service trips run

Gender Breakdown Across Service Trips

2021-2026

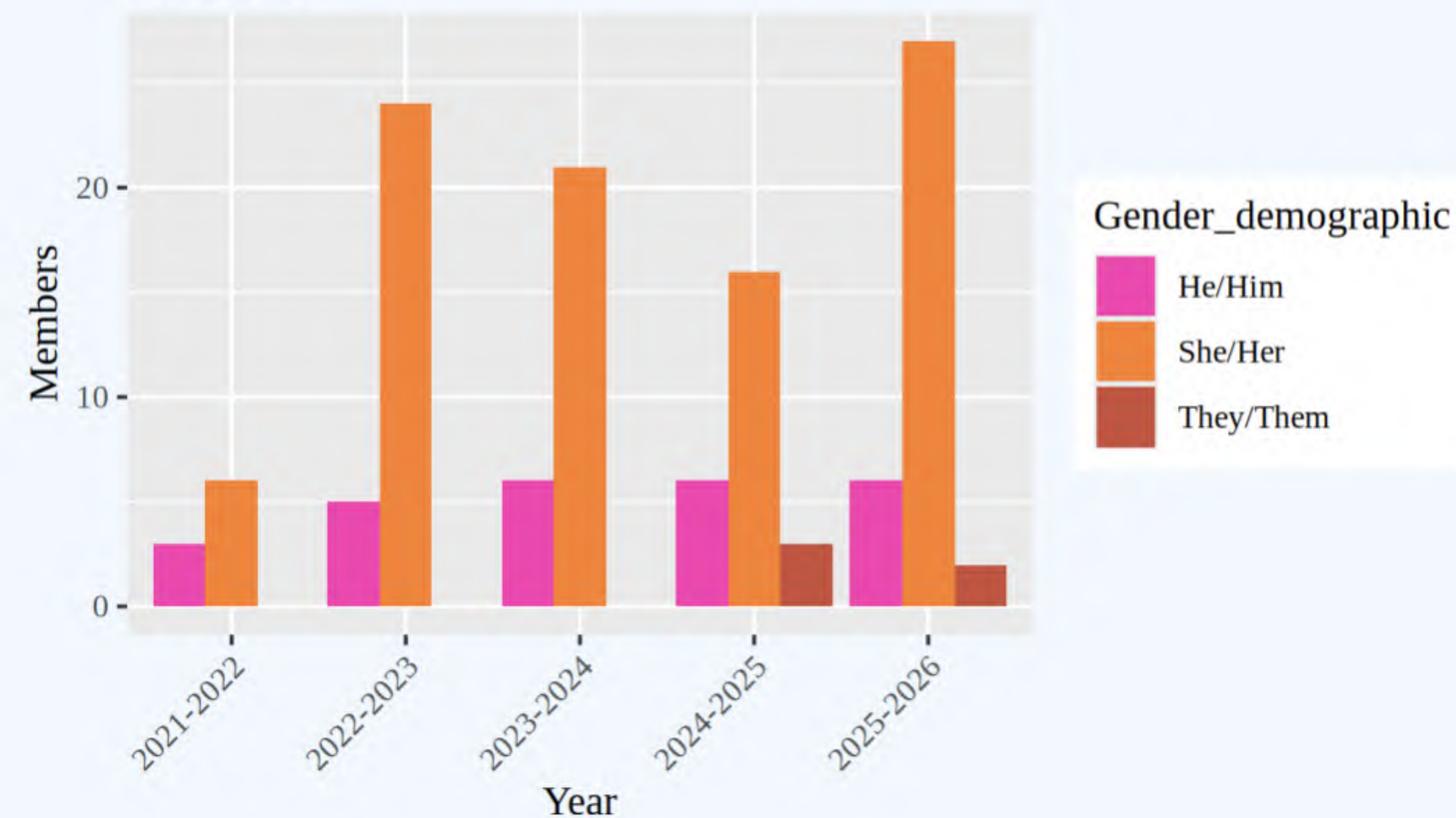


Fig 2. Gender breakdown across all applicants who applied for service trips broken down by academic year

Who is Going on Service Trips?

Despite a rising interest in service trips at Dickinson, there is often a gender gap in who applies to these trips. From 2021 to 2026, those who identify as women disproportionately make up the group in comparison to those who identify as men. This is not just a trend at Dickinson; nationwide, 27% of men volunteer, compared to 32% of women across all ages (Bledsoe & Smith, 2015). According to Foste & Jones (2018), white cisgender college students who identify as men view engaging in service as outside of perceived gender norms, a lack of utility, and don't always reflect the way men socialize.

Further, it's suggested that service-learning can require individuals to interrogate and reflect on their positionality, which white cisgender males can struggle to make sense of (Foste & Jones, 2018). Though it's notable that when men do engage in service, they perceive it as one of the most valuable experiences they have participated in (Bledsoe & Smith, 2015). This data does not and should not reflect all men and many men may have contrasting perceptions of service work.

What we Have Noticed: Service Trip Impact

Campus involvement is directly tied to students' retention, career development, and sense of belonging while in college. At the same time however, it is difficult to ask students to invest in a long-term program that requires three or more semesters. This is what makes CCLA service trips stand out. With the cap of usually 12-15 students per trip, students are able to sign up in advance and commit to volunteering during a time they already have off. CCLA's student-led approach allows for debrief and guided reflections to further help students connect their experiences to larger learning objectives. Community-based learning gives students the confidence to try something new and helping them recognize the value of their social impact.

Sources

Foste, Z., & Jones, S. R. (2018). Isn't that for Sorority Girls?: Narratives of College Men in Service-Learning. *Journal of Student Affairs Research and Practice*, 55(1), 65-77. <https://www.insidehighered.com/news/student-success/academic-life/2025/03/25/short-term-service-learning-experiences-help-college>
<https://www.volunteerhq.org/service-trips-abroad/> <https://doi.org/10.1080/19496591.2017.1346514>
 Bledsoe, I., & Smith, B. (2025, November 19). *Men and volunteering: Gender gaps and trends*. American Institute for Boys and Men. <https://aibm.org/research/men-and-volunteering-gender-gaps-and-trends/>



Fig 3. Service Trips Over the Years

WATERING OUR GIVING TREE

EMILY CHAINE &
ALYSSA DALY



TOO MANY STUDENTS TREAT THE CARLISLE COMMUNITY LIKE THE GIVING TREE BY:

- **Entering with savior complexes.** “Fixing” things in the community, while leaving community members out of conversations.
- **Ignoring privilege & being ignorant.**
- **Using community issues as learning material.** Learning should be followed by action. Knowledge without action is worse than ignorance.
- **Reinforcing the “college bubble”.** Isolating ourselves from community members despite using their resources and businesses widens the town-gown divide. We should be acting as members, not guests!
- **Leaving nothing behind.** We get food, entertainment, a degree, and experiences from the community, but what do we leave behind?

On the other hand, when we give back to the community, we grow with it. The community teaches us:

- “It Takes Little to Be Big.” – we don’t need to change the world to matter.
- Opportunities come out of the most unexpected of places.
- How to leave things better than we found them.
- That to have a village, we must be villagers.
- To define our *why*: Who are you? What do you value? Why do you do what you do and act as you act?

About Us & How We Water

Alyssa

At Big Brothers Big Sisters, I am the Program Coordinator, where I support our Dickinson “Bigs” who mentor elementary school “Littles”. Beyond that, I primarily connect with the Carlisle Community by attending community events, my favorite being Community Care’s Coldest Night of the Year Walk.

Emily

Aside from attending community events with CCLA and Dickinson Athletics, I advocate for and help to create sustainable partnerships between athletic teams and local community partners (non-profits). I also previously worked with Hope Station to launch a free college essay tutorship program for students of color in Cumberland County.



We've long discussed the ways that Dickinson College separates itself from the greater Carlisle community. In many ways, students are unaware of what occurs in the town, and community members feel Dickinson students are out of touch.

Dickinson College boasts the preparation of its students to be engaged global citizens and leaders. That shouldn't start post-graduation; that can begin *right here, right now*, through simple changes.

Ask Yourself: What does it mean to live in a greater community and ethically support it while also acting as a student? How can we give back to the Carlisle community?

Clarence, an unhoused Carlisle Citizen who receives services from CCHRA Cumberland Connection, states: "I wish Dickinson students did more. Even if that's just volunteering at the Salvation Army Soup Kitchen."

LET'S WATER THE TREE INSTEAD, WAYS WE CAN GIVE BACK ARE:

- | | |
|--|--|
|  Connecting with community members. |  Attending Carlisle Borough meetings. |
|  Engaging with CCLA. |  Educating ourselves, then acting. |
|  Checking privilege at the door. |  Our favorite... Participating in community events! See CCLA's Padlet to get started. (This calendar is updated consistently.) |



Follow and bookmark the Padlet QR!

References

- Canva. “Canva.” Canva, 2025, www.canva.com/.
- “Center for Civic Learning & Action.” Dickinson College, 2026, www.dickinson.edu/homepage/1350/center_for_civic_learning_and_action, http://www.dickinson.edu/site/scripts/home_info.php?homepageID=1350. Accessed 6 Feb. 2026.

OBBBA & Housing and Food Insecurity

Impact on Food Pantries:

- Affects 1 in 8 Americans, including **1 in 5 children**
- Shifts financial burden onto states requiring them to cover **75%** of SNAP administrative costs beginning in 2027.
- States may raise taxes, or end SNAP entirely.
- Losing SNAP cuts children off from school meals and Summer EBT, increasing hunger.

Shippensburg Produce and Outreach (SPO):

- As a data analytics intern for SPO, I am seeing firsthand how reduced benefits translate
 - Increase in service demand
 - Longer wait times for food distribution
 - Strain on budget

Rising demand paired with inadequate funding places immense pressure on communities and the volunteers at emergency food systems trying to support them.

Sources: Center for Science in the Public Interest & Pennsylvania Policy Center

The One Big Beautiful Bill Act (OBBBA), enacted on July 4th 2025, proposed one of the largest budget cuts in American history—cutting **\$186 billion** dollars from the Supplemental Nutrition Assistance Program (SNAP), and a cut to housing support that puts **170,000 people** nationwide at risk of losing permanent supportive housing



Our Takeaway:

Our insights working with data and carrying out professional outreach have proved how integral proper fundraising and community unity are to supporting causes that combat harmful policies

Looking Ahead:

Both Housing and Food Insecurity non-profits now face a greater need to adopt a mutual-aid framework.

We are all in this together.

Direct Impact on Housing Non-Profits:

- Reduction in federal spending whilst homelessness has increased by **12%** nationally in the past year
- Puts pressure on overburdened housing non-profits to absorb unmet need despite decreased funding
- With cut funding, **less than 1 in 4** low-income households receive federal housing assistance
- Leaves **1 in 3 unhoused people unsheltered**

Safe Harbour, Inc:

- As a development intern, I am seeing this firsthand.
 - Increased fundraising demands
 - Growing requests for housing support
 - **Rising rates of homelessness**
- Already, downward federal funding has declined by roughly **33%**, intensifying reliance on grassroots fundraising to sustain housing services.

Sources: U.S. Department of Housing and Urban Development & National Alliance to End Homelessness

- 8 *"Each one of us is born with inherent worth, so we treat everyone with dignity—no matter what."*
- 7 *"We fully engage with the other side, discussing even values and interests we don't share, open to admitting mistakes or changing our minds."*
- 6 *"We always talk to the other side, searching for the values and interests we share."*
- 5 *"The other side has a right to be here and a right to be heard. It's their country too."*
- 4 *"We're better than those people. They don't really belong. They're not one of us."*
- 3 *"We're the good people and they're the bad people. It's us vs. them."*
- 2 *"Those people are evil and they're going to ruin our country if we let them. It's us or them."*
- 1 *"They're not even human. It's our moral duty to destroy them before they destroy us."*

Ball, S., Byrne, K., & Meppen, D. (2023). The Dignity Index. University of Utah: Kem C. Gardner Policy Institute. <https://gardner.utah.edu/wp-content/uploads/DignityIndex-Jan2023.pdf?x71849>

THE DIGNITY INDEX

dignityindex.us



POWERED BY UNITE

The Dignity Index

Sadie Dussault

Community Engagement Fellow with Moving Circles



Our country is very divided right now

- Politics have pushed us to the point where having a simple dialogue can seem overwhelming.
- Now more than ever, it is important to keep having conversations with people who may not have the same opinions as you.
- Lead with dignity, kindness, and love
- The scale offers guidance on how we should be framing our conversations with others
- Our current culture promotes differences based on political beliefs, but the Dignity Index works to turn these differences into common ground.
- Listening > judgment
 - Create meaningful understandings across differences.
- Every person, deserves to be treated with dignity, we need to be on a path that unifies us rather than divides us .

What have I learned?

- Moving Circles provides me with an opportunity to meet people in the Carlisle community and join as a group to better understand people's concerns, grievances, and their attempts to learn and grow
- In a space where people are trying to better educate themselves, dignity is important - not only for like-minded individuals but for people with opposing views as well
- Love is stronger than hate**
 - Love one another stronger than anyone can hate each other
- Dignity is the foundation of human rights, leading with dignity allows for compassion and understanding to be at the forefront of our conversations

Abstract

The Dignity Index is a tool that allows people to frame their conversations in a respectful and meaningful way. Hopefully by sharing this, more productive conversations can be had to ease political tension in our world.

What is the Dignity Index?

A scale that measures how we should be communicating in conversations with each other. Contempt is indicated through numbers 1-4, while dignity is numbers 5-8. Tim Shriver developed this scale in an attempt to ease political tension and it has grown into a global movement.

What is Moving Circles?

Moving Circles is a local non-profit that focuses on creating dialogue and taking actions toward transformative and hopeful futures. They also hope to inspire people to move toward individual and collective social change.

DIALOGUES ACROSS DIFFERENCES (DxD)

For more information see "DxD"
on the Dickinson Website



How to Get Involved

What is it?

Dialogues Across Differences is a campus wide initiative designed to promote and foster productive dialogue. The initiative advocates

- Healthy dialogue techniques that promotes mutual understanding
- Respecting all participants
- Equal space for participants to share perspectives

Dialogue Series

Every semester, the DxD team create a series of dialogues that fall under topics most relevant to the Dickinson community. Past topics include

- Greek Life
- Athletes and Non-Athletes
- AI usage.

Special Interest Dialogues

Student Dialogue Associates create dialogues on specific topics based off of current social or cultural issues. Past special interest dialogues include

- Wicked
- YikYak
- Dark Humor

Alternatives to Canceling Class

Professors can request a facilitated dialogue! A member of our staff will facilitate a dialogue on a topic of their choice. If interested, please look up "Alternatives to Canceling Class" on the Dickinson website.

Dialogue Request

Are you a part of an organization or group that is looking to have a facilitated dialogue? You can request a dialogue which will be facilitated by one of our staff members.

Dickinson

CENTER FOR CIVIC
LEARNING & ACTION

Keep an eye out for our dialogues through the CCLA instagram (@dickinsonccla), newsletters, or flyers posted around campus

COMMUNITY

AGREEMENT

Dickinson

CENTER FOR CIVIC
LEARNING & ACTION

A community agreement is designed to ensure a safe environment for productive dialogue. This is a general community agreement to implement into the classroom. All community agreements are living documents that can be altered throughout the semester as peers see fit!



We will share air time and leave space for others to contribute.



We will take the message, but leave the story in this room.



We will speak from our own experience and not generalize or speculate on others experiences.



We will critique the idea, not the person.



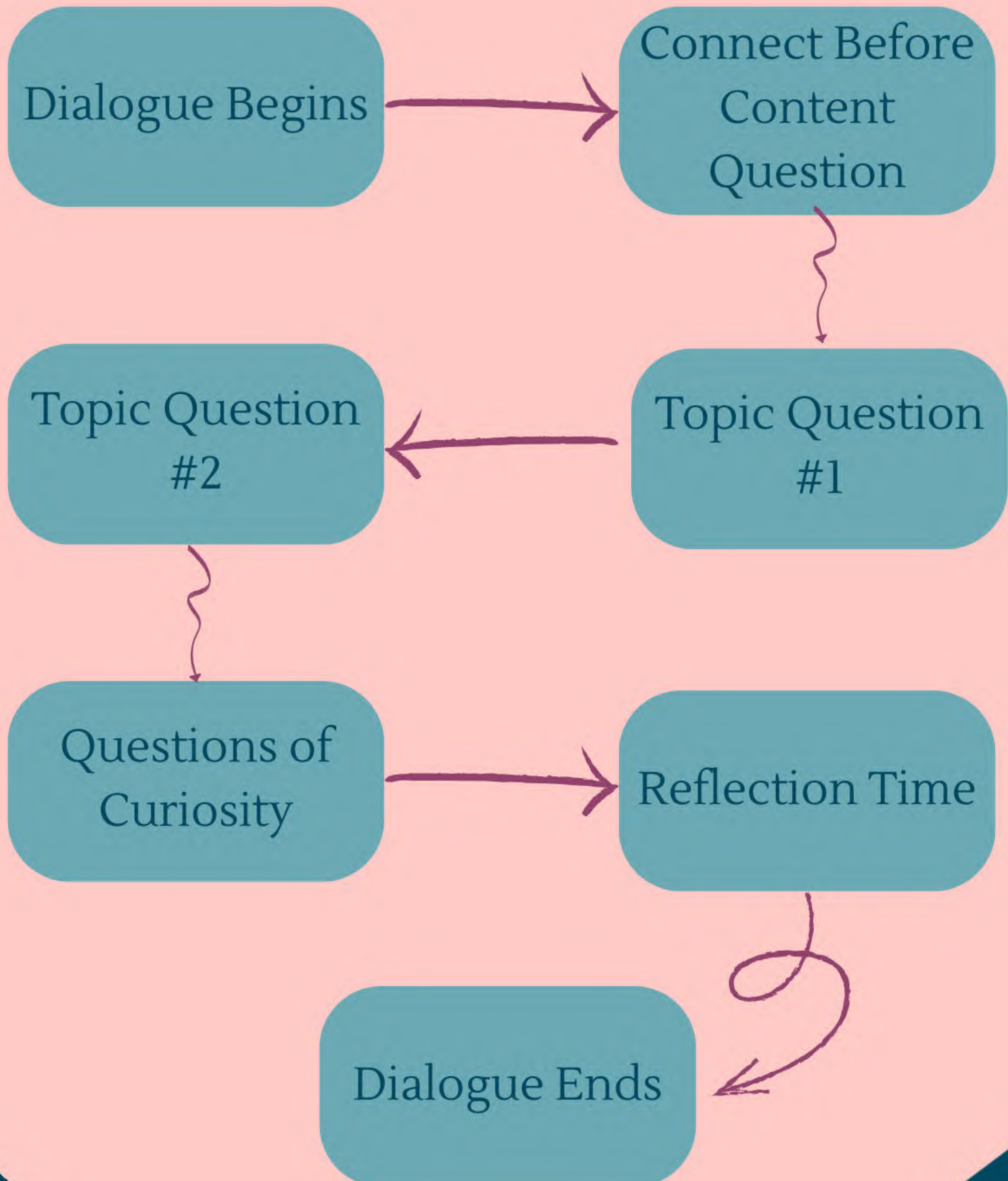
We will listen to understand, not to criticize.



We will speak, pass, or pass for now.



THE Reflective Structured Dialogue PROCESS





DIALOGUE REQUEST FORM

Dialogues Across Differences provides
facilitated dialogues for Dickinson's
community.



CONNECT WITH US

Dialogist in Residence
Ming Robinson

robinsmi@dickinson.edu

Public Education Through Film: Informing Communities About Constitutional History

Andrea Gomez Zamora
2026 Experiential Learning Symposium



This poster explores my work with the War, Peace, and Justice Project supporting a community-based film series that uses historical documentaries to educate the public about constitutional history. Through film screenings and guided panel discussions, the project creates nonpartisan spaces for learning and reflection on past injustices. This experience highlights how storytelling can inform communities and encourage individuals to make their own connections between historical events and contemporary issues.

Issue / Problem

- Limited public understanding of key constitutional cases
- Few nonpartisan spaces for civic education and dialogue

Guiding Question

- How can film inform communities about constitutional history?

Community & Partners

- War, Peace, and Justice Project
- Local community members
- Guest panelists and moderators

My Role

- Supported planning and execution of film series events
- Observed and supported panel-led discussions

Impact on Me

- Strengthened commitment to civic education and justice
- Greater awareness of how history informs the present

Skills Gained

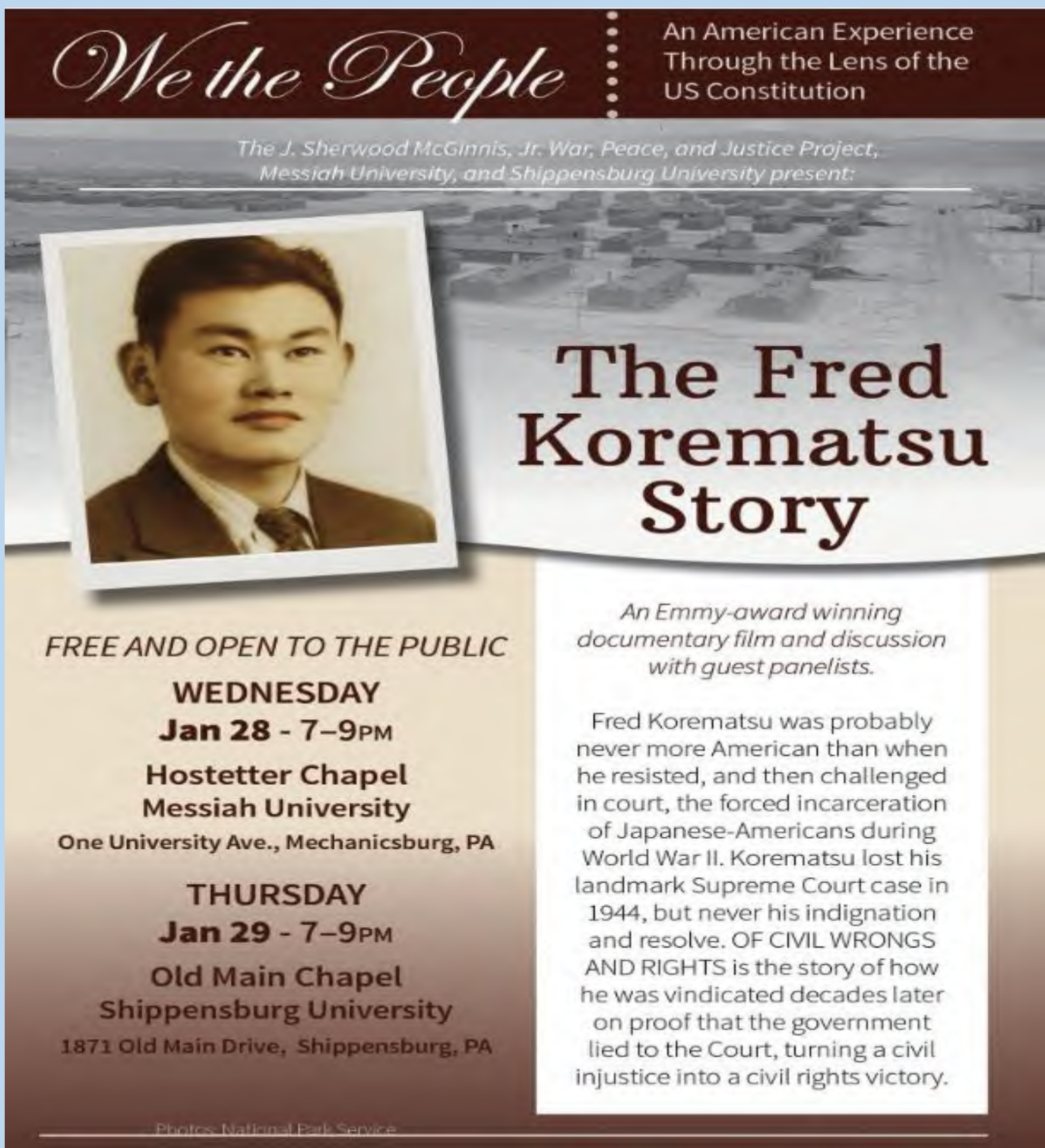
- Knowledge of constitutional history

Community Impact

- Created accessible spaces for learning
- Encouraged thoughtful discussion

Looking Forward

- Continued interest in civic engagement and nonprofit work



Key Takeaways

- Historical cases remain relevant today
- The Fred Korematsu case reflects ongoing civil liberties concerns
- Film makes complex constitutional issues more accessible
- Nonpartisan framing increases trust and engagement
- Informing audiences encourages deeper reflection than persuasion
- Education creates space for people to form their own conclusions

Sources

- War, Peace, and Justice Project
- *Of Civil Wrongs and Rights: The Fred Korematsu Story* (2007)
- U.S. Constitution

The power of communication for civic engagement

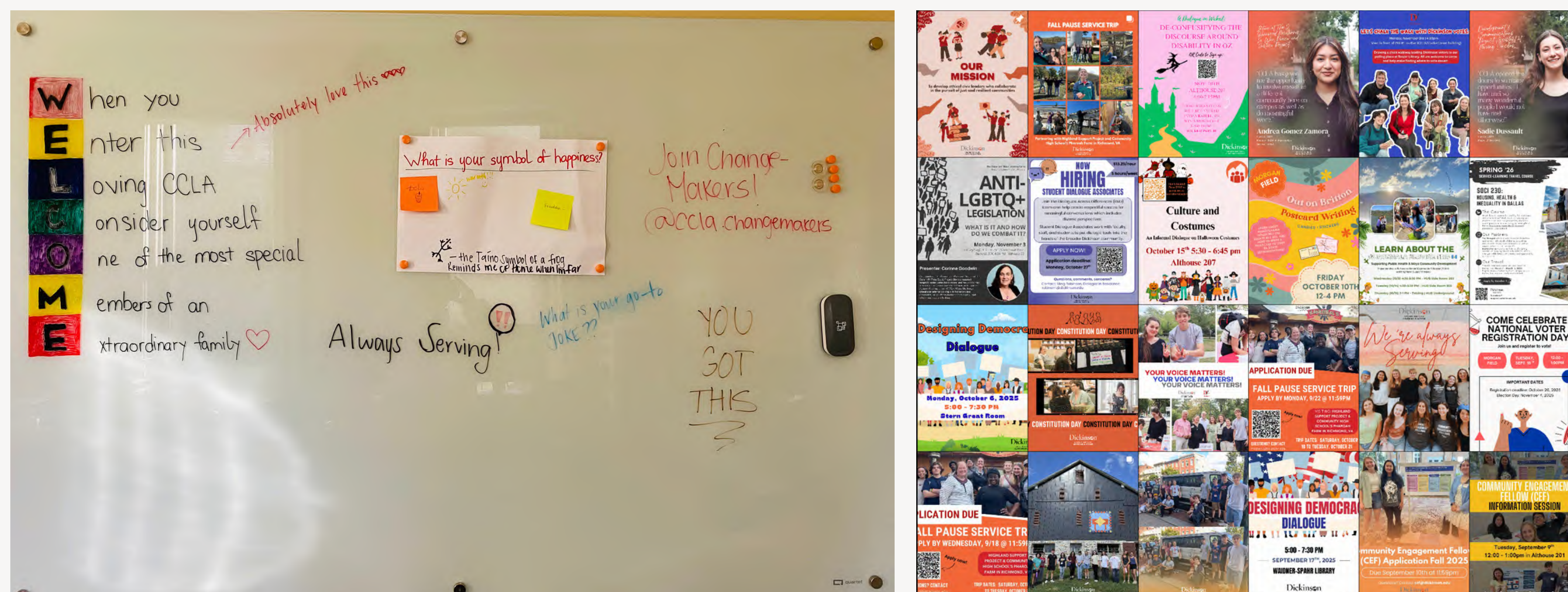
2026 Experiential Learning Symposium

Experiential Learning – Marketing, Communication



What makes people care enough to act? Can a story turn a passerby into a participant?

This poster explores how communication and storytelling shape civic engagement in educational and civic organizations like CCLA. It asks what makes their branding different, how communication influences audiences, and how intentional storytelling can inspire meaningful civic participation – turning awareness into action.



Stories do move a community - when they help people feel seen, heard, and connected. Stories that begin with listening are the ones that truly move us.

Communication as care, not just promotion

As a **Marketing & Communication Coordinator at CCLA**, my role goes beyond sharing information. My team and I craft stories that help internal members feel connected while inviting the wider community into our mission.

- I focus on alignment: Does this story reflect CCLA's values? What kind of connection are we trying to build?
- This work is deeply collaborative. Alongside Celine and Lucy, we work with the broader CCLA community to ensure voices are represented, not spoken over.
- Our storytelling takes many forms—social media posts, student highlights, service trip recaps – and we are currently developing a podcast, our biggest project this semester. At CCLA, stories are not tools for attention; they are bridges for belonging.

Listening first, Impact follows

- **Tangible impact:**
 - Instagram view rates increased 86% compared to last year (from 1,029 to 1,913).
 - Content shifted from purely informational to relational—highlighting people, lived experiences, and everyday moments.
 - **Intangible impact:**
 - I feel more connected, empowered, and present in my work.
 - Instead of pressure-driven KPIs, this space values listening, reflection, and shared growth.
 - Everyone feels heard—and that changes how people show up.
- Communication rooted in care creates engagement that numbers alone cannot explain.

Why civic spaces need storytellers

This experience reshaped how I see myself and my role in the community. I have developed deeper empathy and learned how to live with a community, not just work for one. I am more attentive to the people and stories around me, and more intentional as a listener and storyteller.

CCLA feels like family: a place where warmth, trust, and collective care exist.

Learning Community Through Commitment

What three years at Safe Harbour taught me about belonging, responsibility, and impact

Introduction

I entered college believing that small communities were inherently limiting. Growing up in Mt. Washington, Kentucky, I viewed my hometown as too small to offer meaningful opportunity or engagement, and I was eager to leave. However, through a three-year commitment to Safe Harbour in Carlisle, Pennsylvania, I came to understand community not as a place, but as an active system of relationships capable of producing real, life-changing impact.



Before Safe Harbour

Before working at Safe Harbour, I understood community primarily in terms of scale and access. I assumed that larger cities offered more resources, more opportunity, and more possibility for change. Small towns, by contrast, felt stagnant and disconnected from larger social problems. I did not yet recognize how deeply local networks shape people's ability to survive, recover, and thrive.

During Safe Harbour

Through sustained involvement at Safe Harbour, my understanding shifted. I saw firsthand how community operates as a network—connecting donors, nonprofits, local businesses, volunteers, and residents. Fundraising events were not simply financial mechanisms; they were spaces where awareness, trust, and shared responsibility were built. Most importantly, I learned that addressing homelessness requires coordination and consistency, not isolated acts of goodwill. The longer I stayed, the clearer it became that impact depends on relationships developed over time.

After Safe Harbour

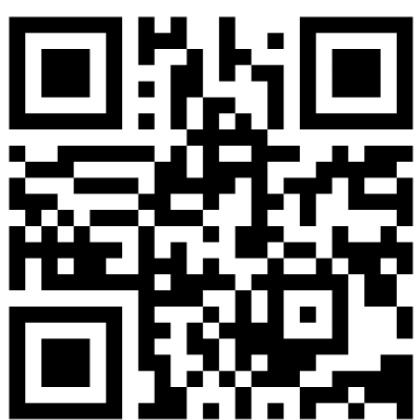
Today, I value community differently. I no longer measure its strength by size or visibility, but by its willingness to respond collectively to hardship. I now understand social issues as interconnected and structural, requiring long-term commitment rather than short-term solutions. This perspective has reshaped how I approach service, advocacy, and my future professional goals.



Conclusion

My experience at Safe Harbour taught me that meaningful change is rarely the result of individual action alone. It emerges from communities that choose to remain engaged, accountable, and invested over time. As I prepare to enter law school, I carry with me a deep respect for the power of sustained community—and a commitment to seeking out and contributing to spaces where collective responsibility drives lasting impact.

Learn More About Safe Harbour



Stepping Outside the Dickinson Bubble: How three years at Project SHARE shaped my college experience

About Me

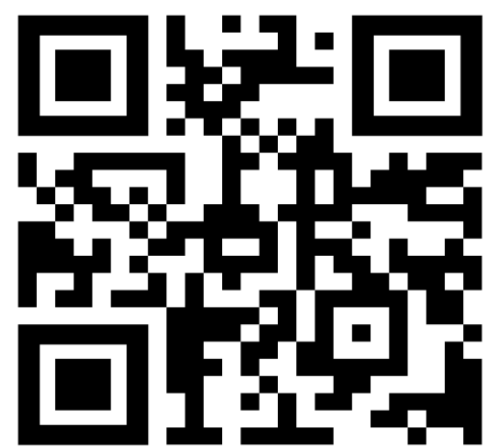
I am a senior biochemistry and molecular biology major and sociology minor at Dickinson College. For over three years, I have worked at Project SHARE as the Assistant to Client Services. I am applying to Ph.D. programs in Molecular Biology and hope to integrate my scientific training with an understanding of the social factors that shape health, with the goal of developing impactful therapies for aging-related diseases.

My Time at Project SHARE

During my first year at Dickinson College, I felt incredibly lonely, largely because I did not feel as connected to my community as I was back home in Maryland. Having the opportunity to work with Project SHARE through the CEF program helped make my time at Dickinson feel whole. At Project SHARE, I work in Client Services, assisting with food distributions and conducting client interviews for individuals seeking support. Each week, I get to connect with the Carlisle community by meeting new people and helping direct them to resources that can make their lives a little easier. I also support the organization through tasks such as data entry, packing reentry bags, organizing community resources, and more. There is always something to do to help make Carlisle a more accessible and neighborly place to live.



Learn more about Project SHARE



Claire Choplick



About Project SHARE

Founded in 1985, Project SHARE has served the Carlisle community by ensuring access to healthy, nutritious food. The organization prioritizes dignity by allowing clients to choose their own food and by offering opportunities for nutrition and healthy eating education.

What I've Learned

- Collective action creates impact.** Systemic change is needed to provide adequate resources for people experiencing food insecurity, but local communities still play a critical role by providing food and connecting neighbors to resources.
- There is something to learn from everyone.** I have more in common with the people around me, in and outside of Dickinson, than I expected. Everyone's story is worth hearing and sharing, it's how we make change that benefits all peoples.
- The power of connection.** When communities come together and relationships are built, more people get the help they need. These sustained connections are what make a community truly powerful.

What I Will Take With Me

After graduation, I hope to study the causes of aging-related diseases, such as cancer, and contribute knowledge that leads to better therapies. My time at Project SHARE, where I learned about the social inequities that shape health outcomes, has shown me that these diseases do not affect all populations equally. Factors such as financial constraints, access to nutritious food, and other systemic barriers play a major role in who is most impacted. Moving forward, I hope to stay connected to my community and continue supporting those most vulnerable to poor health. I also plan to carry these lessons into my research, ensuring that scientific advancements benefit the people who need them most, both through community support and broader, systemic impacts in biomedical research.



Dickinson

CENTER FOR CIVIC
LEARNING & ACTION

Finding Family and Purpose

Mission Based Civic Engagement

2026 Experiential Learning Symposium

Community Engagement & Internships



Abstract:

Through my commitment to mission based civic engagement I have learned many skills that have advanced my understanding in the operations of non-profit organizations. I benefit from being able to bring tangible knowledge and a different perspective to my classes. My classes have provided me a basis of critical thinking, curiosity, practice in decision making, and an understanding of the historical roots of social issues. I have also learned a great deal about my own personal beliefs, values, and how to balance doing the things I love. In this poster I define, reflect, and make connections on my courses and two most impactful internships during my 3 years at Dickinson. I also include what I am doing currently, and what my plans are for after graduation.

Dickinson Academics:

Favorite Courses by Major

International Business and Management

INBM 110: Fundamentals of Accounting
INBM 300: Human Resource Management
INBM 220: Managerial Decision Making
INBM 290: Global Business
INBM 300: Intermediate Financial Accounting

Economics

ECON 240: International Development
ECON 288: Contending Economic Perspectives
ECON 314: Applied Empirical Data Analysis
ECON 373: History of Economic Thought
ECON 496: Economic History of the U.S.

Other Courses:

SOCI 270: Social Movements

Sources: Belmont Community Resource Services. "Our Vision and Values." Belmont Community Resource Services, <https://bcrsra.org/our-vision/>. Accessed 5 Feb. 2026.
Dickinson College. "Community Engagement Fellows." Dickinson College, https://www.dickinson.edu/homepage/1552/community_engagement_fellows. Accessed 5 Feb. 2026.

Community Engagement Fellow

Student Coordinator (4 semesters)

New Life Community Church (4 semesters)

The Community Engagement Fellows program is a two year paid internship, working in a local organization and participating in civic leadership education. I applied in hopes of continuing my work at nonprofit organizations while at college. I worked at New Life Community Church with LifeWorks, as an administrative assistant.

I then took on a role as a student coordinator, hoping to be able to facilitate student and partner engagement.

Skills:

- Student Engagement
- Diverse Relationship Building
- Partner Stewardship
- Program Marketing
- Event Planning
- Data Analytics
- Leadership
- Recruitment
- Onboarding
- Well-being Advocacy
- Value-based Reflection



The Community Engagement Fellow program has helped me to learn new skills and inspired me request to be an intern at Belmont. New Life pushed me out of my comfort zone and helped me to build self-confidence. I was also able to reconnect with my spirituality and learn new perspectives on faith. I have felt overwhelming support both as a fellow and student coordinator to prioritize my health and well-being above all. I found that I greatly benefit from being in a positive work environment with consistent communication, and building relationships that expand beyond work hours.

Belmont Community Resource Services

Operations Manager Intern (May '25 – present)

Program Services Intern (Jun '24 – May '25)

College Intern (Dec '23 – Jan '24)

Volunteer (Jul '21 – present)

Belmont is a nonprofit organization with food and clothing outreach ministries. I first started as a volunteer in high school, increasing my commitment as I built relationships with the community. In winter 2023, Helen (executive director) gave me the opportunity to complete my INP at Belmont. I have since worked under her learning and growing skills important to running a nonprofit.

Skills:

- Leadership
- Project Management
- Volunteer/Staff Training
- Volunteer Management
- Decision Making
- Email/Newsletter Marketing
- Inventory & Logistics
- Client Services
- Risk Management
- Data Entry & Analytics
- Spanish Communication



The Belmont community has truly become my second family. They welcomed me with open arms and always brought joy to the work that we were doing. I am so grateful that they believed in me enough to continuously offer me new opportunities to grow, while also providing constructive feedback. Throughout my journey, the Belmont family has supported me at every step. I have felt loved, appreciated, valued, and empowered by the compassion I have received. I enjoy being able to serve along side fellow volunteers to work towards meeting the essential needs of our neighbors. It brings me hope that there are people willing to dedicate so much of their time every week to serve others with such optimism.

What's Next?

Current Research: Please ask about my research!

During my final semester at Dickinson I will be doing interdisciplinary research on food justice, with a focus on history for ECON 496, and the impact of non-profit organization for my SOCIO 270. I am enthusiastic to learn more about how we have been able to influence and make progress towards zero hunger in the United States.

Operations Manager @ BCRS

I am excited to be continuing my journey with Belmont as a staff member after I graduate. It was a very easy decision for me, as I have grown to love the people and the work. I am hopeful that we can increase volunteer engagement as well as make a larger impact on our community through expanding our outreach.

Continued Education

Accounting: I am interested in accounting as a next step as it is an important skill that will allow me to understand financial decision making for ensuring both transparency and long term sustainability in non-profit and public organizations. Therefore, I will be part-time completing accounting courses to work towards my eligibility to take the CPA exam.

Law School: I also see that understanding law is an important skill in being able to advocate for justice and change in my community. My next steps are to study and take the LSAT. I am currently most interested in studying non-profit, public interest, and administrative law.





Connecting Carlisle and Campus

Chris Marcil, AnhTam Pham (Sheehy Scholar), Samuel Pimental
2026 Experiential Learning Symposium

Abstract

Through our work, we mitigate the divide between Dickinson and Carlisle. The goals and perspectives of students and the residents of Carlisle are often aligned, yet move on parallel paths. Our work helps connect those paths to create more powerful and progressive change.

Mission

Whether it's the feeling of safety on Carlisle streets, goals towards sustainability, or civic empowerment, we jump at the opportunity to elevate students' voices, connect students with residents of Carlisle, and unify the community.



Voting with Purpose

I engage with problems of voter apathy and the all too common response that student voters do not feel like they have enough information to vote. As can be seen in figure 1 where the voting rate in 2022 dropped to 41.1% ("Student Voting Rates", 4). In my role I joined hoping to figure out why in elections that feature many local candidates, like in midterm or off year elections, there is less participation.

In my role I develop and lead campaigns and events to increase voter engagement at Dickinson College. In coordination with Dickinson Votes, I serve the campus by enhancing nonpartisan efforts related to voter education, voter registration, and voter turnout. I am a primary point of contact for community, regional, state, and national voter engagement networks and initiatives.

It is through this role where Dickinson Votes and CCLA help to provide information on candidates, elections, and how to vote in order for students to feel empowered to vote in all elections.

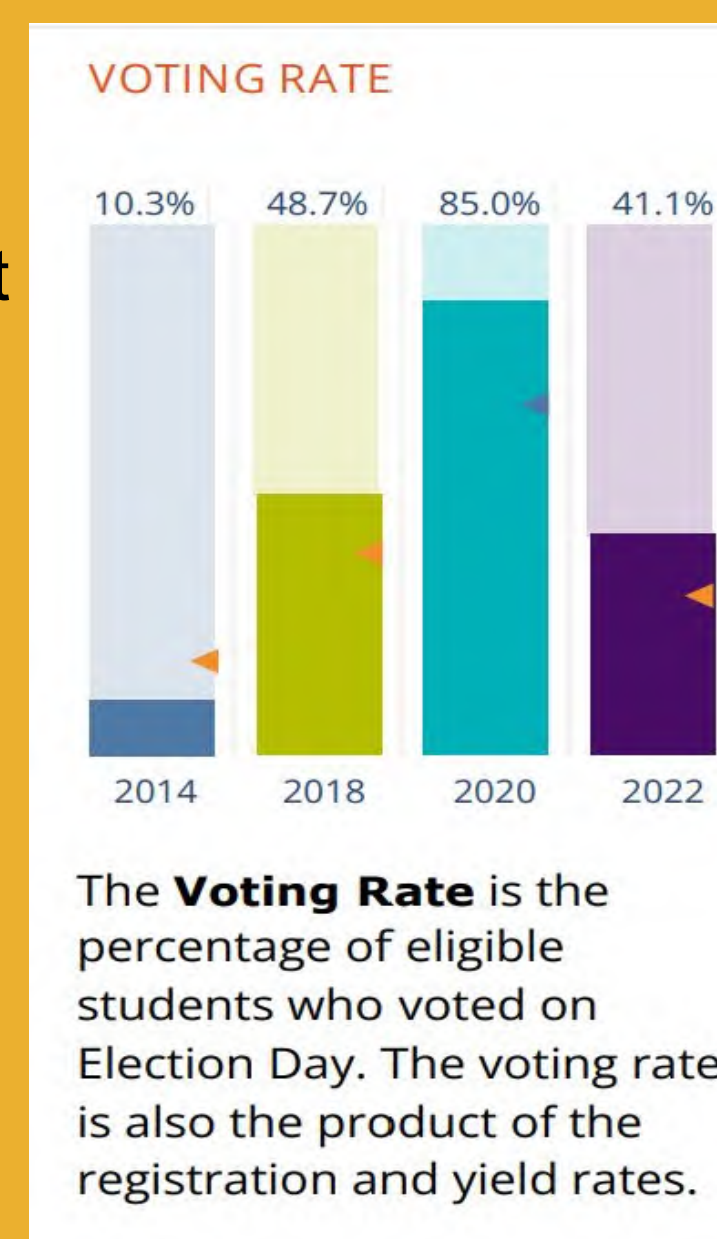


Figure 1.

Stepping into Carlisle

Dickinson's campus is a safe haven for many students, a short trip downtown to shop may be the most familiar roads off of campus. Through my work as Campus & Community Outreach Coordinator at CCLA, I have helped students go beyond transactional interactions and encourage them to diversify, build, and strengthen relations with Carlisle. In my role I lead educational walking tours, days of service, and cooperate with community partners to mitigate the barrier of entry to civic engagement. Our end goal is to cultivate a culture of empathy and meaningful impact that will be everlasting for the Dickinson community and all that it connects with.

Borough Hall to Campus

During my role as borough ambassador, I worked on helping bridge the divide between Carlisle Borough and Dickinson College administration. I did this by bringing up student problems during committee meetings and council meetings, and helped add a student perspective when discussing problems in the borough. Through my job as borough ambassador, I've been helping to create a dialogue between the student body and Carlisle Borough. I hope to bring both the local and campus communities together to talk about how to make each other feel more welcome in Carlisle.

Reflection

Through interactions on and off campus we found that there is a barrier between Dickinson College students and the town of Carlisle. Students feel isolated from the surrounding town and are disengaged with the history, communities, and issues that affect them and their neighbors.

Many students want to get involved but do not know where to start and feel discouraged by the seemingly daunting opportunities presented. Through our work at CCLA we've helped create opportunities for students to be involved and learn more about the local community. Creating opportunity for students to help serve the community has been proven to help give them a sense of belonging as this was found by Ahn and Davis when finding the "4 domains of students sense of belonging" (Deeb-Sossa). Through our efforts we help build students' sense of belonging by their expanding knowledge and awareness of their new home.

Sources:

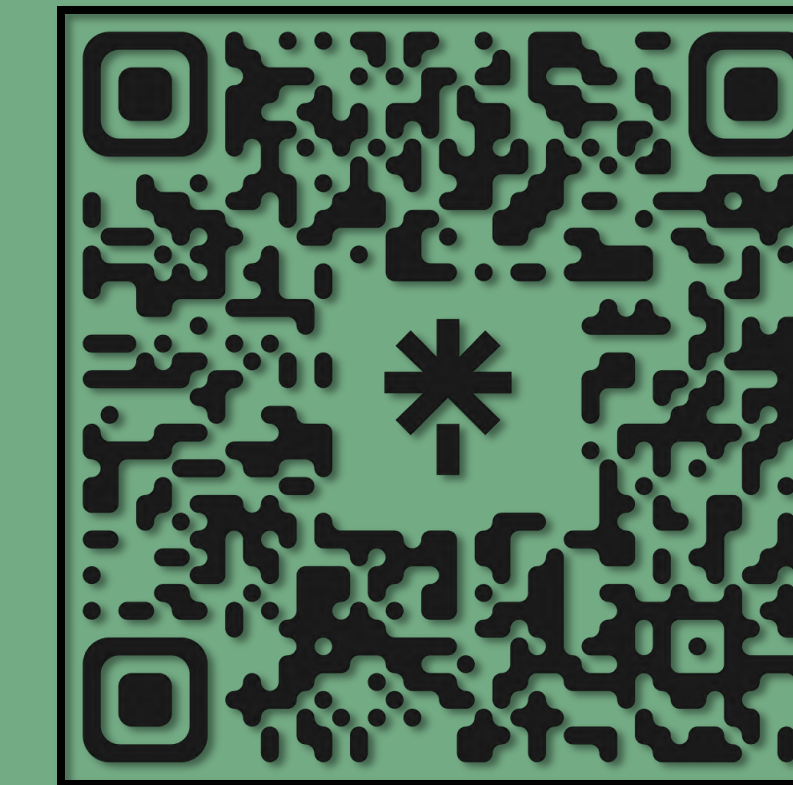
1. "Student Voting Rates for Dickinson College NSLVE Campus Report." Tufts University, June 2024.
2. Deeb-Sossa, N, et al. "Cultivating University Students' Critical Sense of Belonging Through Community-Responsive Scholar-Activism". <i>Collaborations: A Journal of Community-based Research and Practice</i>, vol. 7, no. 1, 2024, p. 2.

Abstract

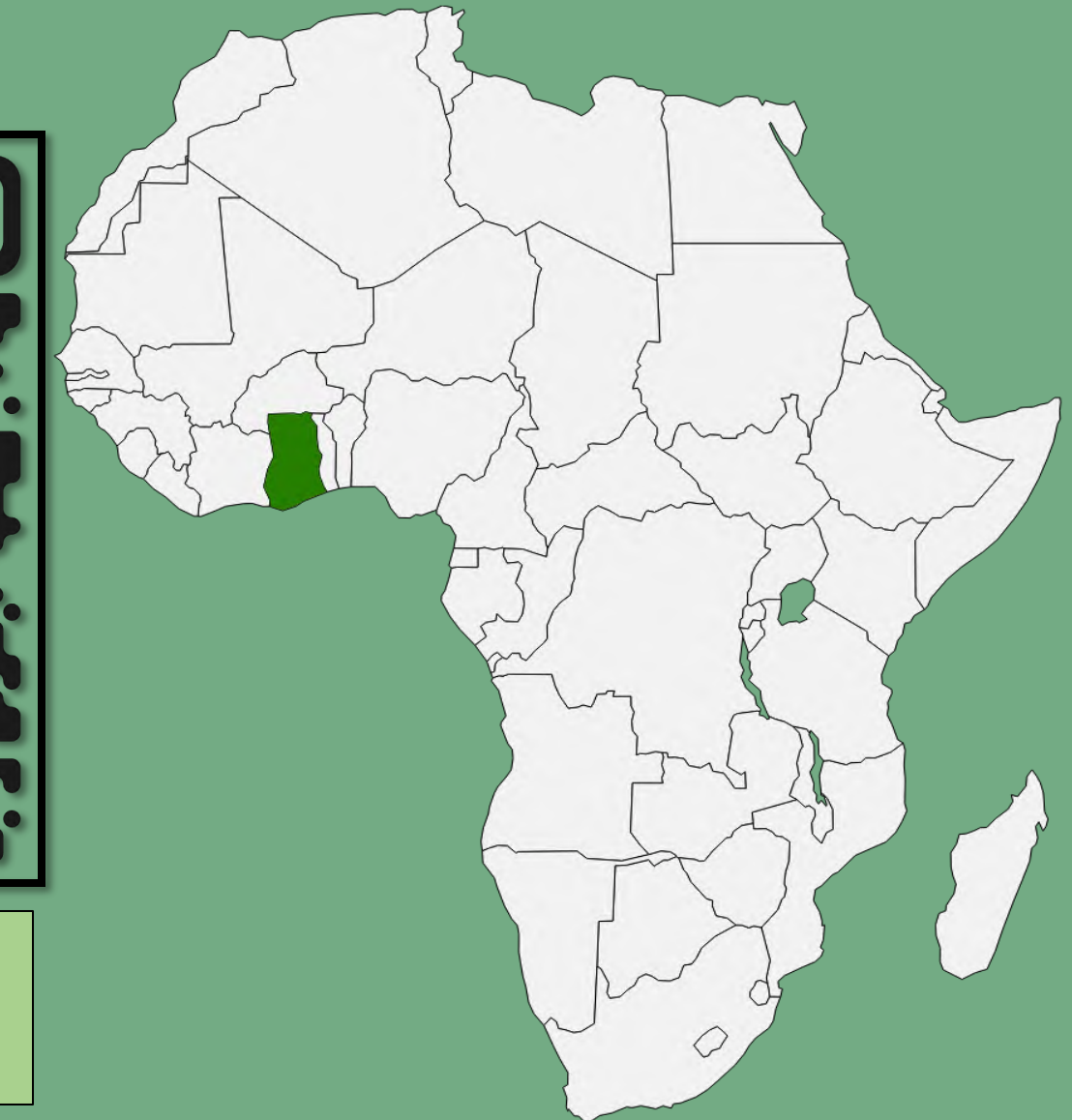
This poster discusses the impact of the 2024-2025 Teaching the Atlantic Slave Trade Ghana Mosaic which intersected the historical narratives regarding the trade of enslaved people with contemporary analyses of American education for Black students. In January 2025, participants in the program conducted fieldwork in Accra and Cape Coast Ghana to layer their understandings from classwork and design lesson plans using racially informed pedagogies.

What was the Ghana Mosaic?

An academic program focused on improving people's understandings of the global impact and historical narratives of the Atlantic Slave Trade. Nine students, two Dickinson professors and one Carlisle High School teachers investigated the historic atrocities and the ontological impacts on Ghanaians and Black Americans respectively from this trade. Students enrolled into AFST220 and EDST391 classes during the Fall 2024 semester, conducted fieldwork in Accra and Cape Coast, Ghana. The cohort visited key historical sites and conducted qualitative interviews with local educators, students, and scholars to assess and compare the memorialization of the Atlantic Slave Trade in Ghana to the U.S.



Check out our lesson plans,
resource guides & more!



AFST220 – The Atlantic Slave Trade and Africans in the Making of the Atlantic World, 1450-1850, *Jeremy Ball*

- Compared how the trafficking and enslaving of African peoples is taught and remembered across the Western world.
- Explored the motivations behind the trade and historical trauma faced by Africans through primary and secondary sources. Through this, students humanized enslaved Africans and their journeys from Africa to American colonies.
- Produced podcasts about how Africans asserted agency despite their enslavement.
- Discussed the relationships between African and colonial powers from Afro-centric and decolonized perspectives.

EDST391 - Teaching Blackness: Race and the Contemporary Classroom, *Jacquie Forbes*

- Delved into how Black resistance and education is presented in schooling through comprehensive lesson plans, engagement strategies, and equitable classroom environments.
- Investigated the relationship between Black resistance, education, and the complex issues that affect Black students in racialized contexts specifically within primary and secondary education.
- Designed lesson plans and educator resource guides using racially informed pedagogies and centering Black scholars and educators.
- Developed our personal teaching and pedagogical philosophy as informed by course readings and journal reflections.

Long-term Impact

- Developed a comprehensive lesson plan for the AP African American Studies course for Carlisle High School, integrating findings from the research trip to teach students about the historical and cultural significance of the Atlantic Slave Trade in Ghana and the United States.
- Designers of this poster currently utilize the knowledge of culturally informed pedagogy to support designing lesson plans and building inclusive classroom spaces as Museum Education Assistants at the Trout Gallery.

Experience: Cultural Transformations

- All students stayed with a host family for the duration of the trip, which provided bedding and meals, as well as a place to share cross-cultural stories.
- Learning basic words and phrases in Twi, the most spoken language in Ghana to assist in greetings, market interactions, and expressing gratitude.
- Met Kimberly and Priscilla Addison (Dickinson alum of '09), co-founders of '57 Chocolate, who aim to bolster the income created by the chocolate industry to Ghana, the second largest producer of cocoa.





DIS

Demystifying Prostitution and the Sex Trade

Mae Polis

2026 Experiential Learning Symposium

eliminating racism
empowering women
ywca
carlisle and cumberland county



Legal Models of Sex Work

1. Full Criminalization
 - Criminalizes everyone involved (workers, buyers, third parties). National US Model – most common around the world.
2. Partial Criminalization/Nordic or “Equality” Model
 - Buying and selling sex are illegal soliciting and brothel-keeping (along with third parties) are banned – pimps criminalized. (Denmark)
 - Prohibits the buying of sex (Nordic Model).
3. Prohibition
 - Prohibitionist laws discriminately target minorities who might be more likely to turn to sex work, enforcing oppression.
4. Legalization
 - Buying and selling sex are legalized but state controlled, meaning sex workers need permits/registration – Nevada and the Netherlands
5. Decriminalization
 - Removal of laws punitively targeting the sex industry, treating sex work as an industry – New Zealand.

Sex work is an encompassing industry of labor which is defined by the exchange of sexual services for compensation, monetary or otherwise. This can include prostitution (in-person transactional sex), camming, pornography, erotic dancing, and many other services. Human trafficking is the forced sexual labor of individuals, by a third party.

“Pennsylvania prostitution laws define prostitution as engaging in a sex act as a business venture. Prostitution and the solicitation of prostitution are illegal throughout the state.”

www.decriminalizesex.work

Youth and Prostitution

- “Sugar dating” or “grey-zone prostitution” is the most common form of sex work for young people (including minors) to participate in
- Can be a form of/lead to sexual exploitation
- Impacts boys and girls

Struggles Sex Workers Face

- People of color, queer and trans people, and immigrants in sex work are more directly targeted by law enforcement – they are also those who are more likely to be in sex work.
- For those stuck in bad situations, cycles of abuse are perpetuated by criminalization and legalization models
- Face societal discrimination and prejudice, which increases violence.



The red umbrella has been a global symbol for sex workers since 2001, representing advocacy for their rights and solidarity against violence

Decriminalization is the legal model that sex workers advocate for, because it is the model that protects the rights, safety, and dignity of sex workers the most.

Reden and Reden Ung (“The Nest”)

- Located in Copenhagen, Odense, Aarhus, Aalborg, and Esbjerg (with a youth and international subsets at each).
- Offer counselling, legal help (mostly in cases of assault), educational programs for schools, and a place to shower, get a hug, hang out, and find resources.
- Focus on women/minorities in sex work.

YWCA of Carlisle and Cumberland County

- Located in Cumberland and Adams County, serving preschool-seniors.
- Offer counselling, legal and medical advocacy, educational programs for schools and community, community resources, and empowerment programming.
- Focus on victims and survivors of sexual assault/human trafficking and their families.

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The Feminist Position on Prostitution

Type of Feminism	Source of Women's Oppression	Coercive Effects of Prostitution	Solution to the Social Presence of Prostitution	Role of the Woman as a Prostitute	Degrading Effects	Position on Decriminalization	Prostitution Should Be Eradicated
Radical	Sexual and generative practices. Men are socialized to have sexual desires while women are socialized to be submissive. Sources of oppression cultural, not biological, therefore changing attitudes is desirable.	Prostitution is equated to be on the level of rape. Prostitution is slavery. All women are affected by the coercive, exploitative, and oppressive inclination of men towards women. Coercion has cultural deviations rather than biological ones.	Eradicate male oppression. Change attitudes and promote social change towards greater equality between the sexes. If prostitution is to be illegal the client should be equally pursued by the law.	The prostitute is a victim of a system of male oppression. Prostitution is not a harmless private transaction. It affects all women.	Prostitution is degrading to the prostitute and to women in general. Prostitution is equated to be on the level of rape.	Against Decriminalization will not solve the problem. Changing men's attitudes and fostering social equality are more important.	Yes Eradicate inequality between the sexes by discouraging any actions that degrade all women.
Socialist	Social and psychological sources including sexual and generative practices. Changing social and economic structures desirable to eradicate oppression.	Women are coerced into degrading roles by the construction of social class systems. Without the presence of capitalism, women would choose other roles.	Seeks non-legal remedies such as changing the social structure of social class systems. Without the presence of capitalism, women would choose other roles.	The prostitute is a victim of the system.	Prostitution is a corruption of the capitalist system.	Against It is more important to attack the underlying cause of prostitution by eliminating capitalism. Marxists do not seek a legal remedy to prostitution.	Yes Eradicate exploitative economic systems such as capitalism. Focus on human needs in a more caring way.
Marxist	Class distinctions, corruption of wage labor, and capitalism.	The coercion is economic in its source. Wage labor is the subordination of the dignity of human beings, exacerbated by the definition of social and occupational classes.	Seeks non-legal remedies. When exploitative economic systems such as capitalism disappear, so will prostitution.	The prostitute is a victim of the economic system.	Prostitution is degrading of the dignity of humans caught in involuntary servitude to systems that systematically exploit people.	Against It is more important to attack the underlying cause of prostitution by eliminating capitalism. Marxists do not seek a legal remedy to prostitution.	Yes Eradicate systems like capitalism and prostitution will disappear.
Existentialist	Inequality of social freedoms. The need for education and reason to prevail as a solution. Improve society by promoting equal treatment between the sexes.	Prostitution derives from its source. Wage labor is the subordination of the dignity of human beings. Where there is little freedom or free choices, prostitution is a good option. Biological differences important.	Encourages actions that liberate women as free human beings. Greater level of equality between the sexes is desirable.	The competent woman has a choice to be an entrepreneur and find methods to support herself.	Women of all descriptions and occupations possess extraordinary powers to overcome adversity. Prostitution is not degrading, rather it is empowering to women.	For	No
Liberal	Inequality of social freedoms. The need for education and reason to prevail as a solution. Improve society by promoting equal treatment between the sexes.	Prostitution derives from a natural biological source. The prostitute acts of free choice. That choice can be improved through education and in seeking greater equality between the sexes.	Conditions for prostitutes can be improved through education and in seeking greater equality between the sexes.	The prostitute is an entrepreneur with the right to control her own services. Prostitution has problems associated with it and should not be encouraged.	Prostitution is a business. In all businesses there are degrading aspects that must be overcome.	For	No Prostitution is a civil right.
Liberal	Inequality of social freedoms. The need for education and reason to prevail as a solution. Improve society by promoting equal treatment between the sexes.	In theory the liberal might object to the under effect of cultural persuasion on an educated woman interfering in her search for autonomy, thus being a coercive influence in her decision making.	These liberals question the possibility that a prostitute can make an informed choice, given certain levels of educational and cultural awareness.	The prostitute is an entrepreneur with the right to control her own services. Prostitution has problems associated with it and should not be encouraged.	Education, reason and equality between the sexes could improve the conditions of prostitution. Liberals also have a probably better choice a woman could make.	Qualified	No Prostitution is a civil right but should not be encouraged.

Primary source material, D. Kelly Weisberg, *Applications of Feminist Legal Theory to Women's Lives*; secondary sources, Imelda Whelehan, *Modern Feminist Thought*; and Alison M. Jaggar in *The Philosophy of Sex*; Rosemarie Tong in *Feminist Thought*

Center for Sustainability Education Experiential Learning & Sustainability

The Center for Sustainability Education (CSE) provides internships and volunteer opportunities that engage students with our sustainability initiatives on campus and in the community. These experiential learning opportunities provide students with hands-on, real-world discovery and application of what sustainability means to people, projects and solutions. Living laboratories provide valuable skill-building and professional development opportunities including critical thinking, collaboration, organization and problem-solving.



Eco-Reps Coordinator:

Manages a volunteer community of sustainability peer educators serving residential spaces, teams, clubs, and departments. Connects Dickinsonians to CSE projects and programs. Mentors and provides professional development opportunities for the student leaders. Directs projects that support climate action, sustainable living and community building on campus and in Carlisle.

Living Lab Managers: The Hive, The Handlebar, and The Free xChange

Responsible for maintaining the projects and physical spaces that support these programs such as the beehives, pollinator gardens, campus donations, bike shares, bike repair cooperative etc. Recruits, manages and educates volunteers to ensure the growth and success of these projects. Partners with local community groups and to coordinate educational events and collaborations.

Partnerships and Projects Coordinator:

Develops new and existing collaborative relationships with student groups, campus centers, faculty and staff, and local organizations. Plan both all-college and focused events aimed at effectively communicating sustainability practices, opportunities and solutions.

Sustainability Data Analyst:

Analyzes data to address sustainability issues and create recommendations and solutions. Meet with faculty, staff and other stakeholders to develop long-term plans for carbon reduction goals.



LEARNING OUTCOMES

- Think critically about sustainability.
- Develop & implement solutions.
- Work effectively as a member of a team.
- Communicate effectively to motivate action.

SKILLS

- Cultural/global competencies for DEI.
- Leadership and volunteer management.
- Project management and organization.
- Professionalism and networking.
- Written/oral communication and listening for diverse audiences and stakeholders.
- Technology and online work environments.

"Working at CSE has been invaluable to my time at Dickinson and truly enriches all the concepts I learn in my classes."

IMPACTS

- Interns experience the outcomes of building resilient equitable communities.
- Participants work to prioritize justice, inclusivity, and empathetic learning & action.
- Effective leaders and change-makers are created in a liberal arts environment.
- Networking with stakeholders guides students to be better equipped for a career.
- Experiences help students become more confident and motivated in their work.

"CSE provided experiences to help me start my career on a path that is meaningful to me and my community."



Norman M. Eberly
MULTILINGUAL
WRITING CENTER

How Tutoring at the MWC Changed Our Perspectives

Claire Raesly & Fiona Orrok

2026 Experiential Learning Symposium

Student Leadership



Abstract

Dickinson College's Norman M. Eberly Multilingual Writing Center (MWC) is a student-centered space that supports writers across disciplines, abilities, and languages. Through peer tutoring and our roles as Writing Associates, we developed interpersonal skills while building strategies that reshaped our approaches to learning, collaboration, and writing. These experiences have influenced our academic paths at Dickinson College and continue to shape our work beyond the classroom.

Introduction

Multilingual Writing Center (MWC): Working at the MWC is an experiential learning opportunity where students apply classroom knowledge in real-time consultations, adapt strategies for diverse writers, and learn through ongoing mentorship and feedback.

About the Authors: We are juniors at Dickinson College and current MWC tutors who have also served as Writing Associates. Claire is a Data Analytics and Environmental Science double major, and Fiona is a Studio Art and Education double major. We are passionate about writing and nature – and have been roommates since first year.



Responsibilities

Tutor: Through a rigorous training program, tutors lead one-on-one peer consultations with students from all majors and backgrounds. These sessions are student-led and collaborative; rather than telling writers what to do, we work with them to identify goals and build strategies. We support all stages of the writing process, from brainstorming and planning to revision, editing, grammar, and citation support.

Writing Associate: As Writing Associates, we collaborate with professors to plan lessons and integrate writing support into course curricula. Our responsibilities include designing and delivering presentations, facilitating in-class writing activities, and supporting students through drafting and revision processes.

Impacts

Interacting with writers from diverse backgrounds broadened our understanding of writing as a social and cultural practice. Mentorship from experienced tutors helped us develop inclusive and adaptable strategies, while completing the Science Communication Badge deepened our appreciation for discipline-specific writing. These experiences strengthened our ability to support a wide range of writers and foster a more collaborative, inclusive, and engaged campus writing community.



Beyond the MWC

Tutoring strengthened our communication skills, including public speaking – Claire was a finalist in a speaking contest, and Fiona presented her research at an art museum internship. These hands-on experiences develop transferable skills in communication, pedagogy, and leadership while shaping our identities as writers, learners, and educators.

ENCOURAGING VOICES: HOW PCIT-SM SUPPORTS CHILDREN WITH SELECTIVE MUTISM

ADVANCED THERAPEUTIC SOLUTIONS FOR ANXIETY

Dr. Carmen Lynas

ATSA Founder, Anxiety Specialist, PCIT-SM
Certified Trainer and Therapist

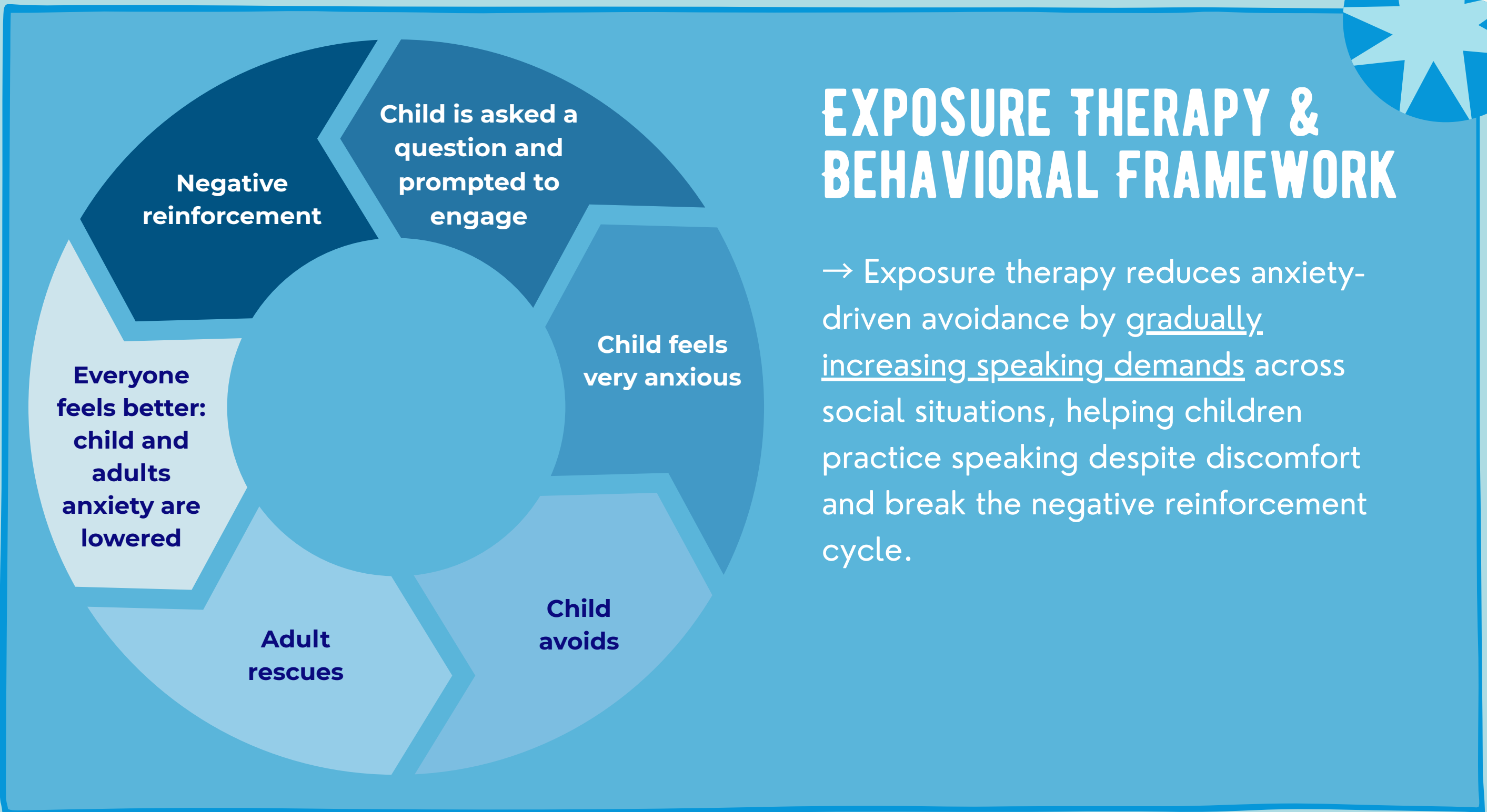


Celine Phan '27

Psychology & Quantitative
Economics Major

WHAT IS SELECTIVE MUTISM?

Selective Mutism (SM) is an anxiety-related childhood disorder in which a child is unable to speak in certain social settings (e.g., school or public situations) despite speaking comfortably in familiar environments such as home. It typically emerges in early childhood and can impact academic, social, and emotional development if not addressed. Importantly, SM is not a choice or defiance, but a fear-based difficulty with verbal communication.



EXPOSURE THERAPY & BEHAVIORAL FRAMEWORK

→ Exposure therapy reduces anxiety-driven avoidance by gradually increasing speaking demands across social situations, helping children practice speaking despite discomfort and break the negative reinforcement cycle.

HOW DOES IT HELP?

- Children in the eight-week weekly group program showed a significant reduction in selective mutism symptoms across settings such as school and social environments.
 - There was a significant increase in verbal speaking behaviors over the course of treatment, with a corresponding decrease in nonverbal communication behaviors.
 - Anxiety-related impairment decreased from pre- to post-treatment.
- A brief weekly PCIT-SM-based intervention can be effective, even when symptoms are impairing (Aldrich et al., 2023).

PCIT-SM APPROACH

CDI
Child-Directed Interaction

Praise
Reflect
Imitate
Describe
Enjoy

VDI
Verbal-Directed Interaction

- Forced-choice questions
- Wait
- Reflect/Describe
- Reprompt

ADVENTURE CAMP



RESOURCES

Aldrich, J. T., Blossom, J. B., Moss, A., Ray, B., Couckuyt, M., Ward, T., ... Read, K. L. (2023). Effectiveness of an eight-week multidisciplinary selective mutism treatment group. *Evidence-Based Practice in Child and Adolescent Mental Health*, 8(1), 105–119.



Modeling Enzyme Catalysis in Micelles Using Computational Tools

Hands-On Research with the SIMCODES Catalysis Project

Alisa Steele

2026 Experiential Learning Symposium

Research Learning Internship



Research Process

Gather substrate molecules for database

Translate substrates into SMILES notation

Use PyMOL to display binding poses of ligand to enzyme

Use AutoDock Vina in terminal to determine best binding pose

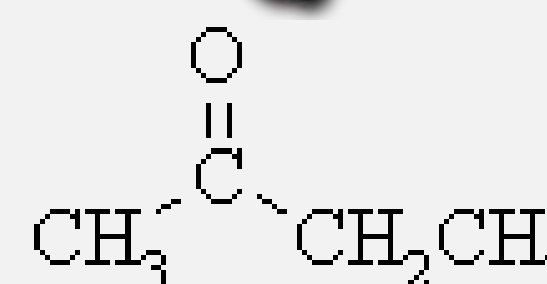
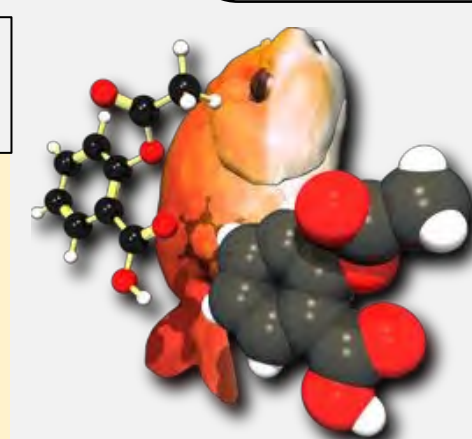
Abstract

Through a summer research experience with SIMCODES, learned about computational chemistry via a project using machine learning to model protease substrate catalysis in micelle environments. My role was to use chemistry background to generate a database of binding affinities. The final program will assist in computational drug development. I learned Python, attended weekly professional development seminars, and presented my work at a symposium. This hands-on research strengthened my skills and advanced my career path.

What is SIMCODES?

Sustainability Institute for Machine learning and Collaborative Open-source Development of Enzymatic Simulations (SIMCODES) is an REU (research experience for undergrads) that aims to provide enrichment in the multidisciplinary fields of computer science, computational chemistry, and biochemistry in the context of determining enzymatic catalytic behavior.

Open Babel

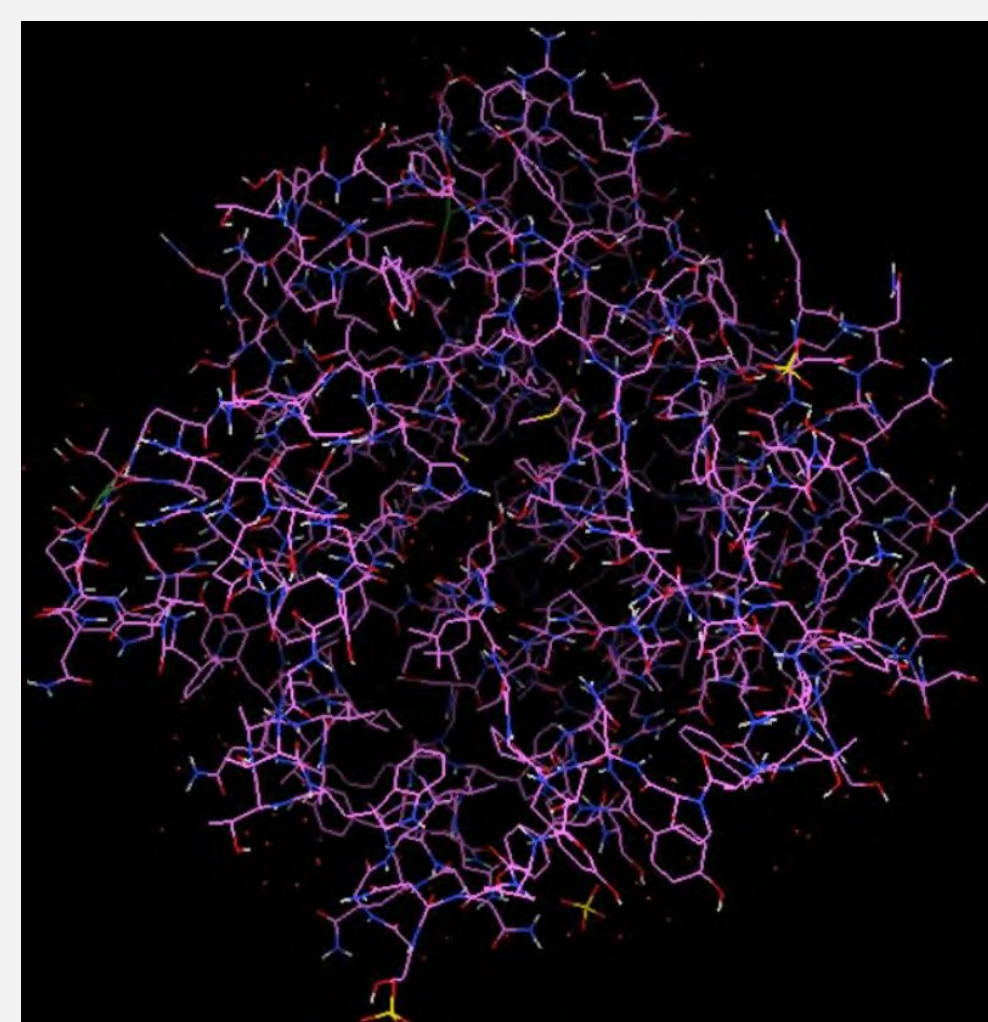


Compare molecular properties to identify trends

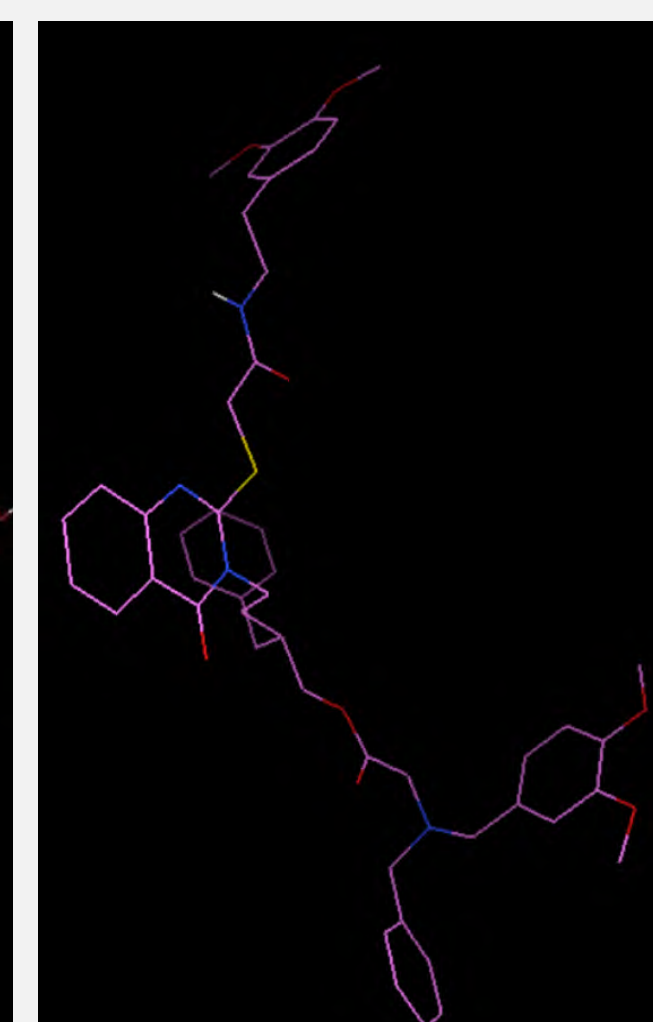
matplotlib

Purpose of Research

- Design faster, less damaging biocatalysts for industry
- Streamline drug discovery process through computation
- Provide simulations for schools and programs wishing to simulate experiments, since some reagents can be very expensive



Enzyme



Ligand

Project Results

- Thousands of ligands docked to serine proteases
- Substrate molecular properties tested for hundreds of trends
- All substrates translated to SMILES
- Generated rich dataset of binding pose affinities

What is next?

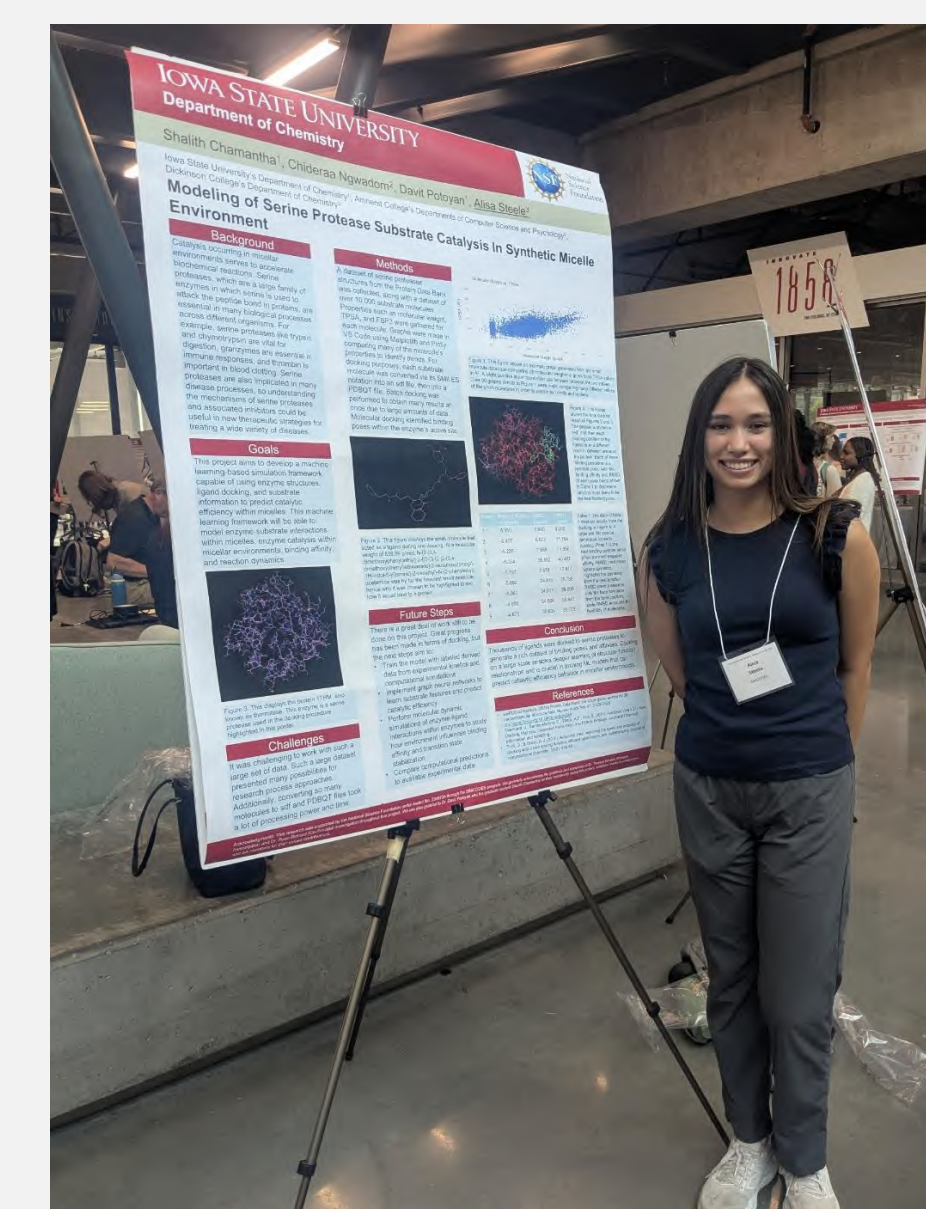
For project - Use generated dataset of affinities to train a machine-learning model to predict catalytic efficiency in micellar environments

For me - Apply computational and technical skills gained through SIMCODES to clinical research prior to attending medical school

Pose	Binding Affinity (kcal/mol)	RMSD (lower)	RMSD (upper)
1	-5.450	0.000	0.000
2	-5.432	6.802	11.768
3	-5.226	7.688	11.956
4	-5.204	35.602	40.457
5	-5.193	2.878	12.817
6	-5.092	24.816	29.788
7	-5.060	24.907	29.805
8	-4.900	34.606	39.440
9	-4.875	30.609	35.772

Personal Growth

- Gained understanding and appreciation of computational chemistry
- Learned basic Python
- Poster and presentation skills through Iowa State's Research Symposium and seminars
- Valuable professional connections through mentors and coworkers
- Became comfortable communicating results to research team
- Confidence in ability to learn new skills and advance in a new environment
- New understanding of the rapidly developing landscape of AI



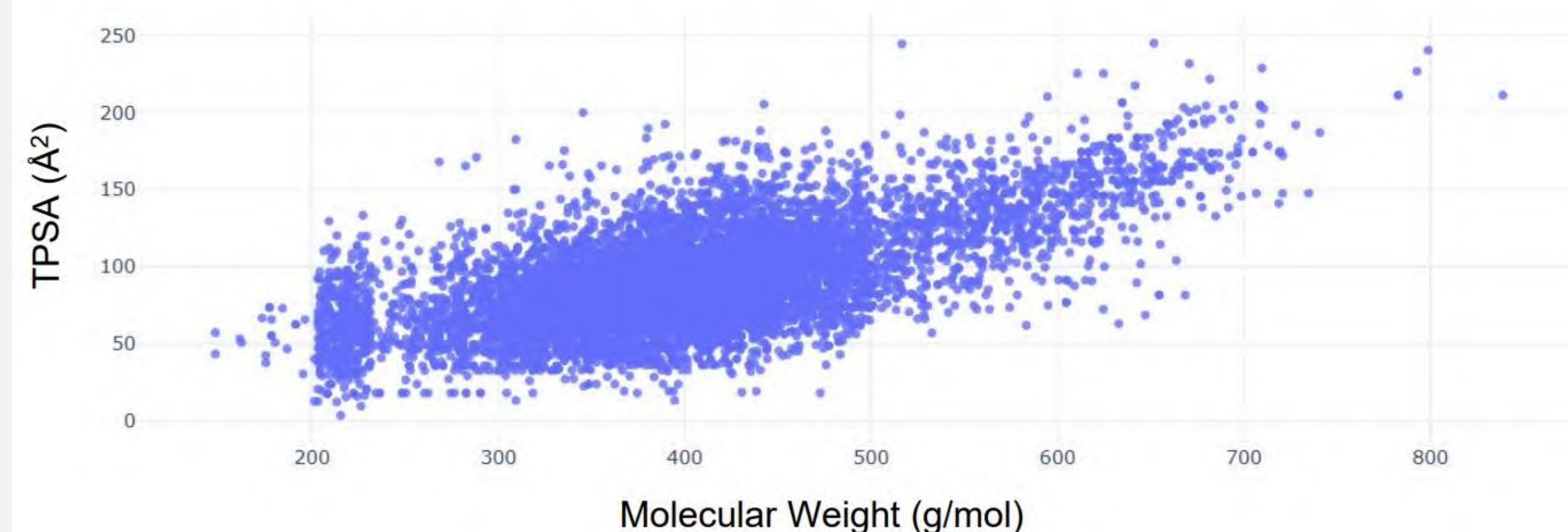
Acknowledgments

This research was supported by the National Science Foundation under Award No. 2348724 through the SIMCODES program. Thank you to Dr. Theresa Windus (principal investigator), Dr. Ryan Richard (co-principal investigator), and Dr. Davit Potoyan (mentor) for their guidance and leadership. Thank you to the SIMCODES cohort for an amazing summer of friendship and learning. Thank you to Dickinson College for the opportunity to present on this learning experience.

Sources:

- All logos taken from respective websites
- Graphs, tables, and images taken from this project's original poster presented at Iowa State's Symposium

Molecular Weight vs. TPSA



Valuing Lived Experiences and Emotions of Our People Within Academic Research

Researchers

Destiny McFalls and Indra Sokhomsan



RESEARCH QUESTION

How do recurring emotional responses (such as anxiety, anger, resilience, or hope) help establish the reliability of emotional data when examining the experiences of Black women educators?

Affiliations

BLESS Collective Research and Dickinson College

Introduction

Researchers tend to think that experiential and emotional data is too biased or will skew data findings. We want to focus on why academic research has strayed away from experiential and emotional data as a form of reliable data. We think it’s crucial to support and use experiential and emotional data as a reliable source of data because, especially in Black and Brown research and studies, their emotions do not account for information and data.

Methodology

We collected data and were able to support our findings by adopting the methodology of the BLESS (Black Liberation in Education, Schools, and Society) Collective Research works. The BLESS Collective gathers real-life, in-person, 1:1 data from Community Dinners they host with community members. Data would be collected during a meal and round table conversation about various topics affecting the members. BLESS Collective believes in a “natural conversation” and simply just talking in a space where you will be heard and listened to. During those Community Dinners there were recordings of audio that BLESS researchers can go back and listen to and analyze the data.

Theoretical Framework

Bonilla-Silva (2019) theorizes racialized emotions, where certain emotions are valued or devalued based on racial hierarchies. The framework demonstrates that emotions are deeply tied to racial structures and are used to reinforce or resist racial hierarchies. This framework challenges traditional views of emotions as purely personal or apolitical. Instead, it highlights the importance of understanding emotions as crucial data in the study of race, power, and inequality, particularly in contexts like education, where Black women educators' experiences are shaped by these dynamics.

Analysis/ Findings

Using thematic analysis, we examined the emotional responses expressed during these conversations, coding for key emotional terms such as anxiety, anger, resilience, and hope. We then analyzed the contexts in which these emotions arose, paying close attention to the racialized experiences that triggered these responses. From this analysis, several recurring emotional patterns emerged, with specific emotions consistently linked to particular types of racialized encounters. **Anxiety** and **anger** were often expressed in response to microaggressions or systemic inequities within educational institutions. Black women educators often described the emotional labor required to navigate these spaces—constantly managing their emotions to appear "professional" while contending with the emotional toll of being marginalized or silenced. Emotions such as **resilience** and **hope** frequently surfaced when discussing strategies for navigating and resisting these challenges such as finding strength in community with their students during Covid struggles. These recurring emotional responses suggest that emotional data can provide valuable insights into the reliability of lived experiences, particularly when documenting the racialized realities of Black women educators.

Literature Review

Racialized Emotions and Black Radical Creativity

In *How to Go Mad Without Losing Your Mind: Madness and Black Radical Creativity*, La Marr Jurelle Bruce (2021) engages with how madness, as a form of creative expression and resistance, allows Black individuals to navigate oppressive social conditions. Tichavakunda (2022) centers Black joy as an important, yet often overlooked, emotion in the experience of Black individuals. In the context of Black women educators, the emphasis on Black joy and other affirmative emotions challenges the singular focus on negative emotions like anger or frustration.

Signaling racialized emotions

The case study by Oliveira (2022) examines racialized emotions among Black female language teachers in Brazil. The study shows how recurring emotional experiences, such as anxiety and frustration, are integral to understanding how Black educators navigate professional spaces. Halberstadt et al. (2022) discuss racialized emotion recognition, particularly the bias in recognizing anger in facial expressions. The racialized misrecognition of emotions underlines the need to reexamine how emotional data is perceived and interpreted.

Cultural Politics of Racialized Emotions in Education

Vue et al. (2024) examine the role of emotions in the political discourse around Critical Race Theory bans in education. The study argues that emotions like fear, anger, and anxiety are central to the cultural politics of race in education. Wingfield (2010) discusses how emotions are racialized in professional settings, with certain emotions perceived as more acceptable for White individuals than for people of color.

Reliability of Racialized Emotions

Bennett (2004) emphasizes the importance of recognizing emotions in research and the hesitancy within academia to include emotional data. Reichelmann (2023) explores how emotions like guilt, shame, and threat are experienced by White Americans when reflecting on slavery. While the focus here is on White emotions, the racialized nature of emotional responses offers insight into how emotions are socially constructed across different racial groups.

body text

ABSTRACT

The Center for Teaching, Learning & Scholarship (CTLs) fosters faculty/staff development, teaching about various pedagogies, encouraging continued scholarship, and advocating for innovative education. This poster features a Sheehy scholar and CTLs student worker who shares how mentorship and working with faculty/staff development has improved her communication, technology, and professionalism.

SHEEHY SCHOLARS

- gift from Mimi and Vance Sheehy ('80) that includes a full-tuition scholarship and mentorship opportunities
- provides a peer-group of supportive students who received this scholarship
- my mentor is Michele Kozimor and I am the Sheehy Scholar for the CTLs

WHAT I DO

- work with faculty to foster a more inclusive environment for students
- aid discussions and workshops geared towards fostering inclusion
- communicate with faculty and centers about development opportunities
- research pedagogies and development tips/resources
- attend and help facilitate faculty events
- use technology platforms to create posters, social media posts, etc.

WHAT I LEARNED

- Be more cognizant of the needs and struggles of those around me, as well as the best strategies for ensuring inclusivity.
- It is important to maintain a healthy work-life balance.
- Anticipate the potential needs of others instead of having to accommodate later on.
- Collaboration is key to success and growth; no one can do everything alone.
- Mentorship is critical in learning about your strengths and figuring out what can be improved.
- There are many different pedagogies, such as collaborative, inquiry-based, and active that educators can draw from when designing and teaching their courses.
- Nobody knows everything; it's okay to ask questions and it's good to continue to learn.



REFLECTION ON EXPERIENCE

- I have fostered connections with members of the Dickinson faculty and staff.
- I have learned how to better professionally communicate and work with authority figures, which will aid me in whichever career I pursue.
- I have gained an increased appreciation and understanding for the individuals who facilitate student success and would love to help young individuals in a similar way.
- I have discovered innovative ways to utilize technology (editing a website, creating posters/posts), which will support me in this increasingly technology-focused world.
- In learning what goes into being a great educator, I have become a better student.

THANK YOU: Samantha Ha-DiMuzio & the CCLA, Michele Kozimor, Mellissa Sturm-Smith



Leadership Recognition



Addison Jackson | Sheehy Scholar | 2026 Experimental Learning Symposium | Student Employment and leadership

Abstract

Being a Sheehy Scholar allows me to work in the campus life office in an official capacity. Working with Ryan Patton and Mob has allowed me to gain professional skills. Through this partnership I have learned the importance of leadership recognition and the ways that Dickinson not only recognizes but cultivates leadership.

Campus Life

I work in the campus life office and with mob. When in the office I do a variety of work the help campus run effects. I have pulled reports of events, recruited for leadershape, and more. For mob I have helped run and organize events.

Development

My learning of professional skills such as has helped me apply for internships and have better communication and relationships with professors and faculty. I feel more confident in professional spaces and more knowledgeable about out to be successful in these fields.

Learned

Through my partnership with campus life, I have developed different professional skills. Soft skills such as organization, professionalism, communication, and time management. With Mob I have learned leadership and understanding the importance of events and their effect on the community.

Recognizing leadership

The leadership recognition ceremony is held at the end of each spring semester. Here students, student clubs, organizations, staff and faculty members are celebrated for their achievements. Additionally, Dickinson offers scholarships that award leadership such as the Reynolds leadership scholarship.

Leadership at Dickinson

Programs like Leadershape and emerging leaders retreat are examples of how Dickinson cultivates leadership. Additionally, leadership development and programming take place throughout the year.

Leadership Recognition is important

Recognizing leadership is important in many different ways. It not only increases chances of continued leadership but also builds greater community and sense of purpose.