



International Association for Research on Service-Learning and Community Engagement

13th Annual Conference | November 6-8, 2013 | Omaha, NE

Cover:

The University of Nebraska at Omaha (UNO) Community Engagement Center (CEC), opening spring of 2014, will serve as both the front door to the campus and as the university's signature outreach venue. The CEC will support expansion of university-community partnerships, help meet growing demands for community meeting and planning space and extend the campus' logistical resources to its community partners. UNO is among a vanguard of universities throughout the nation committed to a dynamic civic engagement agenda, and, accordingly, the CEC will play a vital role in UNO achieving its significant community outreach goals. UNO will be one of the few civically-engaged universities to have a dedicated facility for this endeavor.

International Association for Research on Service-Learning and Community Engagement

13th Annual Conference | November 6-8, 2013 | Omaha, NE



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Service-learning and Community Engagement



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INTERNATIONAL ASSOCIATION FOR RESEARCH ON SERVICE-LEARNING AND COMMUNITY ENGAGEMENT

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WELCOME TO OMAHA!

The Conference Planning Committee welcomes you to the 2013 IARSLCE Conference themed, “**Reinvigorating our Process of Discovery.**” We have been doing just that for the past year by partnering with colleagues across the globe to create a space to showcase innovative research in service-learning and community engagement. We would like you to join in this week to reinvigorate your passion and discover new ideas and connections.

REINVIGORATE

Parker Palmer’s Keynote Address. Noted author, activist, and speaker Parker Palmer will join us on Thursday for the keynote address, “Higher Education and the Future of Democracy”. His presentation will reinvigorate your commitment to research that supports personal and community growth.

Engage in IARSLCE. In addition to taking in some of the pre-conference sessions, presentations and posters being offered over the next few days, help to guide this association in meeting the needs of the service-learning and community engagement field as well as your professional pursuits by attending:

- Association Membership meeting held during breakfast from 7:30-8:45 on Friday, November 8th. Please plan to attend this annual meeting for updates on Association news, committee reports and information on next year’s conference in New Orleans.
- Awards luncheon held on Friday, November 8th from 12:45–2 p.m. Be sure to join us to wrap up this year’s conference and honor the recipients of the 2013 IARSLCE Awards for Distinguished Research, Early Career Achievements, and Dissertations.

PROCESS

Reviewers from the Association-at-large. Presentation proposal reviewers included IARSLCE members from all over the world this year. They volunteered their time and expertise to read, score, comment on, and make recommendations about 198 submissions. With a 90% acceptance rate, they completed the groundwork for this year's offerings of 135 presentations and 35 posters in 10 themed tracks.

Going Green. This is the first year we have an app for your mobile devices, in lieu of a printed program. We hope this will help you navigate your way through the program, create your own path through the next few days, and share your reflections on social media. The Guidebook App is a new way we are reinvigorating our processes to be more efficient and save resources.

DISCOVERY

Affinity groups in the morning. Based on previous conference assessments, we heard you are interested in connecting with colleagues in your disciplines. At breakfast on Thursday, November 7th (7:30–8:45 a.m.), join a table in your interest area to network and discover shared experiences and new ideas in your specific disciplines.

Dinner groups. If you are interested in enjoying an evening out at one of the many fine restaurants near the hotel in the Old Market district, graduate students and staff from UNO will be escorting groups to some of their favorite restaurants. We hope this makes the process of dining out easier for our many out-of-town guests. If you would like to join one of these dinner groups, please sign up at the registration desk, so we can make appropriate reservations with the restaurants.

A walk/run to Iowa. If you have enjoyed an evening out and want to burn off some of those calories, several conference planning committee members are hosting a walk/run to Iowa over the Bob Kerry Pedestrian Bridge spanning the Missouri River. The group will meet in the hotel lobby at 7 a.m. on Thursday, November 7th, for the invigorating trek to Iowa. (The bridge is just a few short blocks east of the hotel.)

Finding answers. At conferences, there are always discoveries waiting to be made. If there's a discovery you need help with, we're here to help. Look for committee members designated with a "conference committee" ribbon on their name badge and ask away.



Conference Planning Committee

Bottom left to right:

*Katie D'Agosto, Graduate Student,
Grace Abbott School of Social Work, University of Nebraska at Omaha*

*Lucy Garza Westbrook, Community Liaison,
Service Learning Academy, University of Nebraska at Omaha*

*Brandy Klipfel, Administrative Technician,
Service Learning Academy, University of Nebraska at Omaha*

*Pamela Ashley, Program Assessment, and Evaluation Associate,
Service Learning Academy, University of Nebraska at Omaha*

*Patricia Carlson, Lecturer,
Grace Abbott School of Social Work, University of Nebraska at Omaha*

*Laura Krueger, Service Learning Associate,
Service Learning Academy, University of Nebraska at Omaha*

*Paul Sather, Director,
Service Learning Academy, University of Nebraska at Omaha*

*Joyce Neujahr, Associate Professor,
Criss Library, University of Nebraska at Omaha*

*Mitzi Ritzman, Associate Professor,
College of Education, University of Nebraska at Omaha*

*Jonathan Santo, Assistant Professor,
Psychology, University of Nebraska at Omaha*

*Julie Dierberger, P-16 Coordinator,
Service Learning Academy, University of Nebraska at Omaha*

Not pictured:

*Angela Eikenberry, Associate Professor,
Public Administration, University of Nebraska at Omaha*

DEAR COLLEAGUES,

Welcome to Omaha and the 2013 IARSLCE Conference! Thank you for attending. Throughout its history, the IARSLCE Conference has proved a fertile space for researchers and practitioners to share emerging findings, questions, and challenges in the scholarship of engagement. Work presented at the conference has been unique in illuminating processes and products that emerge at the intersections that service-learning and community engagement create and what happens when the worlds of K-12 and higher education; classroom and community; and emerging and experienced citizens meet. After more than 10 years of scholarship from the Conference and the *Advances in Service-Learning Research* volumes, a conceptual and empirical foundation has developed on the effects of service-learning and community engagement on students, faculty institutions and communities; factors favorable to the adoption and sustainability of these approaches; and rigorous methodology. I would like to think this scholarship has been an important stimulus in prompting colleges and universities to assume their obligations as democratic citizens and agents of renewal in their communities.

Advances in the fields of service-learning and community engagement, in technology, and in the legitimacy of the scholarship of engagement make the theme of this 13th conference "Reinvigorating Our Process of Discovery" perfectly appropriate. The theme invites us to review past accomplishments in the study of service-learning and community engagement and to consider how to renew

the building blocks for future research and quality program implementation. Some steps toward revitalization of our work have already been taken, including the publication of the *International Journal of Research on Service-Learning and Community Engagement* and an initial conversation among practitioners on useful models for translating research on service-learning and community engagement into useful supports for faculty. I know that the presentations at the conference, the keynote presentation by Parker Palmer, and opportunities for networking and discussion will deepen your understanding of the theme and how to make it your own in thinking about new adaptations of theories, foci for investigation, contexts for collaboration, and modes of dissemination for your scholarship.

IARSLCE is extremely grateful to the University of Nebraska at Omaha and its Service Learning Academy for hosting this year's conference. We particularly want to recognize the outstanding commitment and leadership of Paul Sather, Director of the Academy; Julie Dierberger, P-16 Coordinator; Pam Ashley, Research Specialist; and other Academy staff in organizing a terrific conference. We are also very appreciative of the fiscal contributions of our sponsors, including the sponsors of the keynote presentation by Parker Palmer. I want to thank the Conference Oversight Committee for the extensive time and effort they have put into planning this conference in collaboration with UNO.



BOARD OF DIRECTORS

Writing this welcome letter gives me a chance to thank those I've worked with as Chair. I am deeply grateful to Tara Luparello, IARSLCE's administrative director, for her indispensable role in organizing IARSLCE meetings and activities, facilitating the progress of committees, and assisting in conference planning. I am indebted to Tara and Vincent Illustre, our treasurer, for their oversight of IARSLCE finances and for their role in securing the continuation of Tulane University as IARSLCE's administrative home. I owe so much to Lina Dostilio for her collegiality, thoughtfulness, and dynamic, creative leadership as vice chair of the board and our next chair. And I am grateful to all members of the Board of Directors for their committed service this year. This Board has been extremely hard working, addressing tasks for advancing the work and mission of IARSLCE with dedication, thought, flexibility, and attention to detail. We owe them a great deal.

Board members are identified on their name tags—please introduce yourself, offer suggestions for our future work together through IARSLCE, volunteer for committees, and give us your feedback on the conference. After the conference, feel free to contact the Board at info@researchslce.org.

Thank you again for participating in this exciting conference!

Susan Root
Chair, IARSLCE Board of Directors

IARSLCE 2013 BOARD OF DIRECTORS

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Laurie Worrall
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IARSLCE STAFF

Tara Luparello
Administrative Director



UNO Dodge Campus

A big thank you for the following section chairs for their scholarly contributions and time in helping to improve the Call for Proposals and the review process.

FACULTY FOCUS

Faculty members play a variety of roles in the creation of service-learning and community engagement opportunities. One of the by-products of that involvement can be their own professional development – whether planned or unexpected. The Faculty Focus track includes research and scholarship about the range and impact of faculty roles as well as the professional development that results from involvement in service-learning and community engagement.

Chairs:

Jennifer Reed-Bouley, College of Saint Mary

Kristi Wood-Turner, West Virginia University

STUDENT FOCUS

Student involvement in service-learning can span all phases of a project. NYLC defines Youth Voice as “...a strong voice in planning, implementing, and evaluating service-learning experiences with guidance from adults.” That type of student involvement, or “voice”, can spark a range of personal growth opportunities for these service learners. The Student Focus track includes research and scholarship that increases our understanding of how student voice can impact the success (or failure) of service-learning as well as what project characteristics lead to personal development in students.

Chairs:

Margaret Brown, Seattle Pacific University

Irene Hodgson, Xavier University

COMMUNITY PARTNER FOCUS

Community organizations can often be the forgotten partner in the service-learning and engaged scholarship experience. Their focus defines the community need but their resources and active involvement can be underestimated. The Community Partner Focus track includes research and scholarship that is anchored in the resources nonprofit partners provide and/or is needed to succeed in their mission as well as the potential reciprocity that the exchange of these benefits creates.

Chair:

Lina Dostilio, Duquesne University

COMMUNITY OUTCOMES & IMPACT

Step back and view service-learning and community engagement from the broader perspective of community. Beyond the faculty, student, and community partner impacts, are there identifiable changes in the broader community that can be linked to these efforts? The Community Outcomes & Impact track includes research and scholarship that details the extent to which these partnerships and engagements can produce community-wide changes.

Chairs:

Celeste Fraser Delgado, Barry University

Paula Delpech, Barry University

K-12

K-12 students have traditionally been the recipients of service from higher education and community service-learners. The service-learning pedagogy is spreading into K-12 classrooms with students reaping the benefits of becoming active service-learners themselves. The K-12 track includes research and scholarship that defines how K-12 students are making the transition from recipients of service to service-learners and what impact that is having on their communities.

Chairs:

Paul Matthews, University of Georgia

Jane Newman, University of Alabama

STEM AND SERVICE-LEARNING

Students in the United States are being encouraged to explore studies and careers in science, technology, engineering, and mathematics (STEM) disciplines. The STEM and Service-Learning track includes research and scholarship that explores the curricular impact of service-learning and community engagement on the STEM disciplines as well as how service-learning can impact the recruitment of students into the STEM fields.

Chairs:

Dana Richter-Egger, University of Nebraska at Omaha

Shannon Wilder, University of Georgia

INTERNATIONAL IMPACT AND DEVELOPMENT

Students are venturing abroad, educational institutions are welcoming international students, and community-engaged learning is occurring around the globe. The International Impact and Development track includes research and scholarship which focuses on how the variations of international service-learning and engagement are advancing the field.

Chairs:

Phillip Motley, Elon University

Elaine Ward, New England Resource Center for Higher Education

EVALUATION RESEARCH

The Evaluation Research track includes both formative and summative research which details how the research and scholarship has been used in continual quality improvement of the service-learning and community engagement field.

Chairs:

Valerie Hill-Jackson, Texas A&M University

Cat Paterson, Indiana State University

OFF THE BEATEN TRACK

Off the Beaten Track is defined as scholarship that takes non-traditional forms, either in the method of inquiry or the style of dissemination. The track includes scholarship that embodies an approach believed to be missing in research related to service-learning and community engagement. Examples include (but are not limited to) work that:

- is arts-based or performative in nature
- involves narrative methods, storytelling, or social media
- emerges from indigenous, non-western, or other worldviews that are under-represented in our field

Sessions in this track are designed for a high level of interaction and are grounded in questions and/or theory with focus on inquiry.

Chairs:

Patti Clayton, PHC Ventures & Indiana University-Purdue University Indianapolis

Barbara Harrison, Brock University

ADDITIONAL PERSPECTIVES

The Additional Perspectives track captures the research that does not fit into the specified tracks above or has alternative forms of research and practice. It is intended to advance the understanding of research, scholarship, policy, and practice in the fields of service-learning and community engagement.

Chairs:

Patti Clayton, PHC Ventures & Indiana University-Purdue University Indianapolis

Barbara Harrison, Brock University

Enrica Ardemagni
*Indiana University-
Purdue University Indianapolis*

Jodi Benenson
Brandeis University

Kristen Bishop
John Hopkins University

Allen Brizee
Loyola University Maryland

Lisa Brown
Sam Houston State University

Nevin Brown
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Patricia Calderwood
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Isabel Cabrera Cancino
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Wendy Denton
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Stonehill College

Emily Donnelly-Sallee
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Kathleen Edwards
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Peggy Fitch
Central College

Kyle Fluegge
Ohio State University

Joe Follman
George Washington University

John Forren
Miami University Hamilton

Janet Fox
Louisiana State University AgCenter

Jessica Friedrichs
Carlow University

Yao-Yi Fu
*Indiana University-
Purdue University Indianapolis*

Pam Gent
Clarion University

Phillis George
College of Costal Georgia

Hollyce (Sherry) Giles
Guilford College

Dwight Giles, Jr.
UMASS Boston

Caroline Glesmann
*National Council
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Tena Golding
Southeastern Louisiana University

Patrick Green
Loyola University Chicago

Jessie Guidry Baginski
Cleveland State University

Lorna Hayward
Northeastern University

Lyn Holley
University of Nebraska at Omaha

Linda Kalbach
Doane College

Lisa Kamody
Ohio University

Jean Karlen
Wayne State College

Nagwa Kassabgy
The American University in Cairo

Kevin Kecskes
Portland State University

Brandon Kliewer
Florida Gulf Coast University

Marjori Krebs
University of New Mexico

Claudia Lingertat-Putnam
College of Saint Rose

Jacquie Lonning
University of Minnesota

Ruth Margalit
University of Nebraska Medical Center

Gia Grier McGinnis
John Hopkins University

Kristin Medlin
University of North Carolina, Greensboro

Lynne Meyer
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Juliet Millican
University of Brighton

Christine Monaghan
University of Virginia

Peggy Morton
New York University

Dianne Nagy
South Dakota State University

Lisa Nelson
Wayne State College

Katrina Norvell
Roger Williams University

Angelina Nunag Tiotangco
Far Eastern University

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Center for Community Excellence

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Northeastern University

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Griffith University

Bill Pfeiffer
New York University

Nora Pillard Reynolds
Temple University

Amira Proweller
DePaul University

Rhoda Reddix
Our Lady of the Lake College

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University of Wales, Newport

Gail Robinson
Innovations in Civic Participation

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Cary Rositas-Sheftel
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Rachael Wendler
University of Arizona

Felicia Wilczenski
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Janet Williams
Walden University

Mary Williams
University of Akron

Kim Wilson
University of Nebraska-Lincoln

Elizabeth Wurz
College of Coastal Georgia

THE INTERNATIONAL JOURNAL OF RESEARCH ON SERVICE-LEARNING AND COMMUNITY ENGAGEMENT (IARSLCE)

www.researchslce.org/publications/journal/

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Jodi Benenson, Brandeis University

The **International Journal of Research on Service-Learning and Community Engagement** is the primary publication of IARSLCE. It is a peer-reviewed online journal dedicated to the publication of research focused on service-learning, campus-community engagement, and the promotion of active and effective citizenship through education. The journal is *international* in scope, including articles from within and outside the U.S. It aims to be *comprehensive*, incorporating new research, discussions of the theoretical bases of civic learning, and critical reviews of the emerging knowledge base scholarship in a variety of settings, including K-12 education, higher education, and community-based programs. The Journal is *multi-disciplinary*, drawing on existing literature and contributions from a variety of fields (education, developmental psychology, political science, sociology and others) and is open to well-designed research using both quantitative and qualitative methods. Finally, the Journal is *rigorous*, with a focus is on high quality research and scholarship.

TYPES OF MANUSCRIPTS

The Journal is open to all researchers and scholars in the fields of service-learning and community engagement. We are currently seeking the following types of article/manuscripts:

Research Articles reporting on the findings from empirical studies of service-learning, community engagement and/or related civic education and civic engagement efforts. Research articles should be well-grounded in the relevant research literature and present well-designed methodology, evidence-based findings based on quantitative or qualitative research. Articles must be research-based and linked to broader theoretical or research-based questions; those that are primarily program descriptions or descriptions of service-learning/community engagement practices will not be accepted.

Theoretical or Conceptual Articles examining the theoretical or conceptual bases of service-learning and civic engagement.

Review Articles including reports of meta-analyses, that take a critical look at findings and practices in the fields of service-learning and community engagement to assess the state of knowledge in the field and/or the significance of existing literature.

Book Reviews The Journal will also consider short reviews (1,500 words or less) of recent publications in the field.

SUBMISSION GUIDELINES

Please go to: www.researchslce.org/publications/journal/ for more information.

WELCOME GRADUATE STUDENT COLLEAGUES!

The IARSLCE Conference provides a unique opportunity for emerging community engagement scholars to network with one another and the broader community of scholars in attendance. Each year, commitments and action plans to advance the national and international dialogue and research in our field emerge from connections made during our time together. The Graduate Student Network (GSN) leadership team encourages you to review the conference program to identify specific topics of interest and connect with these presenters during organized social events. Additionally, there are several conference events specifically for graduate students and early career scholars.

COMBINED GRADUATE STUDENT SESSION

Thursday, 3:45–4:45 p.m. (Murray Room)

Connecting Graduate Students to Concepts and Resources to do Community-Engaged Research

Back by popular demand, this former pre-conference session is now offered during the conference. Join senior scholars and representative from the GSN leadership team to learn how to navigate common barriers in community-engaged research and resources available to support your scholarship. This session is recommended for both graduate students and their advisers.

GSN Informational Sessions: Leveraging resources available to graduate students!

This session will introduce the variety of programs and opportunities available through the GSN during the conference and throughout the year.

MEET YOUR MENTOR

Scheduled Connections

Wednesday, Nov. 6, 4–4:30 p.m. (Grand Central Foyer)
& Thursday, Nov. 7, 6–6:30 p.m. (Blackstone Foyer)

The GSN Mentoring program is open to all members! For more information, Contact Kristin Medlin, kdbuchne@uncg.edu.

GRADUATE STUDENT RECEPTION

Thursday, 6:30–7:30 p.m. (Mattress Factory Restaurant)

An annual favorite, the Graduate Student Reception recognizes the Association's commitment to supporting graduate student scholarship. Don't miss this energizing, informal networking opportunity!

ANNUAL IARSLCE MEMBERSHIP MEETING

Friday, 7:30–8:45 a.m. (Grand Central Ballroom)

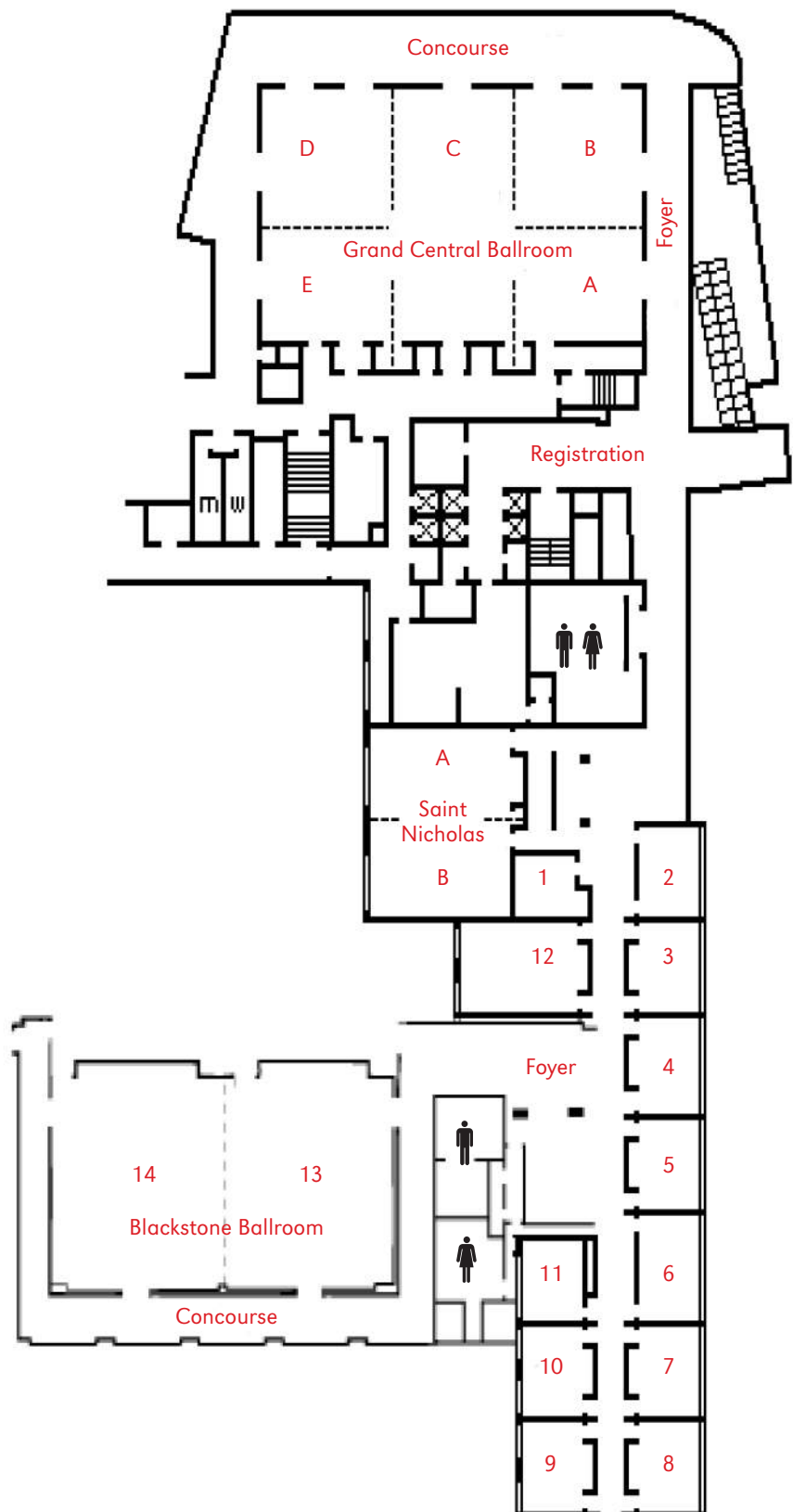
Join a roundtable discussion of the GSN's future! During this interactive dialogue, we will develop and set plans for the next year in motion.

We are thrilled to host you and look forward to networking and exchanging ideas throughout the conference!

—The GSN Leadership Team

HILTON OMAHA CONVENTION CENTER (SECOND LEVEL)

1. Fontenelle
2. Herndon
3. Washington City
4. Cozzens
5. Merchants
6. Paxton
7. Murray
8. Prague
9. Mercer
10. Rome
11. Flatiron
12. Hill
13. Blackstone Ballroom A
14. Blackstone Ballroom B



2013 IARSLCE CONFERENCE SCHEDULE

Tuesday, November 5		Locations
9 a.m.–4 p.m.	IARSLCE Board Meeting	Herndon/Hill
2 p.m.–6 p.m.	Registration	
Wednesday, November 6		
8 a.m.–7 p.m.	Registration	
8 a.m.–5:30 p.m.	Exhibitors	Blackstone Concourse
8 a.m.–6 p.m.	Internet Cafe	Flatiron
9 a.m.–noon	Pre-conference Sessions	
noon–1 p.m.	Lunch (for pre-conference attendees only)	Blackstone Ballroom
1 p.m.–4 p.m.	Pre-conference Sessions	
4 p.m.–4:30 p.m.	Mentoring Connections Opportunity #1	Grand Central Foyer
4:30 p.m.–5:30 p.m.	Opening Ceremony (IARSLCE, UNO, conference overview & resources)	Grand Central Ballroom
6 p.m.	Dinner Groups (optional)	Grand Central Foyer
Thursday, November 7		
7 a.m.–5 p.m.	Registration	
8 a.m.–6:30 p.m.	Exhibitors	Blackstone Concourse
8 a.m.–6 p.m.	Internet Cafe	Flatiron
7 a.m.–8 a.m.	Walk/Run to Iowa	Hilton Lobby
7:30–8:45	Breakfast and Affinity Groups (by disciplines)	Blackstone Ballroom
9 a.m.–10 a.m.	Concurrent Sessions A	
10:15 a.m.–11:15 a.m.	Poster Session B	Grand Central Concourse
11:30 a.m.–1:00 p.m.	Lunch & Parker Palmer Keynote	Grand Central Ballroom
1:15 p.m.–2:15 p.m.	Concurrent Sessions C	
2:30 p.m.–3:30 p.m.	Concurrent Sessions D	
3:45 p.m.–4:45 p.m.	Concurrent Sessions E	
5:00 p.m.–6:30 p.m.	Chancellor's Reception	Blackstone Ballroom
6:00 p.m.–6:30 p.m.	Mentoring Connections Opportunity #2	Blackstone Foyer
6:30 p.m.–7:30 p.m.	Graduate Student Reception	The Mattress Factory
6:30 p.m.	Dinner Groups (optional)	Blackstone Foyer
Friday, November 8		
7 a.m.–11 a.m.	Registration	
8 a.m.–2 p.m.	Exhibitors	Blackstone Concourse
8 a.m.–2 p.m.	Internet Cafe	Flatiron
7:30 a.m.–8:45 a.m.	Breakfast and Annual IARSLCE Membership Meeting	Grand Central Ballroom
9:00 a.m.–10:00 a.m.	Concurrent Sessions F	
10:15 a.m.–11:15 a.m.	Concurrent Sessions G	
11:30 a.m.–12:30 p.m.	Concurrent Sessions H	
12:45 p.m.–2:00 p.m.	Lunch and Awards	Grand Central Ballroom

PRE-CONFERENCE SESSIONS

ALL DAY SESSIONS | 9 A.M.–4 P.M.

MERCHANTS ROOM (OUT IN COMMUNITY P.M.)

Reinvigorating Community-Knowing Through Focus Group Research

One least researched area in the service-learning/civic engagement field is impacts of programs on individuals/organizations in the community. In this pre-conference session we review the use of focus groups to reinvigorate community research and send teams of researchers into the community to measure the impact and needs of community partners.

Robert Shumer, University of Minnesota

Jeffrey Howard, DePaul University

WASHINGTON CITY ROOM

Learning from Community: Community Outcome Assessment Best Practices and Insights in Global Service-Learning

Little community impact research has been conducted in global service-learning. This session will consider lessons from four community impact studies examining more than two dozen global community partnerships. It will then draw on these qualitative, quantitative, single-site, and multi-site designs to support participants' development of their own research or evaluation.

Eric Hartman, Providence College

Richard Kiely, Cornell University

Cynthia Toms, University of Notre Dame

Nora Reynolds, Temple University

Mireille Cronin Mather, Foundation for Sustainable Development

Micah Gregory, Amizade Global Service-Learning

MORNING SESSIONS | 9 A.M.–NOON

PAXTON ROOM

Getting the Grant!: Grant Writing for Service-Learning

Grant writing can be a strategy to support service-learning both for community partners and academics. This workshop will focus on what you need to know to write a successful grant in support of service-learning.

Joy Doll, Creighton University

COZZENS ROOM

Discovery through Dissonance: Investigating Threshold Concepts and Threshold Experiences

Partners (students/community members/instructors) may experience dissonance as they undertake community-engaged pedagogies. Using Threshold Concept theory and autoethnography we will investigate the troublesome and transformative nature of these learning challenges and opportunities to embrace–vs. becoming frustrated by–dissonance, resulting in research questions and practical ways to navigate discovery through dissonance.

Barbara Harrison, Brock University

Patti Clayton, PHC Ventures

SAINT NICHOLAS A & B ROOM

Measuring and Monitoring Collective Impact: Designing Institutional and System-Wide Metrics for Community Engagement

Higher education is increasingly asked to articulate its collective impact on students, faculty, institutions and communities. Explore how organizations address this need, and learn about strategies used by several institutions, a university system, and the Carnegie Foundation to establish indicators and leverage data for greater institutional change and collective impact.

Emily Janke, University of North Carolina at Greensboro

Andy Furco, University of Minnesota

Barbara Holland, Independent Consultant

Kristin Medlin, University of North Carolina at Greensboro

John Saltmarsh, University of Massachusetts - Boston

HILL ROOM

Defining Institutional Best Practices of Civic Engagement Within Non-Traditional Academic Schedules

Designed for practitioners at institutions operating on non-traditional schedules, this workshop examines Best Practices

for academic service-learning that underscore community partners' role as "co-educators," connect various constituencies, and emphasize the idea of "place" within a civic arts context to ensure long-term impact and interconnectivity of coursework across terms and disciplines.

Rachel Edens, Tusculum College

AFTERNOON SESSIONS | 1-4 P.M.

MERCHANTS ROOM

Investigating Palmer's 'Habits of the Heart that Make Democracy Possible' as Civic Learning Goals and Democratic Engagement Design Principles

Join practitioner-scholars from the Center for Courage & Renewal and community-campus engagement to collaboratively develop scholarship of teaching and learning projects focused on Palmer's "habits of the heart that make democracy possible" as potential civic learning goals (for all partners) in and design principles for democratic community-engaged teaching and learning.

Patti Clayton, PHC Ventures

John Fenner, Center for Courage and Renewal

COZZENS ROOM

Measuring Cognitive Outcomes of Service-Learning: Adapting Tools for Research and Assessment

Participants will learn how to adapt and use the Problem-Solving Analysis Protocol (P-SAP) and the Cognitive Learning Scale (CLS), two measures of problem-solving and critical thinking outcomes of service-learning. Participants will practice developing their own tools to measure cognitive outcomes of service-learning for research or assessment.

Peggy Fitch, Central College

Pamela Steinke, St. Francis University

SAINT NICHOLAS A & B ROOM

Getting Service-Learning Research and Community-Engaged Scholarship Published

As service-learning research and community-engaged scholarship become more valued, there is a concomitant need to build faculty capacity to be successful in publishing their work. Participants will explore current research directions, publication strategies, review criteria, and publication outlets, using the attendees' own writing ideas as well samples of submitted manuscripts.

Jeffrey Howard, DePaul University

Barbara Holland, Independent Consultant

PAXTON ROOM

ePortfolio Innovation in Service-Learning and Community Engagement: Leveraging Reflection, Advocacy, and Assessment

This interactive pre-conference session will provide participants with an overview of ePortfolio pedagogy and its intersection with critical reflection and integrative learning. As a tool for teaching and learning, ePortfolios have the capacity to harness student learning in unique ways in regard to academic service-learning experiences and community engagement.

Patrick Green, Loyola University Chicago

Christopher Skrable, Loyola University Chicago

MURRAY ROOM

Tools of Engagement: Workshop on Preparing Undergraduates for Service-Learning and Community Engagement

This workshop will engage participants in a structured dialogue about the preparation of undergraduates for service-learning and community engagement. Increasingly focused, interactive activities will move through brainstorming, priority-setting, and critical peer review to the envisioning of new preparation materials that teach undergraduates about respectful, effective approaches to community engagement.

Diane Doberneck, Michigan State University

Nicole C. Springer, Michigan State University

Jessica V. Barnes, Michigan State University

Burton A. Bargerstock, Michigan State University

HILL ROOM

The International Center for Service-Learning in Teacher Education: New Models, New Research, New Strategic Directions

When high stakes testing, teacher assessments, and accreditation are sector mandates, how do we make the case to colleagues, administrators, and students that service-learning is a manageable, high impact practice? Join the International Center for Service-Learning in Teacher Education to explore practical models and current research projects for the field.

Kathy Sikes, Duke University

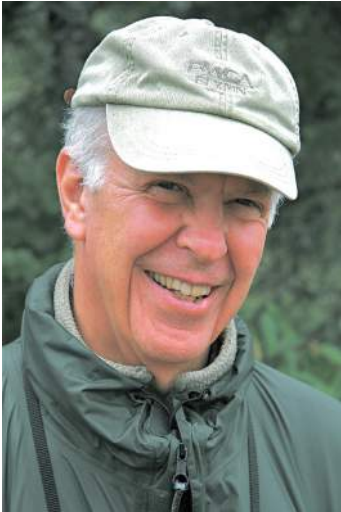
Joseph Erickson, Augsburg College

Amy Anderson, Duke University

Jeffrey Anderson, Seattle University

Andy Furco, University of Minnesota

LUNCHEON KEYNOTE



HIGHER EDUCATION AND THE FUTURE OF DEMOCRACY

11:30 AM
GRAND CENTRAL BALLROOM

Parker J. Palmer is a writer, speaker and activist who focuses on issues in education, community, leadership, spirituality and social change. He is the founder and senior partner of the Center for Courage & Renewal, which oversees long-term retreat programs for people in the serving professions, including teachers, administrators, physicians, clergy, nonprofit leaders and philanthropists. Palmer holds a doctorate in sociology from the University of California at Berkeley, as well as 11 honorary doctorates, two Distinguished Achievement Awards from the National Educational Press Association, and an Award of Excellence from the Associated Church Press. He is the author of nine books, including several best-selling and award-winning titles: *Healing the Heart of Democracy*, *The Heart of Higher Education* (with Arthur Zajonc), *The Courage to Teach*, *A Hidden Wholeness*, *Let Your Life Speak*, *The Active Life*, *To Know As We Are Known*, *The Company of Strangers*, and *The Promise of Paradox*. His latest book, *Healing the Heart of Democracy: The Courage to Create a Politics Worthy of the Human Spirit*, was chosen by Spirituality & Practice as one of the best books of 2011 on contemplation and social activism. In 1998, the Leadership Project, a national survey of 10,000 educators, named Dr. Palmer one of the 30 “most influential senior leaders” in higher education and one of the 10 key “agenda-setters” of the past decade. Since 2002, the Accrediting Commission for Graduate Medical Education has given annual Parker J. Palmer “Courage to Teach” and “Courage to Lead” Awards to directors of exemplary medical residency programs. In 2005, *Living the Questions: Essays Inspired by the Work and Life of Parker J. Palmer*, was published. In 2010, Palmer was given the William Rainey Harper Award, whose previous recipients include Margaret Mead, Elie Wiesel, Marshall McLuhan, and Paolo Freire. In 2011, the Utne Reader named him one of 25 Visionaries on its annual list of “People Who are Changing the World.” A member of the Religious Society of Friends (Quaker), Dr. Palmer and his wife, Sharon, live in Madison, Wisconsin.

NETWORKING OPPORTUNITIES

INTERNET CAFÉ / WIFI HOTSPOT

Flatiron Room

Wednesday–Thursday, 8 a.m.–6 p.m.

Friday, 8 a.m.–2 p.m.

EXHIBITORS

Blackstone Concourse

Wednesday, 8 a.m.–5:30 p.m.

Thursday, 8 a.m.–6:30 p.m.

Friday, 8 a.m.–2 p.m.

DINNER GROUPS

Sign up at Registration Desk by noon each day

Wednesday, 6 p.m., Grand Central Foyer

Thursday, 6:30 p.m., Blackstone Foyer

AFFINITY GROUP BREAKFAST

Connect and share with others in your discipline

Blackstone Ballroom

Thursday, 7:30 a.m.–8:45 a.m.

WALK/RUN TO IOWA

Start your morning with a short trek to Iowa over the Bob Kerry Pedestrian Bridge

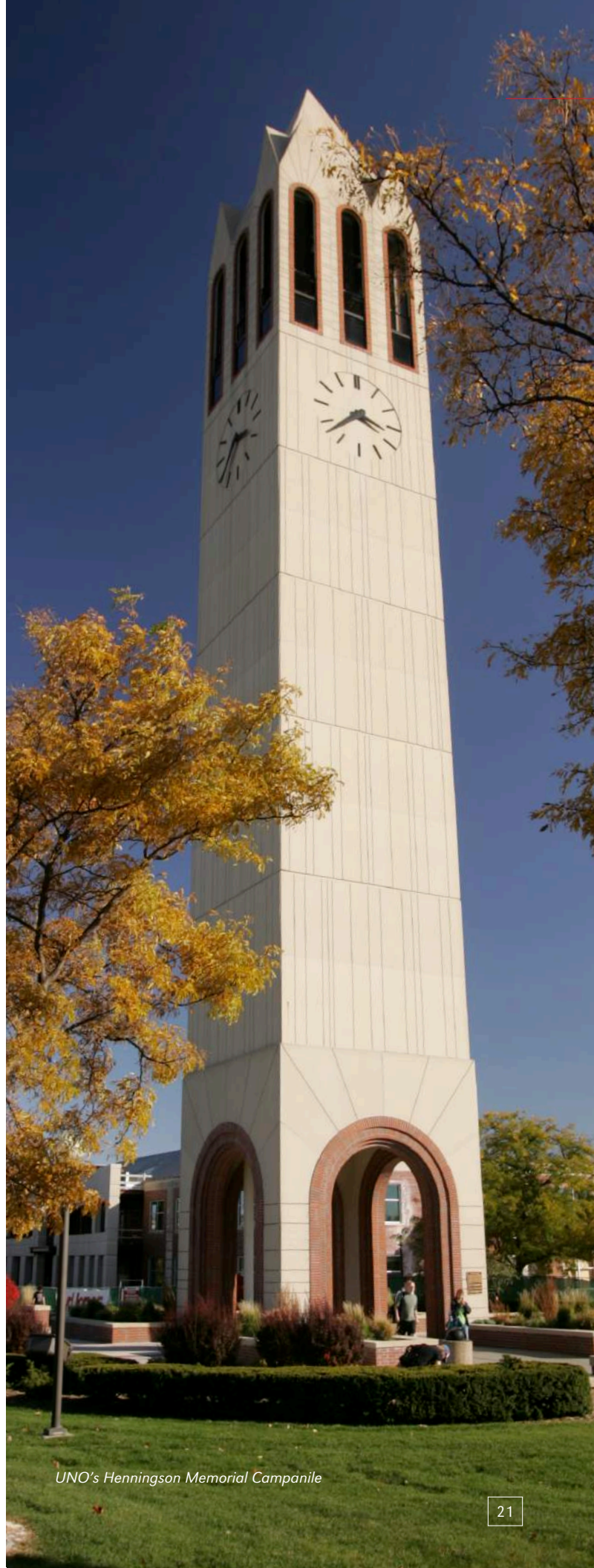
Thursday, 7 a.m.–8 a.m., Hilton Lobby

GRADUATE STUDENT MENTORING OPPORTUNITIES

Connect with emerging and established scholars

Wednesday, 4 p.m.–4:30 p.m., Grand Central Foyer

Thursday, 6 p.m.–6:30 p.m., Blackstone Foyer



UNO's Henningson Memorial Campanile

CONCURRENT SESSIONS A 9-10 A.M.

SAINT NICHOLAS B ROOM

Let Them Play: Performance-Based Service and Student Learning

Performance-based service calls on students to engage and embody course learning outcomes. This highly interactive session will explore the impact of performance-based service on student learning and engage its participants to literally play with the elements of performance-based service towards a deeper scholarly understanding of its impact.

Hansen Matthew, Boise State University

Faith Beyer Hansen, Boise State University

Track: Off the Beaten Track

Geographic Research into the American Autumn: Community-Engagement and Service-Learning Through Counter-Cartography

Counter-cartography empowers, works, reveals. Its off-the-beaten-track perspectives integrate art and science to express, connect, discover. Counter-cartography can invigorate coursework, engage communities, and, at times, change public policy. Maps and counter-maps are defined and explored through geographic research into the American Autumn and beyond.

Bradford Houk, Community College of Vermont

Track: Off the Beaten Track

MERCHANTS ROOM

Creating Comics, Theater, Grant Proposals, and Research Reports: Researching the Effects of Different Modes of Civic Engagement in a Biology Classroom

We assessed the impact of multiple modes of civic engagement projects in upper-level biology courses over a three year period using in-course student reflections and alumni and community partner surveys. Course projects were designed to increase awareness of local public health issues and to develop scientific communication skills.

Debby Walser-Kuntz, Carleton College

Adrienne Falcon, Carleton College

Track: STEM and Service-Learning

Room: Merchants Room

Reflecting on the Circle of Life: College and Elementary Students Reflect on Learning Basic Biological Themes and Impacting a Local Wetland Sanctuary and Each Other

Undergraduate biology majors deepened their understanding of basic biological themes by helping to foster excitement for science in elementary students and working with them to build a mushroom garden and plant native flowers at Heron Haven Nature Center, a wetland sanctuary. Student reflections track the lessons learned and personal growth.

Karen Murch-Shafer, University of Nebraska at Omaha

Track: STEM and Service-Learning

PAXTON ROOM

Forming Professionals: Service-Learning as a Pedagogy to Form Caring Health Care Providers

The Office of Interprofessional Scholarship, Service and Education (OISSE) within the School of Pharmacy and Health Professions at Creighton University facilitates service-learning focused specifically on the health professions. This presentation will discuss a unique model of faculty mentorship and community partnership to promote service-learning in underserved communities.

Joy Doll, Creighton University

Katie Packard, Creighton University

Kathy Flecky, Creighton University

Ann Ryan Haddad, Creighton University

Ronna Sears-Fritz, Creighton University

Track: Faculty Focus

Fostering Empathy and Compassion in First-year Medical Students through Community-Based Learning

Fostering empathy and compassion are important elements of the medical school curriculum, but designing curricular experiences to address them is a challenge. Using Grounded Theory and content analysis, we will summarize themes from 200 pre- and post- reflection essays about the effect of the service-learning experience on these elements.

Donna Cameron, Georgetown University

Irene Jillson, Georgetown University

Track: Evaluation Research

MURRAY ROOM

More Than a Nod: Incorporating Native Ways of Knowing in Building and Sustaining Community Partner Relationships

Reciprocity is forfeited in service-learning efforts that, on the surface, incorporate Indigenous perspectives but may only perpetuate cultural assimilation and insensitive methodology. I propose an alternative agenda for building community partnerships to more effectively incorporate local knowledge and Native ways of knowing, particularly for service-learning work in Alaska.

Cheryl Siemers, Kenai Peninsula College

Track: Community Partner Focus

Inter-national Service Learning in Canada: Lessons from a University-Indigenous Partnership

The paper shares findings from a case-study of the "Community as Teacher" program, a seven-year partnership between a Canadian university and a Indigenous community agency. The study has implications for understandings of decolonization, service-learning partnerships, and program planning approaches.

Mali Bain, University of British Columbia

Norma Commodore, Fraser Valley Aboriginal Child and Family Services Society (Xyolhemeylh)

Catherine Kline, College of Health Disciplines, UBC

Track: Community Partner Focus

SAINT NICHOLAS A ROOM

Awareness-Raising Projects: Student Learning, Community Outcomes? - The Nebulous Process of Social Change

Extraordinary rates of university-community engagement lead faculty and students to consider various permutations of service, including awareness-raising. Yet the relationships between awareness and outcomes are unclear. This session draws upon diverse fields to develop a conceptual map and theoretical understanding of the relationships between such projects and desired social changes.

Eric Hartman, Providence College

2013 IARSLCE Early Career Award Winner

Jessica Friedrichs, Carlow University

Christopher Boettcher, Castleton State College

Michelle DePlante, Dorcas International Institute of Rhode Island

Margaret Stout, West Virginia University

Track: Community Outcomes & Impact

PRAGUE ROOM

Does Where Students Serve Matter?: Examining the Relative Impact of Different Types of Service-Learning Experiences on Students' Social Justice Attitudes

Immersive service-learning programs are becoming increasingly popular on college campuses. Despite their additional costs, there have been few empirical studies comparing the relative impact of immersive programs with locally-based ones. This study examines the relative impact of immersive service-learning program compared with local service-learning on college students' social justice attitudes.

Joshua Littenberg-Tobias, Boston College

Track: Student Focus

How Service Learning Impacts the Development of Students' Social Justice Attitudes: A Closer Look at Moderating Factors

Service learning can impact student attitudes that are relevant to social justice, but in what way and to what degree? This experimental, quantitative research considered moderating factors that were derived from Allport's Intergroup Contact Theory and Nadler's Intergroup Helping as Status Relations Model.

Margaret Brown, Seattle Pacific University

Audrey Riddle, Seattle Pacific University

Track: Student Focus

HILL ROOM

Service-Learning as a Catalyst for Professional Competencies Development at the University: The 'Maracena Educa Program' Example

Twenty-two pairs of university students, after receiving a five-hour training session on mentoring, delivered an average of 10 weekly individual 1.5 hours mentoring sessions to 22 primary education students and their parents. Results show significant differences on mentors' key competencies and satisfaction, as well as mentees' school behavior and performance.

José L. Arco-Tirado, University of Granada

Francisco D. Fernandez-Martin, University of Granada

Stephen Hughes, University of Granada

Jose A. Naranjo, University of Granada

Antonio Ortigosa, City Council of Maracena

Jorge Velazquez, City Council of Maracena

Track: Student Focus

Reality Bites: A Service Learning Project with Students Working with Shelter Dogs

Psychology college students partnered with alternative high school students to apply learning principles. Using positive reinforcement techniques to shape desirable behaviors in shelter dogs, they worked to increase chances of adoption. Presentation will focus on the impact on various stakeholders including researchers, teachers, students, humane society and its canine residents.

Rosemary Strasser, University of Nebraska at Omaha

Cathy Nelson, Blackburn Alternative Program

Denise Gurss, Nebraska Humane Society

Alicia Buttner, University of Nebraska at Omaha

Pamela Ashley, University of Nebraska at Omaha

Track: Student Focus

WASHINGTON CITY ROOM

Research to Practice, Advancing Evidence-Based Services for Community Mental Health Providers by Expanding Access to Web-Based Clinical Applications

This presentation addresses an industry-wide failure of implementation of Evidence Based Practice in community based mental health by developing an infrastructure enhancement that has transformed the service-providing organization into a hybrid applied research and practice organization. This transformation is facilitated through the use of web based applications and innovative networks.

Susan Feyen-Reay, OMNI Behavioral Health

William Reay, OMNI Behavioral Health

Track: Community Partner Focus

Enhancing the Impact of Community-Engaged Scholarship: Evaluation of CES4Health.info

Community-engaged scholarship requires diverse dissemination pathways. CES4Health.info is a mechanism for peer review and dissemination of products in forms other than journal articles. Evaluation data indicates that CES4Health.info is making an impact on the engagement field, has utility in promotion/tenure, and that products are being utilized in multiple communities.

Cathy Jordan, University of Minnesota

Sherril Gelmon, Portland State University

Laura Krege, Portland State University

Sarena Seifer, Community Campus Partnerships for Health

Track: Evaluation Research

COZZENS ROOM

Learning from Youth Social-Change Agents: The Foundations of Youth Agency and Sense of Purpose

This study explores factors that six African American youth social-change agents articulate as contributing to their sense of agency for social change and overall sense of purpose. The research focuses on ideas, relationships, and experiences youth identify as central to their journeys and which they utilize as young professionals.

Beth Dierker, University of Minnesota

Track: Off the Beaten Track

From “At-Risk” to Resilience: Fostering Engagement and Resilience in Students Through Service-Learning

Students known traditionally as “recipients” of service in high poverty areas can become service-“givers” or service-learners! This session presents “how-to’s” for implementing high-quality, STEM problem-based, service-learning projects that produced significant results in academic engagement and resiliency. Students included in the study also made gains in civic responsibility.

Jane Newman, The University of Alabama

Track: K-12

GRAND CENTRAL BALLROOM A

IARSLCE Journal Launch Session

The International Journal of Research on Service-Learning and Community Engagement (IJRSLCE) is the primary publication of IARSLCE. It is a peer-reviewed online journal dedicated to the publication of research focused on service-learning, campus-community engagement, and the promotion of active and effective citizenship through education. In this session, you will have an opportunity to meet the IJRSLCE editors and learn more about the new journal of IARSLCE.

Presenters:

Cathy Burack, Brandeis University

Alan Melchior, Brandeis University

Jodi Benenson, Brandeis University

POSTER SESSION B

10:15–11:15 A.M.

GRAND CENTRAL BALLROOM CONCOURSE

A Service Learning Opportunity to Study the Microbiota of Heron Haven: Feedback from the Student Feedback, Community Partner, and Faculty Perspectives

After administering surveys to student participants, community partners, and faculty regarding their perspective of our service learning partnership with Heron Haven we report that the project is directly translational and that these experiences can drive the scholarship of both faculty and community partners.

Christine Cutucache, University of Nebraska at Omaha

LeDawna Strathman, University of Nebraska at Omaha

Shannon Stoffel, University of Nebraska at Omaha

Dakota Ahrendsen, University of Nebraska at Omaha

Abraham Farhat, University of Nebraska at Omaha

Lucy Garza Westbrook, University of Nebraska at Omaha

Track: STEM and Service-Learning

A Qualitative Examination of a Character Development Service-Learning Project and its Impact on College Students in an Adolescence Development Course

Service-Learning is an effective way to promote character development and the development of virtues. This class provided a fertile foundation to learn about moral concepts and character development. When coupled with service-learning, students had the opportunity to make gains far beyond the classroom.

Janet Fox, Louisiana State University

Kimberly Jones, Louisiana State University

Krisanna Machtmes, Louisiana State University

Melissa Cate, Louisiana State University

Track: Student Focus

Agile Training: From Classroom to Community and Back Again

Applying principles of agile software development to technology training, agile training consists of an extreme focus on the user and adaptation to change. Developed in the community by service learning students, the technique is introduced back in the classroom to train the next service learning class.

Peter Wolcott, University of Nebraska at Omaha

RJ Redden, Redden Tech Advising

Track: Additional Perspectives

Anatomy Academic Assistant (AAA) Internship Program: Engaging Undergraduates as Science Mentors

The Anatomy Academic Assistant Internship Program utilizes service-learning to enhance STEM academic engagement. It focuses on increasing the retention and success of college students in Anatomy & Physiology courses, and sparking K-12 students' interest in science. It creates structured opportunities for undergraduate interns to become science mentors to younger students.

Karen Murch-Shafer, University of Nebraska at Omaha

Track: STEM and Service-Learning

Assessment of The Great East Japan Earthquake Relief Project: The Impact it has on Student Transformation

Action research examines the impact of The Great East Japan Earthquake Relief Project organized by MGUvolunteerCenter. In utilizing the framework of "Assessing Service-Learning"(2001), questionnaire and interviews were implemented. The project influenced students, for example, social awareness, self-consciousness, career development, academic interest. The approach of instructors in S-L had a desired impact in student's learning.

Kyoko Ichikawa, Meijigakuin University

Track: Student Focus

Aquaponics—Teaching Sustainability in the Classroom and Feeding the Community

University and middle school students worked together with our aquaponics community partner on the chemistry, agronomy and social benefit of aquaponics and on the larger theme of sustainability. While their learning clearly benefited from the application opportunity, it was the experience, interaction and relationships that really made the project great.

Dana Richter-Egger, University of Nebraska at Omaha

Track: STEM and Service-Learning

Building Tomorrow: Using a Participatory Approach to Improve Educational Opportunities In Africa

This study utilizes a participatory approach to the landscape design of a school in rural Uganda. Interview information from teachers and community members, along with artwork from the P5 students were combined with site analysis qualitative data to inform the development of a master plan for the school.

Peter Ellery, Ball State University

Jane Ellery, Ball State University

John Motloch, Ball State University

Martha Hunt, Ball State University

Track: Community Partner Focus

Community Service with Reflection-Still Relevant Forty Years Later

The Community and Public Service Program began as a “modified Princeton Plan” response to the apathy and disconnect of University students in the early 1970’s. Forty years later we ask if this community service with reflection course experience is still relevant within the context of 21st Century learning outcomes.

Sheri Stevens, State University of New York at Albany

Track: Evaluation Research

Data Analysis and Comparative Study on a Three-Year Pilot Program Of High-School Student Leadership Development in China

This paper conducts a conceptual comparative study on the historical process of service learning entering the curriculum system and lessons learned in both China and U.S., combined with that in Singapore and South Korea which share similar educational philosophy and practices as in China.

Wujing Harrison, UC Berkeley/Beijing Normal University

Xueqing Chang, Taiyuan Normal University

Tong Xu, China Education Association

Rob Shumer, University of Minnesota

Zihan Wang, The National High School Student

Leadership Program

Track: Additional Perspectives

Developing a Sense of Empowerment as Service-Learning Facilitators

A non-credit course and subsequent practicum experience trains undergraduate student leaders to work as teaching colleagues in service-learning courses. Data was collected at the outset of the pilot course and the cohort was re-evaluated following their practicum for growth in their concept of service and sense of empowerment.

Wendy Denton, Georgia Southern University

Veena Shankar, Georgia Southern University

Track: Student Focus

Discovering Service-Learning through Pre-Service Teachers’ Field Experience: A Pilot Study

Findings from a study of pre-service teachers’ optional participation in service-learning in their field experience demonstrate that service-learning is a viable method to cultivate deeper understanding of course objectives, has potential for leading candidates to a richer field experience, and can impact their P-5 students’ civic awareness.

Nancy Arrington, Georgia Southern University

Track: K-12

Empowering Service-Learners through STEM

At College of Coastal Georgia, the Department of Mathematics has developed service-learning courses that pair students with local organizations and challenge them to apply their course knowledge to the organizations’ needs. Students are empowered to see the ubiquity of STEM in their life.

Gracia Toubia-Stucky, College of Coastal Georgia

Laura Lynch, College of Coastal Georgia

Track: STEM and Service-Learning

Faculty Perceptions of Community-Based Learning: Do the Pros Outweigh the Cons?

Faculty motivation to engage in community-based learning is likely influenced by their perceptions of the costs and benefits of this educational practice. This poster explores the perceived benefits and barriers of community-based learning among 188 faculty from a teaching university using the Faculty Service-Learning Beliefs Inventory (wFSLB).

Melinda Russell-Stamp, Weber State University

Brenda Kowalewski, Weber State University

Maria Parrilla de Kokal, Weber State University

Track: Faculty Focus

Healing the Wounds of War: A Design Educator’s Efforts to Assist the Veterans of Iraq and Afghanistan Wars through a Service Learning Project

In this paper, the author shares the outcomes of a graduate level service learning design project that she introduced to promote research and community engagement among her students. The project focused on designing evidence based rehabilitation facility prototype to assist the wounded warriors coming back from Iraq and Afghanistan wars.

Vibhavari Jani, Kansas State University

Track: Community Partner Focus

How Schools Measure the Impact of Service Learning on Communities: Through the Investigation of Institutions of Higher Education in Japan and the United States

One of the weakest areas of service learning is the measure of its impact on communities. This issue will become important when service learning is introduced in more educational institutions in Japan, therefore the study focused on how the institutes of higher education considered this issue in Japan.

Takeshi Miyazaki, Soka University in Tokyo, Japan

Akira Ito, Japanese Service Learning Clearinghouse

for Civic Education

Kayo Madokoro, Oiwake Junior High School

Track: Community Outcomes & Impact

**Integrating Service Learning into the Classroom:
Examining the Extent to which Students Achieve Course
Objectives and a Sense of Civic Responsibility by
Engaging in Service Learning**

This presentation defines service learning, identifies the characteristics of quality service learning experiences, including the important component of reflection, and states the benefits of service learning to the student and the community. It is based on a quantitative research survey with university students in a course focusing on diversity.

Julie Phillips, University of Dubuque

Track: Faculty Focus

**International Community Engagement:
A Study of a Spectrum of Michigan State University
Study Abroad Programs**

International community engagement has increasingly been incorporated into study abroad programming. Most community engagement activities can be characterized on a spectrum of engagement. Does the same apply to international community engagement offerings? Findings of a qualitative study of 20 programs will highlight what characterizes the different practices.

Cindy Felbeck Chalou, Michigan State University

Track: International Impact and Development

**International Service-Learning:
Faculty and Institutional Involvement**

Most universities promote service-learning and study abroad as experiential learning opportunities for students. However, the combination of the two pedagogies—in the form of international or away service-learning— seems to occur less frequently and, thus, deserves investigation. Service-learning and study abroad have been widely studied; international service-learning is less explored.

Phillip Motley, Elon University

Track: International Impact and Development

**Listening for Student “Voice” to Energize Community
Action and Engagement**

Research results will be presented from a three-year longitudinal study assessing integration of service-learning into an education course. The five core themes center on student “voice” and include the themes related to: 1) professional skills 2) civic engagement, 3) college experience, 4) academic skills, and 5) personal growth and development.

Marlene Rebori, University of Nevada, Reno

Margaret Ferrara, University of Nevada, Reno

Track: Evaluation Research

**Learning Community Engagement Strategies through
Graduate-level Wellness Management Education**

What do you get when you combine high-impact learning opportunities, holistic thinking, community partnerships, and diverse disciplines? You get a unique learning experience! This poster introduces the terms coherence and co-production and explains how they contribute to developing community engagement practitioners in an innovative, graduate-level academic program.

Jane Ellery, Ball State University

Track: Faculty Focus

**Learning from 3-way Evaluations of a Postgraduate
Module in Community-Based Research in Dublin Institute
of Technology**

For two years, lecturers in DIT evaluated their fledgling postgraduate module in CBR. Qualitative methods helped students, community partners and lecturers to identify gaps in the module processes and outcomes, informing annual restructuring of the module to improve outcomes. This poster highlights the learning from, and value of, this process.

Catherine Bates, Dublin Institute of Technology

Track: Evaluation Research

**Moving from Outreach Towards Engagement: Mentoring
High School Learners in Research**

This paper describes the process of academics engaging high school learners with research after years of involving them with outreach programs, aiming to understand how they approach research. The academics found that the engagement was not straightforward as it involved participants with different levels of understanding of the research process.

Evelyn Njurai, University of South Africa

Eeva Rapoo, University of South Africa

Track: K-12

**Munroe-Meyer and the Arc of Nebraska Collaborate
to Assess Supports for Families of Individuals
with Intellectual or Developmental Disabilities**

A unique community-based participatory research project brought together a statewide nonprofit advocacy group and a University Center for Excellence in Developmental Disabilities to improve the system of supports for persons with intellectual developmental disabilities and their families in Nebraska. The collaborative process and research findings will be shared.

Robert Pawloski, University of Nebraska Medical Center

Sarah Swanson, University of Nebraska Medical Center

Patricia Cottingham, The Arc of Nebraska

Track: Community Partner Focus

**People, Place & Practice: Rural Service-Learning—
What are the Questions? Where are the answers?**

Recent literature in rural service-learning and its implications for future research are explored. Demographics, the dynamics of rural social networks, the constraints and opportunities of size and location on the practice of service-learning in rural places are considered. Questions for future research and techniques will be posited.

Jean Karlen, Wayne State College

Track: Additional Perspectives

**Professional Development Opportunities for Students
Interested in Animal Behavior**

College students apply behavioral observation skills learned in their psychology classroom to answer questions posed by concerned zoo staff regarding unwanted behaviors or specific behaviors of captive animals. Presentation will focus on the personal development of the students and the impact on the community partner's operations and mission.

Rosemary Strasser, University of Nebraska at Omaha

Jason Pratte, Omaha Henry Doorly Zoo

Michael Wheeldon, University of Nebraska

Alicia Buttner, University of Nebraska at Omaha

Pamela Ashley, University of Nebraska at Omaha

Track: Student Focus

**Psycho-Ecological Systems Model: A Guide for
Service-Learning Research and Engaged Scholarship**

The Psycho-Ecological Systems Model (PESM) was developed to guide service-learning research and engaged scholarship. PESM integrates three theoretical developments: the principle of reciprocal determinism, the biopsychosocial model, and the ecological model. This poster will describe PESM, delineate research programs currently guided by PESM (e.g., initiatives addressing homelessness), and stimulate discussion.

Roger Reeb, University of Dayton

Anne Steel, University of Nebraska-Lincoln

Track: Community Outcomes & Impact

**Public Scholarship: A Critical Discourse Analysis
of Rhetorical Moves and Epistemological Challenges**

Employing the methods and aims of critical discourse analysis (Jorgenson & Phillips, 2002), this poster will highlight common epistemological challenges faculty face in publishing their work with communities as public scholarship.

Emily Donnelly-Sallee, Park University

Track: Faculty Focus

**Rebranding, Marketing, and Promoting the Oklahoma
Disabled American Veterans (OK DAV): A Case Study
of Multiple Majors, Semesters, and Courses within
a Regional University to Achieve Win-Win Results**

Through two semesters and six courses, students in multiple majors at a regional state university developed a highly effective rebranding, marketing, and promotions effort to support the Oklahoma Disabled American Veterans (OK DAV) in their efforts to reach young veterans needing assistance with medical transportation and disability claims.

Dana Moore Gray, Rogers State University

Cathy Kennemer, Rogers State University

Lee Williams, Rogers State University

Track: Community Outcomes & Impact

**Reflection of Service Learning Experiences as
Related to Classroom Content: Guided Journals
or Open-Ended Journals?**

A key component in integrating meaningful service learning experiences in undergraduate courses is reflection. The purpose of this study was to compare two formats of reflection journals. Guided journals required students to report experiences based on provided topics. Open-ended journals required students to relate experiences to class material independently.

Whitney Schneider-Cline, University of Nebraska at Kearney

Track: Additional Perspectives

Service-Learning to Meet Children's Grief Needs

Undergraduate and graduate students engaged in a service-learning course to provide grief mentoring to K-12 children. Students reported on their perspectives of children's grief, the role of service-learning/grief mentorship in meeting the needs of grieving children, and the personal impact that a semester of grief mentorship has on the service-learner.

Jen Wright, University of Tennessee

Tricia McClam, University of Tennessee

Track: Student Focus

Service Learning Participation as a Moderator of Change over Time in the Academic Engagement of Undergraduates in a Capstone Developmental Lab Course

We explored how service-learning participation predicted academic engagement among undergraduate students in a capstone developmental lab. Eighteen students completed measures of academic engagement over the course of the fall 2012 semester. Multi-level modeling indicates that higher service-learning participation was tied to higher academic engagement at the end of the semester.

Jonathan Santo, University of Nebraska at Omaha

Track: Faculty Focus

Service-Learning, First Time, Full-Time Freshmen and Higher Education Persistence

Retention is significant to all higher learning institutions and the focus of recent Service-Learning research. Our preliminary research findings examine Service-Learning participation and retention for first time, full-time freshmen. Re-enrollment data analysis can serve as a catalyst to strengthen institutional persistence, faculty and student scholarship and the Service-Learning program.

Lisa L. Nelson, Wayne State College

Sandra Driskell, Wayne State College

Track: Evaluation Research

Service Works: Optimizing Transition and Inclusion Outcomes for Students with Disabilities through Service Learning

The poster presents results of Project Impact, a program designed to engage high school- and college-age students with disabilities in AmeriCorps and their communities. Project Impact facilitates transition through practical career exploration and meaningful service experiences. Components include: program design, implementation, student reflections, outcomes, and promising practices in school-to-work transitions.

Felicia Wilczenski, University of Massachusetts Boston

Laura Vanderberg, University of Massachusetts Boston

Jaimie Timmons, Institute for Community Inclusion Boston

Paul Martell, Florida Commission on Volunteerism and Community Service

Track: K-12

Student Trail Counts: If You Don't Count, You Don't Count

This presentation describes the process and outcomes of organizing university students to conduct trail counts on a major metropolitan recreational trail system. The outcomes include both useful data for community agencies that develop trails, and student reflections on their learning experiences.

Donald Greer, University of Nebraska at Omaha

Catherine Chmidling, University of Nebraska at Omaha

Mical Turner, University of Nebraska at Omaha

Track: Additional Perspectives

The Impact of a University-K-12 Collaboration: Sharing (collective) Bullying Knowledge With a Community Partner

The poster describes a university K-12 partnership focused on the production of bullying materials for a local community organization. In addition to a general overview of the service learning course and outcomes, quantitative and qualitative data will be presented to illustrate the impact and usefulness of this kind of collaboration.

Juan Casas, University of Nebraska at Omaha

Kelly Carver, Mockingbird Elementary

Track: K-12

CONCURRENT SESSIONS C

1:15–2:15 P.M.

MERCHANTS ROOM

Community Culture: Community Partners Speak about Working with Students with Backgrounds Different from their Own

For students involved with service-learning, negotiating cultural differences is a significant learning challenge but an important one as the negotiation allows students to experience working with people different from themselves in a scaffolded environment. The challenges that students face can be real issues for community partners as well.

Phillip Motley, Elon University

Amanda Sturgill, Elon University

Julie Lellis, Elon University

Track: Community Partner Focus

Newcomers Fostering Reciprocity: Lessons for Professional Schools

This research study about the impact of newcomers entering existing community-based institutions of practice has implications for reciprocal learning relationships between professional schools and community organizations. Expanding study of community-university engagement to professional schools is recommended for building the knowledge base of engagement and connections between professional schools and community organizations.

C Franklin Granger, First Baptist Church, Athens, GA

Track: Additional Perspectives

GRAND CENTRAL BALLROOM A

Engagement Portfolios: Exploring their Potential in Community Engaged Scholarship

As three streams of thought in higher education (e.g., imperative for evidence of quality and impact; core competencies for professional development; reflective learning and program assessment) converge, engagement portfolios may play a more prominent role in community engagement. This scholarly paper explores that potential drawing on examples from current practice.

Diane M Doberneck, Michigan State University

Track: Faculty Focus

Cultivating and Rewarding the Mosaic of Faculty Scholarly Talents and Contributions

Facilitated faculty dialogue is essential to surface and address common and persistent challenges that prevent policy from being operationalized. Sensemaking theory and organizational change strategies are used to explore findings of campus dialogues with over 100 faculty and staff in 42 departments about community-engaged scholarship in promotion and tenure.

Emily Janke, University of North Carolina at Greensboro

Kristin Medlin, University of North Carolina at Greensboro

Barbara Holland, University of North Carolina at Greensboro

Track: Faculty Focus

SAINT NICHOLAS B ROOM

Reciprocity in Community-School-University Partnerships: Voices for Research and Experience

Presenters argue that reciprocity and institutional critique are key concepts in the development of the emerging field of community-school-university partnerships. Presenters will offer their scholarly work from their recent experiences guest editing a special themed issue of the Peabody Journal of Education, as well as previous school-based program evaluations.

Gavin Luter, University at Buffalo

Bob Kronick, University of Tennessee-Knoxville

Jessica Lester, Indiana University

Track: Additional Perspectives

CBPR 101: Preparing Future Faculty and Community Partners for Community-Engaged Research

This session will discuss the evaluation findings of CBPR 101, a graduate course designed for a mixed academic/community audience. Session participants will unpack the challenges and rewards of co-teaching between academic and community partners, teaching a mixed academic/community audience, and using blended learning and constructivist pedagogical approaches.

Cathy Jordan, University of Minnesota

Susan Gust, Partners Three

Track: Evaluation Research

PAXTON ROOM

Exploring Empathy as a Critical Link between Short Engaged Learning Activities and Overall Service Learning Experiences among College Students

Empathy is a multidimensional phenomenon that may provide a critical link between short, engaged learning activities and

overall service learning outcomes. Using a poverty simulation, this hypothesis was tested among college students. Results of this study indicate the simulation positively impacted empathic attitudes while eliciting a negative affective response.

Laurie Browne, California State University, Chico

Susan Roll, California State University, Chico

Track: Student Focus

An Examination of the Relationship between Demographic Variables and Respect through Community-Based Service-Learning Projects

Understanding the role service-learning can play in the development of respect has been examined by both researchers and educators. The study revealed that youth across all demographic variables were in highest agreement on “treat others with respect” and “treat others in a courteous way.”

Janet Fox, Louisiana State University

Melissa Cater, Louisiana State University

Kimberly Jones, Louisiana State University

Track: Student Focus

MURRAY ROOM

Investigating Community Perspective of the Nature of Service-Learning Partnerships in Egypt

Past research on service-learning partnerships focused on the impacts of these collaborations and was mostly based in U.S. contexts. This qualitative study addressed these gaps by investigating the nature of these partnerships in Egypt according to Enos and Morton's (2003) framework. Findings indicated current transactional relationships with aspiration for transformation.

Neivin Shalabi, Ministry of Education, Egypt

Track: International Impact and Development

Using Resilience Thinking to Enhance Community Based Service Learning and Research

Drawing on more than a decade of international service learning and community engagement, we describe a pedagogical and theoretical framework for understanding SLCE in the development encounter. This framework is based on ‘resilience thinking’ and the concept of linked and/or nested adaptive cycles, commonly called panarchy, in coupled socio-ecological systems.

Robert Swap, University of Virginia

Christopher Colvin, University of Cape Town

Claudia Ford, Antioch University

Loren Intolubbe-Chmi, Johnson & Wales University

Caroline Berinyuy, University of Virginia

Kent Wayland, University of Virginia

Joseph Francis, University of Venda

Track: International Impact and Development

PRAGUE ROOM

A Sense of Being: Examining the Lived Experiences of the Building for Change Homeowners in Belize

International service outcomes with the recipients are often overlooked in the service-learning literature. What is left behind once the students go back home? Research employing phenomenological methods of interviewing and photovoice explored the impact of the Building for Change program in Belize from the perspective of those receiving the house.

Paula Belice, Cardinal Stritch University

Track: Community Outcomes & Impact

Life History Project: A Scholarly Study of Student Engagement with the Underserved Aging Population

Great need exists for Gerontological professionals. Social work SL students interview seniors for life narratives. Quantitative measures pre/post and related qualitative data on student reflections document student growth. Community impact is measured through the experiences of seniors and community social workers.

Mary Ann Jennings, Missouri State University

Michele Day, Missouri State University

Track: Additional Perspectives

COZZENS ROOM

The Fabric of Mentoring- A Network Analysis of Dyadic Ties in Mentoring Relationships in a University Service Learning Environment

This case study examines dyadic ties that exist in mentoring relationships using a network analysis to emphasize causal links between processes and outcome variables between mentors and mentees. Mentees in this study are mostly language minority students being mentored in a variety of academic, athletic, artistic, and other interest areas.

Casey Peterson, Brigham Young University

Track: Community Outcomes & Impact

The Impact of Civic Mentoring on Student Development of Civic-Mindedness

Several factors have been identified as fostering student development of civic-mindedness. This study specifically examined how civic mentoring influenced development of student civic-mindedness. Participants were students in a large service-based scholarship program, 85% of which identify as having a civic mentor. Results indicate the closeness of the relationship is important.

Kristin Norris, IUPUI

Rick Battistoni, Providence College

Track: Student Focus

WASHINGTON CITY ROOM

Just and Sustainable?: A Case Study Evaluating the Faculty-Community Relationship in an Emerging Service-Learning Partnership

Many service-learning partnership studies rely solely on EITHER the faculty OR the community representative perspective to assess the features and outcomes of SL relationships. This qualitative case study incorporates the viewpoints of both constituents and suggests that intentional joint “learning conversations” are critical to developing just and sustainable relationships.

Joan Wagner, Saint Michael's College

Track: Community Partner Focus

Understanding Nonprofit Capacity in Service-Learning: Helping Faculty Build Successful Partnerships

Nonprofit organizations are legally bound to uphold their mission, which poses a barrier for participating in service-learning as projects that are good for student learning may not align well with the nonprofit mission. This study seeks to deepen understanding around the nature of nonprofits to assist in service-learning planning.

Melissa Yack Pall, University of Utah

Nancy Basinger, University of Utah

Track: Community Partner Focus

SAINT NICHOLAS A ROOM

Transcripts to Lifescritps: What to Say to your College President When Asked: What's the Value-added of Service-Learning and Community Engagement?

This Stakeholder Team Presentation details discoveries about ways community engaged pedagogies add value to the undergraduate experience. We argue that interrupting corporate discourses of accountability and value-added education supports undergraduates in creating coherent pathways in which experiences connect in ways that shape an integrated, more intentional and meaningful whole.

Amy Anderson, Duke University

David Malone, Duke University

Kristin Wright, Duke University

Matt Serra, Duke University

Elizabeth Fox, Duke University

Joan Clifford, Duke University

Nicole Daniels, Duke University

Track: Faculty Focus

HILL ROOM

Student Engagement in STEM through Service-Learning

At the College of Coastal Georgia, we have converted the capstone courses in biology into Service-Learning courses that connect biology majors with community partners to provide hands-on experiences and service to the local community. As a result of their experiences, students integrate STEM outcomes into their personal and professional lives.

David Stasek, College of Coastal Georgia

Keith Belcher, College of Coastal Georgia

Curt Spires, College of Coastal Georgia

Track: STEM and Service-Learning

STEM and Service-Learning: Does Service-Learning Increase STEM Literacy?

We propose a review on the assessment of service-learning in enhancing literacy in STEM and STEM-oriented communications courses. We profile service-learning projects at two colleges and develop a model in which STEM literacy of college service-learning participants is enhanced through their service to increase STEM literacy in K-8 student participants.

Barbara Hayford, Wayne State College

Buffany DeBoer, Wayne State College

Sally Blomstrom, Embry-Riddle Aeronautical University

Track: STEM and Service-Learning

CONCURRENT SESSIONS D

2:30–3:30 P.M.

GRAND CENTRAL BALLROOM A

Changes in Civic Attitudes, Knowledge and Skills over the College Years: Findings from a Longitudinal Study

In this presentation, we summarize the third phase of a longitudinal study of students' reactions to a public service graduation requirement. We previously reported students' initially positive reactions and their increasing civic engagement after two years of college. 225 graduating seniors showed further development in civic attitudes, knowledge, and skills.

Barbara Moely, Tulane University

Vincent Ilustre, Tulane University

Track: Student Focus

Building Civic Identity: Understanding the Impact of Multi-Term Civic Engagement Programs

The civic engagement initiatives researched for this study are implemented with the goal of creating "engaged scholars and actors working for a better world." This study of alumni experiences examines how and whether alumni of civic engagement programs live lives that demonstrate a commitment to active and involved citizenship.

Tania Mitchell, University of Minnesota

Rick Battistoni, Providence College

Art Keene, University of Massachusetts Amherst

John Reiff, University of Massachusetts Amherst

Track: Student Focus

MERCHANTS ROOM

Georgia's Faculty Reward Structure: Community-based Scholarship and Reviews for Tenure and Promotion within a University System

This paper provides a case-study analysis of faculty reward structures within a public university system in the US southeast. Specifically, it explores the role of community-based scholarship in faculty reviews for tenure and promotion across thirty-one institutions within the University System of Georgia—the fourth largest system in the US.

Phillis George, College of Coastal Georgia

Elizabeth Wurz, College of Coastal Georgia

Track: Evaluation Research

The Future of Engaged Faculty: Exploring Motivations of Early Career Faculty Commitment to Community Engagement

This workshop focuses on key themes that emerged from a qualitative interpretive study to better understand how early career faculty are motivated to use community engagement practices in the academy. Participants will discuss implications of a new generation of engaged faculty and what draws new faculty to the engagement field.

Carie Hertzberg, Rhode Island Campus Compact

Track: Evaluation Research

PAXTON ROOM

Community Engagement: An Expression of Faculty Philanthropy?

This research examined the distinctiveness and commonalities of the concepts of philanthropy and community engagement. Through the voices of faculty we explored the benefits and challenges to using the concept of philanthropy to discuss faculty community-engaged work.

Jia Liang, University of Georgia

Lorilee Sandmann, University of Georgia

Audrey Jaeger, North Carolina State University

Track: Faculty Focus

An Examination of Faculty Professional Identity and Goals Surrounding Community-Engagement and Civic Learning

This research reports the practices of faculty who identify as community-engaged scholars in an effort to demonstrate how faculty action and student learning contribute to campus and community civic health. The role of community partnerships are considered as well as sources of institutional support, including new promotion and tenure guidelines.

Kristin Moretto, University of North Carolina - Greensboro

Spoma Jovanovic, University of North Carolina - Greensboro

Kathleen Edwards, University of North Carolina - Greensboro

Track: Faculty Focus

SAINT NICHOLAS A ROOM

Creating Evidence of Institutional Engagement: Why Haven't We Figured It Out Yet?

Higher education institutions seek to demonstrate evidence of engagement, yet there are no consistent metrics that can easily be replicated across institutional contexts. We propose a new

typology of measurement developed after a review of over 100 measurement instruments from around the world and offer a research strategy for application.

Sherril Gelmon, Portland State University

Sharon Douglas, University of Newcastle, Australia

Track: Evaluation Research

Collaborative Action Inquiry as a Method of Institutionalizing Community Engagement

This session presents findings and implications drawn from an action research study on collaborative action inquiry as a method for advancing community engagement. The presenter will discuss how organizational learning and change theories aid in diagnosing issues related to the institutionalization process and the development of learning and change interventions.

Jennifer Purcell, Kennesaw State University

Track: Evaluation Research

SAINT NICHOLAS B ROOM

Centrality of Partnership Leadership to the Development of Democratically-Engaged, Multi-Sector Partnerships

Democratically-engaged, multi-sector partnerships value inclusive, reciprocal problem-oriented work that positions stakeholders as co-generators of knowledge and solutions. Using rigorous qualitative research (in the form of an explanatory case dependent on interview, observation, and document review), partnership leadership was found to be a critical factor in the development of democratically-engaged partnerships.

Lina Dostilio, Duquesne University

Track: Community Outcomes & Impact

Applying Structuration, Actor-Network-Theory, and Theories of Space to Sustained K-12 District Service-Learning Practice

There is limited understanding about how only a few of the nation's 15,000 school districts have been able to sustain district-wide service-learning practice for 10+ years. This paper explores ways in which structuration, actor-network-theory, and theories of space do and do not inform understandings of sustained service-learning in school districts.

Joe Follman, George Washington University

Track: K-12

MURRAY ROOM

A Grounded Theory Study of Community Service Learning Partnerships with Homeless Shelters and Undergraduate Hospitality Courses

Hospitality students in service-learning courses help community partners who provide services to homeless families. Interviews are held with community stakeholders, with the data analyzed using a grounded theory approach. The benefits and enthusiasm that hospitality students bring to a community partner are numerous and are shared in the presentation.

Lisa Thomas, Iowa State University

Track: Community Partner Focus

Can Service-Learning Experiences Change Poverty Attributions among Students?

Community engaged learning models such as service-learning have been shown to impact students in several areas including self-efficacy, deeper learning, reducing stereotypes, and critical thinking. Do these experiences alter or affirm previously held beliefs or stereotypes about poverty? This research examines if service-learning experiences influence the learner's perceptions of communities.

Lori Gardinier, Northeastern University

Emily Mann, Northeastern University

Track: Student Focus

PRAGUE ROOM

Power vs. Service: Models for Community Engagement from Cultural and Performance Studies

Most research in service learning is based on methods from the social sciences. Yet a vast body of research exists in the humanities around community engagement through the arts and culture. This paper examines models for community engagement adapted from cultural and performance studies, fields which emphasize power over service.

Celeste Fraser Delgado, Barry University

Track: Off the Beaten Track

Understanding ‘Public Good’ in Higher Education: A Historical Perspective Towards Contemporary Action

To demonstrate the need for the community-focused studies, this presentation will answer the following questions: What is the historical context of community engagement in higher education institutions? How is community engagement defined in the context of higher education? How is community engagement understood and applied in higher education?

Stacey Muse, University of Denver

Track: Community Outcomes & Impact

COZZENS ROOM

Which NGO is Right for your Study Abroad Service-learning Course?: Evaluating the Student Experience

The purpose of this study is to compare two study abroad service projects that students participated in while in Guatemala. The two projects compared in this study include the large international NGO Habitat for Humanity and a small local NGO Dom's Place. Comparisons focused on needs met by the projects.

Aaron Peeks, Elon University

Track: Evaluation Research

Faculty Assumptions, Beliefs and Teaching Practices in Service Learning Overseas

Why do faculty choose to implement service-learning overseas? The purpose of this qualitative study is to explore assumptions, beliefs, and teaching practices of faculty who implement service-learning pedagogy in international settings. The study provides insight into the connection between epistemology and teaching practices of these faculty and program approach/design.

Mary Ulrich, Montana State University

Track: Faculty Focus

WASHINGTON CITY ROOM

Building a Methodology for Monitoring and Measuring Civic Engagement in Student Affairs

Institutions are being asked to provide evidence on outcomes associated with civic competencies and demonstrate how civic learning impacts student success. This presentation will explore how one division developed an approach for monitoring and measuring civic engagement, allowing stakeholders to report useful data as well as identify trends and opportunities.

Dennis McCunney, East Carolina University

Kathleen Hill, East Carolina University

Track: Evaluation Research

Pursuing Community Engagement through Student Affairs: A Constructivist Narrative Exploration of Prior Experiences

This presentation will highlight the findings from a constructivist narrative study exploring the prior experiences of student affairs professionals who coordinate co-curricular service experiences for undergraduate students. Findings highlight the influence of early and sustained engagement in undergraduate service and identify factors contributing to intentions to persist in community engagement.

Sophie Tullier, Ohio State University

Track: Off the Beaten Track

HILL ROOM

Effectiveness of Implementing a STEM Service Learning Component Engaging Students in After School Time Activities

We assessed the effectiveness of incorporating STEM after school instruction in K-12 classrooms. Specifically, our aims were to provide additional STEM instruction for students in Omaha Public Schools. We observed an improvement of nearly 50% between pre- and post-test scores following the instruction.

Christine Cutucache, University of Nebraska at Omaha

Lauren Dahlquist, University of Nebraska at Omaha

Track: STEM and Service-Learning

UNO Students as Service Learning Leaders: Pioneers in STEM for Omaha Public Schools

Often our focus is on how service learning can improve the community at-large, but herein we describe how the incorporation of these projects at the undergraduate level improves student leadership and communication skills. Our data suggest that participants feel a sense of accomplishment and broaden their knowledgebase as a consequence.

Christine Cutucache, University of Nebraska at Omaha

Lauren Dahlquist, University of Nebraska at Omaha

Dakota Ahrendsen, University of Nebraska at Omaha

Track: STEM and Service-Learning

CONCURRENT SESSIONS E

3:45–4:45 P.M.

MERCHANTS ROOM

The Effects of a Community Engagement Orientation Trip on Subsequent Engagement

This study examines whether students who participate in a community engagement orientation trip are more likely than their peers to participate in community engagement activities during their first year or college. The session will highlight how these findings were used to inform changes to student programming one campus.

Ethan Kolek, Amherst College

Track: Evaluation Research

Community Partners as Co-educators in Community-Learning Projects: Building Strong Partnerships to Sustain Positive Learning Curves Over Time

Three nonprofit representatives, a college professor, and a student will present an analysis of their partnership. Consistent with current research, we underscore the importance of relationships for successful learning curves. To permanently meet nonprofits' needs, it will be essential to research the impact of student civic engagement on policy changes.

Claudia Garcia, University of Nebraska at Omaha

Kaysey Kendrick, University of Nebraska at Omaha

Laura Huntimer, Joslyn Art Museum

Carolina Padilla, Intercultural Senior Center

Nancy Williams, No More Empty Pots

Susan Whitfield, No More Empty Pots

Track: Community Partner Focus

PAXTON ROOM

Serving a Stranger or Serving Myself: Alternative Breaks and the Impact of Race and Ethnicity on Student Understanding of Themselves and Others

Despite research in service-learning that points to a relationship between racial/ethnic background and learning outcomes, no study has examined how racial/ethnic identification with a community affects students in Alternative Break Programs. This study explores what views change when students on alternative breaks serve communities resembling their own background or not.

Elizabeth Niehaus, University of Nebraska-Lincoln

Mark Rivera, University of Maryland

Track: Student Focus

A Quantitative Assessment of an International Alternative Break Course within a Service Learning Curriculum

The study evaluates the effectiveness of a multi-disciplinary service learning international alternative break course through the quantitative instrument, the SELEB scale (Service Learning Benefit). Several results show that there was a significant difference between pre and post tests.

Margaret Sass, Purdue University

Sandra Sydnor, Purdue University

Track: International Impact and Development

MURRAY ROOM

Connecting Graduate Students to Concepts and Resources to do Community-Engaged Research

This presentation will engage students and faculty advisers in a review of the definitional, conceptual, and practice dimensions of the scholarship of engagement movement. Presenters will share their own experiences and strategies for how graduate students and their advisers can connect with available resources to conduct engaged scholarship.

Jennifer Purcell, Kennesaw State University

Lorilee Sandmann, University of Georgia

Kristin Medlin, University of North Carolina-Greensboro

Track: Student Focus

GSN Informational: Leveraging Resources Available to Graduate Students

The Graduate Student Network (GSN) is a community of graduate students from all over the world who are interested in advancing research on service-learning and community engagement from diverse backgrounds and perspectives. This session will introduce the variety of programs and opportunities available through the GSN during the conference and throughout the year.

Jennifer Purcell, Kennesaw State University

Kristin Medlin, University of North Carolina-Greensboro

Adam DiDuro, Walden University

Kristin Norris, Indiana University-Purdue University Indianapolis

PRAGUE ROOM

Does Service-Learning Impact the Civic Attitudes and Skills of Students in an Online Course?

Presents results of an exploratory study comparing pre-post differences on the Civic Attitudes and Skills Questionnaire (CASQ) by students who chose to complete a service-learning project versus a traditional research project in an online course. Compares results to published findings from studies that have administered the CASQ in face-to-face courses.

Jennifer Reed-Bouley, College of Saint Mary

Rebecca Hoss, College of Saint Mary

Track: Evaluation Research

Developing a Virtual Sense of Place in E-Service Learning

Distance learning challenges how we think about and practice community engagement because it demands rethinking foundational concepts of our work. We reflect on the importance of place for online and face-to-face service-learning, using examples of student-generated online collaborative mapping and student-initiated virtual community walks projects from online and face-to-face courses.

Katie Curl, University of Wisconsin: Milwaukee

Marie Sandy, University of Wisconsin: Milwaukee

Ryan Hurley, University of Wisconsin: Milwaukee

Track: Off the Beaten Track

HILL ROOM

Advancing Non-Traditional Scholarship: Capturing the Non-Tangible Outputs of Experience

Members of the 2012 IARSLCE Editorial Fellows, composed of graduate students, early career professionals, and established practitioner-scholars, examine non-traditional scholarship through a theoretical lens and use data from the process to analyze the experience. They will facilitate participants in critiquing their case and identifying implications for their own research and practice.

Jessica Wangelin, State University of New York, Buffalo

Stacey Muse, University of Denver

Lane Perry, Western Carolina University

Track: Off the Beaten Track

Complex Coalition Partnership in Higher Education for Neighborhood Impact: Considerations from Action Science

In the context of community engagement and comprehensive change initiatives, I employ action science to inform change efforts in a community coalition. Through qualitative case

analysis, I find that partners encounter both discursive and practical barriers that should be confronted to strengthen learning in the partnership—a necessary end.

Elizabeth Hudson, University of Michigan

Track: Community Partner Focus

SAINT NICHOLAS B ROOM

Improving Student Outcomes of Community-Based Programs through Peer-to-Peer Conversation

Community-based programs engage students with the community, but how does discussion mediate their sense of community and development of personal and social responsibility? This study examines the mediating effects of meaningful discussion using data from the Personal and Social Responsibility Inventory, offering implications for practice and research.

Robert Reason, Iowa State University

Joshua Mitchell, Iowa State University

Andrew Ryde, University of North Carolina-Wilmington

Kathleen Gillon, Iowa State University

Track: Student Focus

What's Past is Prologue? Accounting for Prior Nonprofit Experiences Among Experiential Philanthropy Course Participants

What is the relationship between prior nonprofit experiences and experiential philanthropy course outcomes for students? This paper examines whether prior participation in and exposure to nonprofit sector activities is related to experiential philanthropy course outcomes for students, and specifically highlights differences between lower- and higher-SES students.

Jodi Benenson, Brandeis University

Track: Student Focus

WASHINGTON CITY ROOM

Patterns in Youth Engagement and Relationships to Psycho-Social Well-Being

This presentation will address patterns that emerge in data on what youth participate in which civic activities. It will show the result of a cluster analysis on national data and from one campus to show patterns of engagement. Results correlating campus patterns to psycho-social well-being will also be presented.

Abby Kiesa, Tufts University

Kei Kawashima-Ginsberg, Tufts University

Track: Student Focus

Bicycles and Service-Learning: A Synergy of the Unexpected

What happens when a professor, a bicycle named the 'Smoking Loon', a crazy idea and leadership students engage Service-Learning to address a public health dilemma? The wheels are still turning as we examine the synergy begun six years ago by bicycles and Service-Learning between faculty, community, Service-Learning and beyond.

Barbara Engebretsen, Wayne State College

Laura Dendinger, Wayne State College

Lisa Nelson, Wayne State College

Lowell Johnson, City of Wayne, NE

Track: Faculty Focus

COZZENS ROOM

Exploring Service Learning Outcomes and Experiences for Low-Income, First-Generation College Students

Despite an increasing body of literature on service-learning, very little is known about the experiences and outcomes related to this pedagogy for low-income, first-generation college students. This mixed methods study utilized a large national dataset to explore related outcomes and participation trends coupled with deeper explanation resulting from face-to-face interviews.

Travis York, Valdosta State University

2013 IARSLCE Dissertation of the Year Award Winner

Track: Student Focus

Reciprocal Benefits to Community-Engaged Research

This presentation showcases reciprocal and sustained benefits to community-engaged, participatory research from the perspectives of a community partner, social work faculty member/instructor, graduate student assistant, and graduate students. A brief review of the professional literature and participatory evaluation is also provided.

Jeanette Harder, University of Nebraska at Omaha

Jef Johnston, Avenue Scholars

Emily Nguyen, University of Nebraska at Omaha

Gabrielle Danner, University of Nebraska at Omaha

Jessica Michaels, University of Nebraska at Omaha

Track: Community Partner Focus

GRAND CENTRAL BALLROOM A

Learning to Teach, Learning to Serve: Service-Learning's Impact on Attitudes and Beliefs

Does service-learning have a role to play in provoking or facilitating meaningful attitude change among its participants? What are the conditions that make authentic attitude change possible? This investigation tests to what extent service-learning employing Contact Theory is an effective strategy for changing learners' attitudes and beliefs.

Joseph Erickson, Augsburg College

Jerusha Conner, Villanova University

Track: Evaluation Research

The Status of Service-Learning in Teacher Education: Preliminary Results from a National Study

The findings from the first phase of a national study of the status of service-learning in preservice teacher education in the United States will be presented. The presentation will discuss the extent to which and the ways in which service-learning is being incorporated into programs that prepare future K-12 teachers.

Andrew Furco, University of Minnesota

Jeffrey Anderson, University of Seattle

Kateryna Kent, University of Minnesota

Beth Dierker, University of Minnesota

Track: Additional Perspectives

SAINT NICHOLAS A ROOM

Urban University Engagement: Community Efforts and Trends

To further the discourse and subsequent research, the presenters will highlight data from Saint Louis University's Student Survey on Service, in light of other trends in urban community engagement. These discussions will examine the incongruities in the civic life of students and their attitudes and understanding of social change.

Leah Sweetman, Saint Louis University

Bryan Sokol, Saint Louis University

Janet Kuebli, Saint Louis University

James Hillis, Saint Louis University

Track: Community Outcomes & Impact

CONCURRENT SESSIONS F 9-10 A.M.

FRIDAY, NOVEMBER 8

MERCHANTS ROOM

Community-Engaged Professionals and Partners: The “Complete” Boundary Spanners

Community engagement involves people connecting across various boundaries. How do we understand, work with, and build the capacity of such boundary spanners? This session discusses theoretical and definitional aspects of boundary spanning, critiques current research on this topic, and offers a survey instrument for studying boundary spanning in diverse contexts.

Lorilee Sandmann, University of Georgia

2013 IARSLCE Distinguished Research Award Winner

Jenny Jordan, University of Georgia

Casey Mull, University of Georgia

Track: Additional Perspectives

Co-Located Boundary Spanning Leader: An Emerging Model of Community-Campus Partnerships

This paper describes the benefits and challenges of an emerging model of community-campus partnerships where the lines are blurred regarding who is a higher education partner and who is a community partner. Co-located boundary spanning leaders are based in dual locations, and offer the possibility for coordinating trans-formative partnerships.

Patricia Nájera, University of Wisconsin - Milwaukee

Track: Community Outcomes & Impact

SAINT NICHOLAS B ROOM

Coming to America: Introducing Service-Learning to ESL Students through “Global Experience”

As universities recruit and receive more international students than ever, now is the time to redefine “international service-learning.” This session will address results from a qualitative, exploratory, study of ten course sections of “Global Experience,” a pilot social justice, service-learning program for ESL students in Northeastern University’s American Classroom program.

Julie Miller, Northeastern University

Becca Berkey, Northeastern University

Francis Griffin, Northeastern University

Track: International Impact and Development

PAXTON ROOM

Learning & Discerning Through Community Engagement

This panel examines student learning across two service-learning courses linked by a multi-year university-community partnership. University students, inexperienced with racial, ethnic and linguistic diversity, and poverty, tutored students from a school, located in a multilingual, multiethnic low-income urban neighborhood. Concepts of evidenced based “good” learning and “deep” reflection are questioned.

Stephanie Burrell Storms, Fairfield University

Patricia Calderwood, Fairfield University

Betsy Bowen, Fairfield University

Melissa Quan, Fairfield University

Track: Student Focus

Can Restorative Practices Lead to Racial Justice? The Impact of Critical Service Learning on Students’ Perspectives and Attitudes

This presentation describes the impact on student learning of two service learning courses exploring whether restorative justice offers promise for addressing the racially disproportionate effects of the American criminal justice system. Readings, discussions, and students’ oral histories of diverse community partners engaged in restorative practices contributed to complex, transformative learning.

Hollyce (Sherry) Giles, Guilford College

Mary Louise Frampton, University of California, Berkeley

Track: Student Focus

SAINT NICHOLAS A ROOM

Comparative Perspectives on Service Learning and Community Engagement in a Pakistan-U.S. Partnership

The U.S. State Department funded a multi-stage exchange and partnership between U.S. and Pakistani universities, creating opportunities to compare and contrast goals, approaches, strategies, and challenges. Evaluation and observation of dialogues and training sessions in both countries provide valuable insights, shedding new light on cross-cultural, international engagement concepts and opportunities.

Gail Robinson, Innovations in Civic Participation
Barbara Holland, Holland Consulting
Emily Morrison, George Washington University
Vincent Ilustre, Tulane University
Andrew Furco, University of Minnesota
Patrick McNamara, University of Nebraska at Omaha
Rao Nadeem Alam, Quaid-i-Azam University
Waqas Saleem, Quaid-i-Azam University
Track: International Impact and Development

MURRAY ROOM

Reflection Integration and Evaluation:

Informing Curriculum Methods

This proposal documents the design and evaluation of a large immersive capstone course. It demonstrates how intentionally integrated reflection and evaluation contribute to ongoing curricular improvement. The results of this evaluation provide positive transformational learning and critical thought indicators, positively correlated to encourage further use of the current reflection curriculum.

Paul Prociw, Portland State University

Track: Evaluation Research

A New Conceptual Framework for High Quality Student Learning Outcomes: The FICCS Approach to Reflective Intercultural Competence and its Assessment through the RICA Model

This proposal presents and supports the hypothesis that students participating actively in service-learning while abroad will develop a higher level of Reflective Intercultural Competence than those who do not. The session illustrates the assessment model RICA (and its possible application also in domestic service-learning environments) and includes an interactive exercise.

Lavinia Bracci, International Center for Intercultural Exchange

Roni Kennison, International Center for Intercultural Exchange

Track: Additional Perspectives

PRAGUE ROOM

Disruptive Practices: Mapping Tensions in Feminist Community-Based Service Learning

The proposed paper is a theoretical exploration and analysis of tension points that emerge when feminist principles meet the realities of community-based service learning efforts in higher education. It examines how university feminist educators work

with undergraduate students to negotiate the challenges that present for them in this context.

Amira Proweller, DePaul University

Track: Faculty Focus

Service-Learning Roles in Faculty Development

Our presentation aims to aid beginning professors of service-learning by illustrating the time commitment, reversal of learning and expertise, and personal change that students and faculty undergo through service-learning. The professional growth experienced by service-learning stakeholders cannot easily be distinguished from the personal growth that manifests throughout the service-learning experience.

Jen Wright, University of Tennessee

Gavin Luter, University at Buffalo

Jessica Lester, Washington State University

Robert Kronick, University of Tennessee

Stacey Muse, University of Denver

Lane Perry, Western Carolina University

Track: Faculty Focus

WASHINGTON CITY ROOM

Truth & Trauma: Evaluation of Inner City Youth Experience, Learning, and Community Contribution to Violence Reduction

This paper presents a mixed-method evaluation of an innovative program designed to train community youth to address youth violence using a multidisciplinary, trauma-informed and restorative curriculum. The evaluation protocol incorporates qualitative and pre-post survey methods, and develops a complex portfolio demonstrating experience, change, products, outcomes, and community impact.

Thomas Kenemore, Chicago State University

Michael Edwards, Chicago State University

Track: K-12

The Impact of Academic Involvement on the Recovery of the Lower Ninth Ward, New Orleans

The Lower Ninth Ward of New Orleans experienced an influx of academic engagement following Hurricane Katrina. Students and professors provided labor, research and planning support for the community. This presentation discusses the overall impact of academic engagement by providing information about ways that engagement impacted community recovery efforts.

J. Ashleigh Ross, University of Wisconsin-Madison

Track: Community Outcomes & Impact

COZZENS ROOM

Student in Service-Learning Courses: Identifying Factors for Learning Outcomes

This session will share the findings of mid-sized university-wide student survey with over 1,500 respondents. Analysis of the responses identified several factors that may influence students' learning outcomes with service-learning integrated courses. The influences and possible implications of these results will be discussed.

Faith Beyer Hansen, Boise State University

Michael Humphrey, Boise State University

Track: Evaluation Research

Making It Stick: An Investigation of the Long-Term Impact on Students of a Community Engagement Program

A program administrator and a researcher will extend the conversation about long-term student outcomes of community engagement by sharing the context for their research and its findings—some expected, some surprising. They also will argue that qualitative methods support rigorous research that advances understanding of the complexity of community-based learning outcomes.

Michael J. Bolz, University of Illinois at Chicago

Diane Chin, University of Illinois at Chicago

Track: Evaluation Research

GRAND CENTRAL BALLROOM D

Does CBSL Promote Retention of Nontraditional Students?: Informing Practice through a Study of Enrollment Patterns at Three Universities

Previous research suggests that students who take service learning courses are more likely to persist to degree completion. This study explores whether this outcome holds for students with nontraditional characteristics at three universities. Results inform our practice with an increasingly diverse student population in higher education.

Susan Reed, DePaul University

Helen Rosenberg, University of Wisconsin, Parkside

Anne Statham, University of Southern Indiana

Howard Rosing, DePaul University

Track: Student Focus

The Impact of Service-Learning on Degree Completion

This presentation will describe a six-year longitudinal study of 3,458 undergraduate students at a large, urban university that investigated the impact of service-learning class participation on graduation. Service-learning course completion was a significant predictor of graduation when discrete-time survival analysis was used. Implications for research and practice will be discussed.

Lynn Pelco, Virginia Commonwealth University

Kelly Lockeman, Virginia Commonwealth University

Track: Student Focus

HILL ROOM

Engaged Learning Economies: From Theory to Practice

Come learn about Campus Compact's framework of the engaged learning economy and learn from Indiana University Northwest, a campus succeeding in this area. Participants will leave with an understanding of the concept and new perspectives on the challenges/opportunities of building innovative partnerships for successful economic development.

Amanda Wittman, Campus Compact

William Lowe, Indiana University Northwest

Ellen Szarleta, Indiana University Northwest

Track: Community Partner Focus

Theory vs. Practice: Community Engaged Scholarship, Experiential Learning, & the Case of the JSGS Policy Shop

In the course of delivering co-produced policy projects, student researchers reflexively contrasted their experiences against the theoretical foundations of community-engaged scholarship, generating an observation-based understanding of how such scholarship can meet community needs while providing students with insight into how socioeconomic and political forces shape the community's unique reality.

Cody Sharpe, University of Saskatchewan

Sara McPhee-Knowles, University of Saskatchewan

Travis Reynolds, University of Saskatchewan

Ken Coates, University of Saskatchewan

Track: Student Focus

CONCURRENT SESSIONS G

10:15–11:15 A.M.

MERCHANTS ROOM

Developing STEM Literacy for ELLs through Service Learning

There is a strong call to explore the benefits and challenges of connecting STEM and language learning for ELLs. This research paper seeks to address this need as it describes and analyzes a service learning collaboration that incorporates the development of a science research project and literacy strategies for ELLs.

Sandra Rodriguez-Arroyo, University of Nebraska at Omaha
Barbara Brimmerman, Lewis and Clark Middle School,
Omaha, NE

Track: STEM and Service-Learning

Physics, Toys, and Service Learning in STEM

This presentation will describe the inclusion of a service-learning/outreach component (physics of toys) into a physics course for upper-level undergraduate and masters students. A capstone seminar course that focused on communication in science was redesigned to include service-learning activities within a local middle school that serves predominately underprivileged students.

Gintaras Duda, Creighton University

Track: STEM and Service-Learning

PAXTON ROOM

A Desirable Relationship: Voices from the Community

This qualitative case study of an international service-learning partnership focuses on how the community (organization representatives and residents) describe a desirable relationship with a university. The community describes a desirable relationship as community-driven and draws attention to different types of knowledge and recognition.

Nora Reynolds, Temple University

Track: Community Partner Focus

Documenting Community-University Partnerships Across a Major Public Research University

This paper describes a mixed-methods approach to documenting community-university partnerships across a major public research university. It outlines the steps taken to create

a standard definition for partnerships and the mechanisms to gather data systematically from diverse academic and research units. Implications for university strategic planning are presented.

Valerie Holton, Virginia Commonwealth University

Kate Agnelli, Virginia Commonwealth University

Track: Evaluation Research

MURRAY ROOM

Applying the Cultural Intelligence and Intercultural Sensitivity Models to Assess The Impact of Intensive Cross-Cultural Service-Learning on Undergraduate Students .

Evaluation of the effects of service-learning with refugee families on students' intercultural sensitivity and cultural intelligence (CQ). Besides the three common domains of multicultural knowledge, awareness, and skills, CQ includes an additional factor: motivation—shedding new light on the study of student impact from service-learning interaction with cultural others.

Nadia De Leon, Stanford University

Track: Evaluation Research

Yes They Can! Pre-service Teachers Gain Cultural Sensitivity and Cultural Competence Through Service

Prospective teachers provide mentoring at a culturally diverse elementary after-school program and gain an awareness of and sensitivity to the cultural differences and similarities of the children they serve. The college students' diversity disposition is measured with pre- and post-cultural sensitivity assessments as well as journaling after each school session.

William Austin, University of Nebraska at Omaha

Pamela Ashley, University of Nebraska at Omaha

Track: Student Focus

GRAND CENTRAL BALLROOM D

Using Digital Storytelling to Reinvent Reflection: A Study of Civic Learning

Digital storytelling is a pedagogical strategy that facilitates the reflection process in a way that helps students organize their experiences and results in deeper learning. Participants will learn about this pedagogy and their value as authentic evidence of civic growth. Results of this study indicate transformative learning in various contexts.

Kristin Norris, IUPUI

Track: Student Focus

Engaging “Digital Natives”: Online Strategies for Service-Learning and Community Engagement

This presentation will provide a review of emergent approaches for engaging youth in online contexts, focusing on “digital badge systems” as an illustrative case. Our analysis will describe the relevance, current use and potential benefits and challenges of such strategies for the field of service-learning and community engagement.

Susan Harris, University of Southern California

Track: Student Focus

PRAGUE ROOM

Why is Community-engaged Teaching and Learning Potentially Detrimental to the Career Development of Faculty?

This paper evaluates the language used in academic papers on community-engaged research and learning against the prevailing research culture of many Higher Education Institutes. This mismatch can negatively impact on the career development of engaged faculty, and I analyze this phenomenon using Bourdieu’s theoretical framework, and explore possibilities for change.

Catherine Bates, Dublin Institute of Technology

Track: Faculty Focus

Curriculum Differentiation and Professional Development with University Faculty: Seeing the Light or Feeling the Heat?

The Professional Development Initiative (PDI) of the UNK College of Education recently concluded a three-year focused effort to help college faculty learn differentiated teaching methods, including experiential- and service-learning pedagogy, with teacher-education students. Research was conducted to determine the impact the PDI has had on instructional practices of university faculty.

Wendy McCarty, University of Nebraska at Kearney

Sherry Crow, University of Nebraska at Kearney

Grace Mims, University of Nebraska at Kearney

Dennis Potthoff, University of Nebraska at Kearney

Jennifer Harvey, University of Nebraska at Kearney

Track: Faculty Focus

SAINT NICHOLAS A ROOM

Being All Things to All People: Developing Motivation and Culture for Engaging Citizens in the Work of Government

This case study advances theory development regarding motivation for community engagement and the creation of a volunteer culture by public sector agencies. Examined is the volunteer program for a regional government that has historically lacked a consistent volunteer culture and motivation among staff to engage citizens in their work.

Katrina Norvell, Roger Williams University

Alisha Lund-Chaix, Lund-Chaix Consulting, LLC

Track: Community Outcomes & Impact

Enhancing Voter Mobilization in South Omaha: Reflections on the Impact of a Community Collaborative.

In 2012, the Omaha Heartland Workers Center, the University of Nebraska at Omaha and the Omaha Public Schools teamed up in a P-16/Community collaboration to promote voter mobilization and political participation in South Omaha’s Latino community. This panel will offer reflections from the stakeholders on the future of the democratic process.

Jonathan Benjamin-Alvarado, University of Nebraska at Omaha

Track: Community Outcomes & Impact

COZZENS ROOM

Partnering to Address the Relentless STI Epidemic: A Unique Collaboration between the Jail, Local and State Health Departments and an Academic Health Center in Douglas County, Nebraska

Do justice, an inter-professional community/academia run project, works to address the epidemic of sexually transmitted infections (STIs) in Douglas County, Omaha. Data from the long-term project and from two pilot projects – one depicting true prevalence of STIs; and second exploring feasibility of HIV testing in jail, will be presented.

Ruth Margalit, University of Nebraska Medical Center

Mary Earley, Douglas County Department of Corrections

Jennifer Sharrick, University of Nebraska Medical Center

Cole Boyle, University of Nebraska Medical Center

Kari Simonsen, Douglas County Health Department

Laura Vinson, University of Nebraska Medical Center

Track: Community Partner Focus

Community Based Partnerships Foster Healthy Lifestyle to Prevent Diabetes Type II

This community based participatory research project is a mixed method study that assesses barriers to good nutrition and a healthy lifestyle faced by underserved members of the community. Data collected will be used to design interventions to prevent Diabetes type II for at-risk groups.

Kristin Mattson, Nebraska Methodist College
Harsha Sharma, Nebraska Methodist College
Susan Ward, Nebraska Methodist College
Christine Clancy, Nebraska Methodist College
Kim Hall, Nebraska Methodist College
Lori Shaw, Nebraska Methodist College
Tim Landolt, Nebraska Methodist College
Courtney Marshall, Nebraska Methodist College
Jose Villegas, Nebraska Methodist College
Allison Kinney-Walker, Nebraska Methodist College
Echo Perlman, Nebraska Methodist College
Sophie Feng, Nebraska Methodist College
Connie Wallace, Nebraska Methodist College

Track: Community Outcomes & Impact

HILL ROOM

Approaching Applied Ethics through Service Learning for Library and Information Science (LIS) Professionals: An Exploration of Purposeful Civic Learning

Information professionals face daily ethical decisions related to civic responsibilities of equitable access, intellectual freedom and social inclusion. Service learning offers contextualization and deep understanding of communities served, synthesizes professional practice and ethical learning, and promotes an awareness of the needs of self and others in ethical decision making.

Gayle Bogel, Fairfield University

Track: Community Partner Focus

21st Century Learning Outcomes as a Framework for Creating a Culture of Meaningful Service-Learning and Student Leadership

This presentation will examine how secondary schools attempt to redefine themselves as 21st Century Schools. We will explore the use of service-learning as an approach to meet the demands of this process and examine the evolution occurring in one PK-12 institution as it aligns service-learning and 21st Century Learning Outcomes.

Leigh Gilchrist, Vanderbilt University
David Colodny, Colorado Academy
Michael G. Davis, Colorado Academy

Track: K-12

SAINT NICHOLAS B ROOM

Democratic and Community Engagement: A General Discussion of The Neoliberal Problem

Over the past 30 years neoliberalism has become a subtle paradigm and ideology that informs almost all aspects of our society. Our panel considers the challenges and obstacles neoliberalism poses for democratic and community engagement, and highlights the connections between theoretical understandings of neoliberalism and the larger scholarly/practical implications.

Sarah Brackmann, Southwestern University
Brandon Kliewer, Florida Gulf Coast University
Corey Dolgon, Stonehill College
Eric Hartman, Providence College
Tania Mitchell, University of Minnesota
John Reiff, University of Massachusetts Amherst

Track: Off the Beaten Track

WASHINGTON CITY ROOM

Learning-Service, a Reconceptualization of Service-Learning for Higher Education

In this paper, we offer a reconceptualization of service-learning that challenges the conventional, taken-for-granted assumptions behind the concept and practice. Our alternative theoretical orientation and model—"learning-service"—goes beyond the egoism, instrumentalism, and dualism of service-learning, and uniquely adds a personal context that is manifested in unorganized, organic service.

Michael Zhang, University of Illinois at Urbana-Champaign
Jameson Brewer, University of Illinois at Urbana-Champaign

Track: Additional Perspectives

Reviewing Research on Reform to Reinvigorate Community Engagement in the Future

Service learning and community engagement have been around for a long time. Reviewing reform efforts connected to the role of research and practice from the past requires a new vision for the future. In this session we look back to more effectively look forward.

Robert Shumer, University of Minnesota

Track: Evaluation Research

CONCURRENT SESSIONS H

11:30 A.M.–12:30 P.M.

MERCHANTS ROOM

Documenting Identity of a Civic-Minded Graduate

A Civic-Minded Graduate is one who is pursuing an education to acquire skills and knowledge to engage in a career or profession that can address issues in society. This research will examine procedures for measuring the integration of one's identity with one's as a student and with one's civic identity.

Elizabeth Wall, Appalachian State University

Robert Bringle, Appalachian State University

Ashley Hedgepath, Appalachian State University

Track: Student Focus

Developing the Civic Skills of Public School Youth: A Mixed Methods Assessment

This study employs mixed methods to examine the experiences of youth (N=125) who participated in youth-designed and youth-led community action. We explore the development of leadership skills, attitudes toward school-community, and sense of agency. Youth voices from qualitative findings illuminate social and civic capacities. Quantitative results echo these voices.

Nicole Nicotera, University of Denver

Sarah McCauley, University of Colorado/University of Denver

Eric DesMarais, University of Denver

Track: Student Focus

SAINT NICHOLAS B ROOM

Syllabus Review Process as a Window into Service-Learning Teaching and Partnerships

Approaches and findings of two syllabi review process of service-learning courses will be presented in this panel discussion. The featured institutions include a Catholic university with a structured service-learning requirement for all undergraduates and a public university with a student-led service-learning program. Implications for practice and research will be discussed.

Leslie Parkins, University of North Carolina at Chapel Hill

Lina Dostillo, Duquesne University

Track: Evaluation Research

GRAND CENTRAL BALLROOM D

Innovations in Peer Review: Expanding the Boundaries for Community Engaged Scholarship

This paper explores the modes, forms, and venues of peer review of community-engaged scholarship. An enhanced notion of peer review will significantly advance dissemination of various scholarly products of engagement. This work presents continuing efforts on a new research and action agenda, and will lead to ongoing dialogue and scholarship.

Sherril Gelmon, Portland State University

Cathy Jordan, University of Minnesota Extension

Cathy Burack, Brandeis University

Track: Faculty Focus

Evaluating the Broader Impacts of Sponsored Research through the Lens of Engaged Scholarship

The National Science Foundation's broader impacts review criterion for grant proposals has encountered persistent resistance from the scientific community. This paper situates the broader impacts criterion within the conceptual model of engaged scholarship and identifies how institutions can help federally-funded researchers successfully engage with community to meet this requirement.

Dianne Nagy, South Dakota State University

Track: Faculty Focus

PAXTON ROOM

Redefining Reciprocity from a Leadership Lens

Researchers explore what reciprocity in partnership means within one institution engaged in a diversity of partnerships. Researchers will share the results of a study of how partners of one Midwestern land grant university define reciprocity through the lens of transformational leadership theory. Participants will explore these data and consider reciprocity.

Mary Tolar, Kansas State University

Trisha Gott, Kansas State University

Chance Lee, Kansas State University

Track: Community Partner Focus

Negotiating Knowledge(s) in Community-Based Partnerships

This study interviewed community partners about how knowledge is defined, created, shared and constrained in community-faculty-student partnerships. The results explored ways in which “multiple sources of knowledge” are validated and valued and/or to uncover ways in which these processes of knowing may be circumventing and devaluing knowledges as well.

Sarah Steimel, Weber State University

Track: Community Partner Focus

SAINT NICHOLAS A ROOM

Discovering Identity through Reflective Practice: Reflection Post-graduation Enhances Civic Mindedness

This session examines research on graduates from three intensive community engagement programs, which suggests that continuous reflection experiences within the undergraduate program impacts reflective practices in their current lives, which in turn mediates the relationship between reflection in the program and civic identity and action in their professional lives today.

Richard Battistoni, Providence College

Dan Richard, University of North Florida

Julie Hatcher, Indiana University-Purdue University Indianapolis

Rebecca Netz, University of North Florida

Catherine Zakoske, University of North Florida

Track: Community Outcomes & Impact

The Use of Reflective Practice to Study the Impact of Community Engagement on Undergraduate Students

This presentation focuses on the use of reflective practice in community engagement coursework to assess the impact of the curriculum on undergraduate students. A priori theme analysis based on the Civic Minded Graduate conceptual framework is used to examine the type of impact made. Utilization of findings is discussed.

Mary Slade, Virginia Commonwealth University

Lynn Pelco, Virginia Commonwealth University

Track: Evaluation Research

MURRAY ROOM

Bridge to Care: Working with Resettled Refugees While Enhancing Student Personal and Professional Growth

Bridge to Care, an inter-professional student-run and community-engaged program facilitates positive health care outcomes for refugees by responding to specific needs and providing health education while improving cultural awareness among students. Presentation will discuss student-community partnerships, leadership, planning, and implementation of the program, which engaged 1,000 volunteers and 1,500 refugees.

Laura Vinson, University of Nebraska Medical Center

Ruth Margalit, University of Nebraska Medical Center

Pam Franks, Embrace the Nations

Ann Marie Kudlacz, Southern Sudan Community Association

Andrew Lemke, University of Nebraska Medical Center

Caci Schulte, University of Nebraska Medical Center

Messan Ametitovi, University of Nebraska Medical Center

Sarena Seifer, Community Campus Partnerships for Health

Track: Student Focus

PRAGUE ROOM

A Comprehensive Conceptual Model of Service-Learning

A new comprehensive service-learning conceptual model will be presented, along with a detailed look at the student-focused version of this model. This model incorporates contributions of past conceptual models with new research findings. After exploring each level of the model, future directions for researchers and practitioners will be discussed.

Meredith Whitley, Adelphi University

Track: Additional Perspectives

A Typology of CSL Student Experiences: A Method for Understanding the Spectrum of CSL Activities

This presentation investigates the complexities of CSL activities by offering a typology of student CSL experiences which may help researchers understand the variance of outcomes associated with different CSL activities, and practitioners to effectively scope CSL projects. The typology has 5 stages, ranging from student's passive participation to pro-active co-development.

Allyson Rayner, University of British Columbia

Angeli dela Rosa, University of British Columbia

Susan Grossman, University of British Columbia

Track: Faculty Focus

HILL ROOM

Mathematics Serving the Community: Empowering Community Organizations with Youth Research

Empower promising students, passionate for service, to use their math skills as pro bono mathematicians in a research initiative for nonprofit clients. Student researchers will share their experiences and lead participants through activities and assessments they have created. Participants, with student leaders, will explore ways to create community-based research opportunities.

Brad Kohl, Breck School

Christopher Walker, Breck School

Guohao (Ruskin) Li, Breck School

Track: STEM and Service-Learning

COZZENS ROOM

Service Loitering: Countering Missionary Ideology in Teacher Education with Multicultural Service Learning

Many white preservice teachers still enter America's classrooms with very little knowledge about diversity—particularly in underserved communities. This paper presentation shares the rationale for multicultural service learning that counters bias and missionary ideology and concludes with recommendations for university stakeholders.

Valerie Hill-Jackson, Texas A&M University

Track: Additional Perspectives

Service Learning with Preschoolers: A Comparison Study of Early Childhood Teacher Candidates' Levels of "Voice" and Perceived Impact

Two service learning projects involving early childhood teacher candidates with preschool children served as context of this comparison study. Using a mixed-methods design, teacher candidates' reflections and survey results were analyzed for themes and patterns related to levels of candidates' opportunities for "voice" and reports of perceived project impact.

Susan McWilliams, University of Nebraska at Omaha

Track: Student Focus

WASHINGTON CITY ROOM

Service Learning Experiences for Young Adults That Build Capacity for Future Community Engagement

Capacity building results when internal and context-specific factors build upon each other over time. We provide the theoretical framework that guides our practice, examples of student capacity-building experiences across multiple settings, a summary of key factors in capacity-building, and practical advice for setting up community partnerships that nurture capacity-building.

Liz Barber, North Carolina A&T

Sharon Hoard, North Carolina A&T

Sharon Jacobs, Washington Montessori Elementary School

Tom Smith, North Carolina A&T

Kimberly Ingold, North Carolina A&T

Christina Rose, Anson High School

Track: Community Outcomes & Impact

Activities Important for Young Adults Exploring Vocation in Year-Long Service Learning Programs

Activities important for young adults exploring vocation in year-long service learning programs are examined using a mixed-methods approach. Eight years of formative evaluation data are summarized to guide service learning program directors interested in facilitating vocational or career exploration of young adults.

Cheryl Keen, Walden University

Kelly Hall, Frostburg State University

Track: Evaluation Research



DISTINGUISHED RESEARCH AWARD

Lorilee R. Sandmann, Ph.D. is professor in the Adult Education Program, Department of Lifelong Education, Administration, & Policy at the University of Georgia. Her research focuses on leadership and organizational change in higher education with special emphasis on the institutionalization of community engagement, as well as faculty roles and rewards related to engaged scholarship. Her latest book is *Institutionalizing Community Engagement in Higher Education: The First Wave of Carnegie Classified Institutions* (Sandmann, Thornton, & Jaeger, 2009). Dr. Sandmann has been inducted into the International Adult and Continuing Education Hall of Fame, was president of the American Association for Adult and Continuing Education, was awarded the Scholarship of Engagement Award at UGA, and serves on the National Advisory Panel for Community Engagement of the Carnegie Foundation for the Advancement of Teaching.



EARLY CAREER AWARD

Eric Hartman is a visiting assistant professor of Global Studies at Providence College. As a writer, educator, and nonprofit executive director, he has worked for many years to advance efforts that are “rooted in the reality we have, but visionary in terms of imagining then creating a better tomorrow.” His publications on global service-learning, global citizenship, and fair trade learning have spanned edited volumes, peer-reviewed journals in service-learning and international development, and popular and trade magazines such as *International Educator*. As executive director of Amizade Global Service-Learning (2007-10), he advanced university-community engagement in more than a dozen communities around the world. He was selected as the recipient of the Cabot Dissertation Award for Commitment to a Just Society, The University of Pittsburgh Graduate School of Public and International Affairs 4 Under 40 Impact Prize, and as a representative of the United States in the State Department-Funded Water Here & There International Fellows Exchange Program with China. His passion for the ideals of U.S. Democracy is reflected in his recent contribution to the *Michigan Journal of Community Service-Learning*, “No Values, No Democracy: The Essential Partisanship of a Civic Engagement Movement.” He serves as Editor of the Building a Better World Forum for Global Service-Learning.



DISSERTATION OF THE YEAR AWARD

Travis York is an assistant professor of Higher Education Leadership at Valdosta State University. Dr. York earned his Ph.D. in Higher Education from The Pennsylvania State University in 2013 where he also served as the Editor of *Higher Education in Review* (2013). Prior to earning his doctorate, Dr. York received his M.A. in Higher Education from Geneva College and held several positions within Student Affairs. While Dr. York's research focuses broadly on issues of access and success in higher education, he has several projects that are specifically focused on how participation in service-learning may be related to student success for college students. Dr. York's dissertation research included a mixed methods study of the service-learning outcomes and experiences for low-income, first-generation college students. Most recently, Dr. York is a co-author of an upcoming book chapter on service-learning and nontraditional college students (*In Service-Learning at the American community college: Theoretical and empirical perspectives* (Forthcoming)).

DISSERTATION OF THE YEAR HONORABLE MENTIONS:



Kelly Lockeman received her Ph.D. in Education in December 2012. She is currently an assistant professor in the School of Medicine and assistant director for Research in the Center for Interprofessional Education and Collaborative Care at Virginia Commonwealth University. Her research interests include student success in higher education and the development of measures to assess and evaluate success.



Thomas (Tommy) Van Cleave, Ed.D., is the director of Service and Experiential Learning at Iona College in New Rochelle, NY. Currently in the Office of the Provost, he is facilitating a campus-wide service-learning institutionalization initiative. Previously, he was a faculty member at Portland State University in the Educational Leadership and Policy Department and master's degree program director for the International Partnership for Service-Learning and Leadership (IPSL). At PSU he specialized in graduate courses focusing on the theory and practice of domestic and international service-learning pedagogy through the Graduate Certificate in Postsecondary Service and Community Based Learning. Dr. Van Cleave is also a contributor through Stylus Publishing to the 2011 text, *Democratic Dilemmas of Teaching-Service Learning* and the 2013 revision of *Learning Through Serving*.

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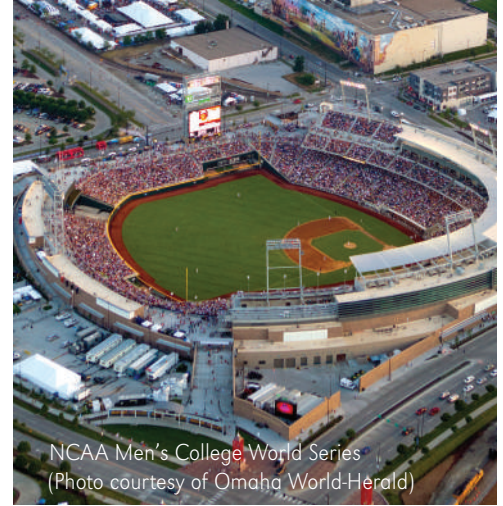
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