ENGAGEMENT *SCHOLARSHIP* CONSORTIUM ★★★★★★★★★★
TRANSFORMING HIGHER EDUCATION THROUGH *ENGAGED* SCHOLARSHIP

SESSION A
OCTOBER 2, 10:00 a.m. – 11:00 a.m.

A-1   MINNESOTA
Roundtables 1

Facilitating Policy, Systems, and Environmental Changes in Rural Communities (1)

Denise Everson, University of Georgia Extension; Courtney Still, University of Georgia; Andrea Scarrow, University of Georgia Extension; Shanda Ashley, University of Georgia

This session will focus on effectively engaging the community, the action-planning process, and how Extension units can help coalitions design education strategies that support policy, systems, and environmental changes.

Interdisciplinary Healing Approaches for Women of Color in Academia (2)

Priscilla Gibson, University of Minnesota; Abimbola Asojo, University of Minnesota; Catherine Squires, University of Minnesota; Roli Dwivedi, University of Minnesota

Using community-engaged research, various University of Minnesota campuses hosted four story-sharing workshops led by interdisciplinary women faculty of color for a diverse group of women and students of color and global communities. Findings from the workshops led to the creation of a rejuvenation space for women of color in academia.

Transforming higher education and community through sustained collaboration (3)

Michelle Elliott, University of Georgia; Conni Fennell-Burley, University of Georgia; Sam Perren, University of Georgia; Shelly Berryhill, Hawkinsville, Georgia City Council; Binh Dao, University of Georgia

This presentation will cover the organizational process of the Archway Partnership. The Archway Partnership model provides a foundation for sustained relationships between rural Georgia communities and higher education resources to promote economic development. This arrangement fosters collaboration among stakeholders, provides experiential learning opportunities, and applies faculty research to critical issues.

Carnegie Classified Community Engagement in Historically Black Colleges and Universities (4)

Nicole Prewitt, University of Alabama

The Carnegie Foundation's Classification for Community Engagement has emerged over the past two decades as the gold standard for recognition of an institution's commitment to the work of engagement scholarship. This presentation will detail what drove the development of Carnegie Classified Community Engagement in Historically Black Colleges and Universities.

Critical Analysis of Community-Based Evaluation as a Pedagogical Practice in Graduate Education (5)

Claire Barrett, University of Wisconsin-Madison; Victoria Faust, University of Wisconsin-Madison; Ashleigh Ross, Edgewood College

Graduate-level engaged learning opportunities that are developmentally appropriate and scaffolded across a student's training can facilitate the development of engaged scholars as teachers, researchers, and learners. This roundtable discussion provides a space to critically analyze engaged scholarship as a graduate-level pedagogical practice that trains graduate students to become engaged scholars.

The Student Engagement Network: Early challenges and successes (6)

Michael Zeman, Pennsylvania State University; Alan Rieck, Pennsylvania State University

This roundtable discussion will explore the components of Pennsylvania State University's Student Engagement Network which connects students with experiences that empower them to make a positive impact as citizens and leaders of the world. The network includes a faculty academy, student grant program, on-site engagement space, student interns, an online portal, and community partners.

Imi Na'auao: An example of community-engaged scholarship (7)

Christy Mellow, University of Hawai'i-West O'ahu; Camonia Graham-Tutt, University of Hawai'i-West O'ahu; Lorinda Riley, University of Hawai'i-West O'ahu; Thomas Scheiding, University of Hawai'i-West O'ahu; Melissa Saul, University of Hawai'i-West O'ahu

A collaborative University of Hawai'i-West O'ahu-based research project, Imi Na'auao supports the restoration of lahui (nationhood) by identifying methods for improving Native Hawaiian well-being through subsistence practices. Preliminary findings and the leadership role of community partners will be presented and discussed.

Amplifying Student and Community Voice Through Public Engaged Scholarship (8)

Ross VeLure Roholt, University of Minnesota; Michael Baizerman, University of Minnesota

Two case studies from University undergraduate classrooms demonstrate what faculty can do to create rich and beneficial learning opportunities for students and develop important research projects with community partners. Lessons learned will be shared to disseminate similar strategies across more institutions.

A-2   ST. CROIX 1
ESC Awards of Excellence Panel

Moderator: *Melissa Lubin, James Madison University*
Panelists: *Excellence in Community Partner Engagement Award – Toni Zimmerman, Colorado State University; Excellence in Community Partner Engagement Award – Nicole Kwiek, Ohio State University; Excellence in Faculty Engagement Award – Eva Zygmunt, Ball State University; Excellence in Student Community Engagement Award – Lane Perry, Western Carolina University*

This panel will feature the 2018 ESC Excellence Awards recipients. The ESC Excellence Awards program recognizes higher education institutions and their exemplary contributions to scholarship and practice of engaged scholarship.

A-3   ST. CROIX 2
College Access and Success

The ISU 4U Promise: Building community to transform college-going from barrier to bridge

Katherine Richardson Bruna, Iowa State University; Shari Miller, Iowa State University; Brent Osborne, Moulton Elementary School; Julanda Taylor, King Elementary School

The ISU 4U Promise is a place-based promise program that provides tuition awards to students who graduate from the fifth grade from two elementary schools in urban Des Moines, Iowa. In this presentation, representatives from the university and participating schools share insights about the nature of community-building around a college-going culture.

Addressing Academic Success Among Diverse University and High School Students

Jose Nanez, Arizona State University; Frank Garcia, Arizona State University

This presentation will focus on graduation rates among university students who served as mentors for high school students attending an academic enrichment program, and on changing attitudes toward a variety of stressors concerning university success among high school students attending a summer on-campus mentoring camp.

Civic Engagement and Student Success: The case of Eastern Connecticut State University

Nicolas Simon, Eastern Connecticut State University

This presentation will explore the success of students who volunteer in the community using a multidimensional approach including indicators such as GPA, commitment to liberal arts, career clarification and focus, inclusion, and local engagement.

A-4   DEER LAKE
Community-Engagement for Community Development

Transformative Engagement: Post-industrial landscapes and future imaginaries in the coal fields of Appalachia

C.L. Bohannon, Virginia Polytechnic Institute and State University; Amelia Hulshult, Virginia Polytechnic Institute and State University

This paper reviews the impact of community engagement within the curriculum of a landscape architecture program that integrated transformative learning experiences with Appalachian communities in an effort to introduce students to theory, methods, application, and implications of community-engaged design, while simultaneously working toward communities' self-identified needs.

Enhancing the University's Effectiveness as a Partner in Community Development

Dennis Pendleton, University of California, Davis; David Campbell, University of California, Davis

University-community partnerships for achieving community development goals can be inhibited by routine, deeply embedded university practices and assumptions. Two case narratives from University of California, Davis offer means of working around constraints to create space for robust, democratic engagement.

Service-Learning in Architecture Curriculum: Exploring tactical urbanism in northeast Mississippi

Silvina Lopez Barrera, Mississippi State University; Thomas Gregory, Mississippi State University

This presentation explores a service-learning course that uses tactical urbanism projects to provide architectural services to communities that need design but cannot afford it. In the course, architecture students engaged with residents and municipality to prototype and physically demonstrate the possibility of changing and improving downtown Ripley, Mississippi.

A-5   ELK LAKE
Water and Engaged Research

Blurring Boundaries: Sustaining practices in art and science

Graham Strickert, University of Saskatchewan; Susan Shantz, University of Saskatchewan

This co-presentation describes two collaborative projects that connect research with teaching and learning to demonstrate how art and science are complementary within transdisciplinary, community-engaged scholarship. Both projects used visual strategies for transformative student and community engagement, immersing participants in multi-sensory experiences that connected water with art and sociopolitical change.

Peoples of Waters and Skies: Trans-indigenous revitalization, community resilience, and research through traditional watercraft and sky knowledge between American Indian Studies and Pacific Islanders in rural Southwest Minnesota

Vicente Diaz, University of Minnesota; Mat Pendleton, Lower Sioux Recreation Center; Gabriel Elias, MIcronesian Community of Milan; Elliott Christensen, Lower Sioux Recreation Center; Adam Savariego, University of Minnesota

This paper presentation will report on a research and teaching partnership among the Upper and Lower Sioux Communities, Micronesian Islanders in rural Southwest Minnesota, and the University of Minnesota's American Indian Studies' Native Canoe Program to advance indigenous revitalization and resilience through traditional watercraft and water/sky knowledge, global indigenous research, and community engagement.

Engagement by Design: Designing a National Loon Center in Crosslake, Minnesota with Cross-sector Partners

Virajita Singh, University of Minnesota; Joe Polacek, University of Minnesota

This presentation will focus on the community-engaged design process of the National Loon Center (NLC) in the Whitefish chain of lakes in Central Minnesota. NLC's goals are to provide education, programming, and activities related to loon habitat, shoreland protection, and water quality using landscape and architecture as pedagogy, teaching about regenerative design, and economic vitality.

A-6 MAPLE
Health-Related Partnerships

Let's do This Again: Lessons learned from a unique service-learning partnership

M. Erin Hoying, Purdue University; Abby Berg, Purdue University; Rebecca Johnson, Purdue University; Daphene Koch, Purdue University; Deborah Spoerner, Purdue University; Julia Kolouch, Bauer Family Resources

Reflection and insight led to changes in a service-learning project involving Nursing and Construction Management students tasked with building a natural play scape for a local Head Start facility. The biggest challenges posed by the project included increasing engagement with the community partner and providing a leadership role for nursing students. This presentation will share lessons learned.

An Academic-Practice Partnership Enhances Family Nursing in an Adult Intensive Care Unit Setting

Patricia Beierwaltes, Minnesota State University-Mankato; Fadumasara Ali, Minnesota State University-Mankato; David Clisbee, Minnesota State University-Mankato; Beth Heather, Hennepin County Medical Center; Sandra Eggenberger, Minnesota State University-Mankato

This presentation describes the benefits and challenges of a partnership between a school of nursing and a large, urban teaching hospital and how such a partnership can engage nurses at the bedside while informing scholarship for nursing faculty.

Engaging Nursing Students in a Clinical Patient Safety Project: Outcomes of academia and practice collaboration

Mopelola Adeola, Purdue University; Tera Hornbeck, Purdue University

Gaps in care constantly exist in healthcare environments. To combat gaps in admission to discharge process, a collaborative project that involved academia and clinical practice showed that there are many benefits and challenges to engaging nursing students in a collaborative academia-practice project.

Twin Cities Mobile Market: An example of authentic community engagement and lessons learned along the way

Melissa Horning, University of Minnesota, Leah Porter, Twin Cities Mobile Market; Abdirahman Hassan, University of Minnesota

This presentation will discuss the community-university partnership work to build and pilot an authentically engaged community research platform to evaluate the Twin Cities Mobile Market. The discussion will center on relationship-building, navigating power dynamics, co-developing the research design, gathering community input, data-sharing, and leveraging findings to benefit the partners and community.

Walk with a Future Doc: Creating a framework for medical student organizations to promote community health and wellness

Anthony Fabiano, Ohio State University; Kyle McAtee, Ohio State University

Walk with a Future Doc seeks to improve health literacy rates and individual and community wellbeing. The presenters created a framework for medical students across the country to use when piloting similar programs. The framework includes frequently asked questions, best practices, leadership responsibilities, and new chapter formation framework for effective communication.

A-7   BIRCH
International Service-Learning

Assuring Your Service-Learning is Ethical, Legal, and Culturally Appropriate When Working with International Partners

Tricia Todd, University of Minnesota; Jessica Evert, Child Family Health International; Ellen Reid, University of Minnesota

Service-learning has a long history suggesting it has value, but done incorrectly, service-learning can be culturally inappropriate, unethical, and even illegal. This session will share the need for educators and administrators in the service-learning community to consider community needs and strengths in tandem with the desires of students.

A-8   PINE
Collaborative Communication and Conflict Management

Collaborative Communication and Conflict Management Practices for Engaged Scholars and Their Community Partners

Rebecca Dumlao, East Carolina University; Emily Janke, University of North Carolina at Greensboro

Community-university partners must address differences, tensions, and even conflicts as they work together. Sustainable relationships and productive responses rely on the development of collaborative verbal and nonverbal communication tools and practices. Participants will share differences and conflicts, brainstorm about responses, and take away resources to use in future community engagement work.

A-9   CEDAR
NSF's Broader Impacts

National Science Foundation's Broader Impacts within Engaged Scholarship: Building infrastructure for implementation and evaluation

Laurie Van Egeren, Michigan State University; Susan Renoe, University of Missouri; Melissa Maras, University of Missouri; Jennifer Goyne, University of Missouri; Kent Ahrens, University of Missouri; Casey Osterkamp, University of Missouri

This workshop presents the National Science Foundation's broader impacts requirements in the context of engaged scholarship. Participants will leave with increased understanding of resources for implementation and evaluation, with specific discussion of BINDERS, a new evaluation tool.

A-10 GRAYS BAY

Evaluating and Improving Student Outcomes

The Young Scholars Program: Examining a support program for first-generation college students

Aaron Krueger, University of Nebraska at Omaha

Young Scholars is a small, privately-funded support program for first-generation college students at the University of Nebraska at Omaha. This digital poster session will provide an overview of how the program engages with students, and will show evidence-based program outcomes from the perspectives of the students.

Assessing the Impact of Community Engaged Learning on Undergraduate Outcomes

Mel Lafferty, University of Northern Colorado; Annie Epperson, University of Northern Colorado; Allison Grant, University of Northern Colorado; Deborah Romero, University of Northern Colorado

This poster highlights collaborative institutional assessment regarding the impact of community-engaged learning (CEL) among undergraduates at a public, Carnegie-classified engaged university. Findings show students with some CEL experience reported significantly higher levels of civic engagement, civic awareness, social agency, leadership, sense of belonging, and positive cross-racial interactions.

Engaging Doctoral Students: Benefits of implementing community-based research projects

Sonya Sherrod, Texas Tech University; Shirley Matteson, Texas Tech University; Irene Arellano, Texas Tech University

This session offers an overview of the self-reported benefits of completing an engaged scholarship, community-based research project. After project completion, doctoral students in Texas Tech University's College of Education answered the survey question: "What did you learn about conducting research or yourself as a researcher through this experience?"

Food.Clothing.Housing: Best practices in addressing college student basic needs

Heather Fiedler, Point Park University

Point Park University's Department of Community Engagement is dedicated to studying problems and implementing solutions to address students' basic needs. This presentation will discuss what the department has learned from its research and implementation of a new food pantry, clothing pantry, and housing solutions to help students thrive.

Student-Led Community Diabetes Education Classes: Impact on students

Jen Nickelson, University of Alabama; Brian Dickson, University of Alabama

This digital poster presentation will describe a service-learning course in which students led diabetes education classes in the community. The impact of the course on students' practical and interpersonal skills, sense of citizenship and personal responsibility, and diabetes health literacy will be presented.

A-11 WAYZATA

Engagement in a Divided Nation

Engagement Ideologies: Navigating rival views of engagement

David Weerts, University of Minnesota

As the nation becomes more politically divided, engagement practices are also perceived as becoming more ideological on college campuses. Drawing on the fields of intellectual history, philosophy, and the social sciences, this scholarly paper explores competing visions of engagement that are vying to transform higher education in the U.S.

Political Dialogues: Engagement strategies for bridging the divides

Lane McLelland, University of Alabama; Paige Bolden, University of Alabama; Maureen Flint, University of Alabama

University of Alabama students representing diverse political and religious perspectives engage in a structured series of dialogues to address the divisive issues facing our nation. This presentation highlights the program design, which combines dialogue with activities to encourage personal reflection, foster trust and openness among the participants, and develops skills for more effective civic engagement.

Engaged Scholarship and Community Partnerships: Integrating theory and practice in political science

Monique Mironesco, University of Hawai'i-West O'ahu

The paper explores the concept of a post-truth era in which anyone can make up their own reality and have it spread far and wide through uncritical social media shares and hashtags, and how civic engagement based on social and political problems identified by community partners should be one of a university's primary goals.

A-12 CRYSTAL LAKE

Climate Change and Sustainability

Teaching and Learning at Heart: A networked community participatory model for engaged education abroad

Vincent Delgado, Michigan State University; Jennifer Rivera, Michigan State University

This presentation chronicles the development of a model program on sustainability for engaged education abroad that supports a core network of community partners surrounded by campus units, faculty, students, U.S.-based partners, and many others. Program development, outcomes research, pedagogies, investments, and principles critical to the program's implementation will be discussed.

University of Connecticut's Climate Corps: Community engagement on a critical issue through combined classroom and service-learning

Juliana Barrett, University of Connecticut Extension; Bruce Hyde, University of Connecticut Extension; Chester Arnold, Jr., University of Connecticut Extension; Miriah Kelly, University of Connecticut

University of Connecticut's Climate Corps includes both a traditional, academic course on climate impacts at the local level and an independent study. Students engage with Connecticut's municipalities on adaptation efforts through the application of course content.

A-13   EXCELSIOR
Community Voice and Communication

Green Card Youth Voices: Immigration stories from Atlanta high school students—pedagogical, advocacy, and research structures for engaged work

Lara Smith-Sitton, Kennesaw State University; Darlene Xiomara Rodriguez, Kennesaw State University; Paul McDaniel, Kennesaw State University; Tea Rozman-Clark, Green Card Voices; Allison Dobo, Kennesaw State University

Three academic scholars, a founder of a non-profit organization serving the United States refugee community, and a student researcher will discuss structural components of partnerships in community writing and research developed through the publication of an edited collection of refugee narratives. The five-person panel will focus on best practices in project design and assessment.

Navigating and Negotiating Engaged Partnerships: Maximizing community partners' contributions

Cassandra Simon, University of Alabama; Vicky Carter, Five Horizons Health Services; Josephine Pryce, University of Alabama

This interactive workshop will provide foundational knowledge of the principles of engaged research, build negotiation knowledge and skills, and provide information needed to assist in the maximization of community partners' voices in engagement scholarship. Principles, approaches, and beliefs that strengthen community partners' centrality in engagement scholarship will also be addressed.

A-14   LAFAYETTE
Fair-Trade Learning

Exploring Fair-Trade Learning through a Nursing and Education Partnership in Rural Haiti

Courtney Berrien, Barry University; Sean Buckreis, Barry University; Mureen Shaw, Barry University; Lilia Dibello, Barry University; Claudette Chin, Barry University

This interactive workshop will explore the Fair Trade Learning global education partnership model by considering issues of equity, inclusion, relationships of mutuality, and cross-cultural collaboration within university-community partnerships by looking critically at one case study of an international, interdisciplinary nursing and education partnership in Haiti's remote northwest department.

A-15   LAKE NOKOMIS
Social Justice Frameworks

Praxis of Critical Service-Learning and Peacemaking

Christina Santamaria Graff, Indiana University-Purdue University Indianapolis; Kiesha Warren-Gordon, Ball State University; Mark Latta, Marian University; Laura Weaver, Indiana Campus Compact

This presentation introduces Critical Service-Learning and Critical Peace Education as social justice frameworks used to transform education through engaged scholarship. The common principles of critical pedagogy, critical consciousness, and praxis will be operationalized to provide participants with concrete strategies to implement in courses, activities, or events that have a service-learning component.

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SESSION B
OCTOBER 2, 1:00 p.m. – 2:00 p.m.

B-1   MINNESOTA
Roundtables 2

Community Connections through Voc/zes podcast: El podcast de la Universidad de Minnesota (1)

Stephanie Anderson, University of Minnesota; Elizabeth Lake, University of Minnesota

Voc/zes is the University of Minnesota's Spanish and Portuguese language podcast, featuring interviews with members of the University and Twin Cities Spanish- and Portuguese-speaking communities. Voc/zes provides students with a local, relevant opportunity to make meaningful connections between class content and the Spanish- and Portuguese-speaking communities that surround them.

Mapping Prejudice: History, policy, and pedagogy (2)

Kirsten Delegard, University of Minnesota; Kevin Ehrman-Solberg, University of Minnesota; Eric Fure-Slocum, St. Olaf College; Marc David, St. Olaf College; Lara Kelland, University of Louisville

This session focuses on Mapping Prejudice, a digital history project that charts the spread of racially restrictive covenants in Minneapolis. The discussion will illuminate the myriad dimensions of this digital history project, which is based at the Borchert Map Library at the University of Minnesota. The presenters will emphasize the importance of collaboration between scholars, educators, policymakers, activists and citizens.

Empowering Community, Exploring Cultures, and Teaching Art: Engaged scholarship for art education (3)

Borim Song, East Carolina University

Highlighting pre-service art teachers' teaching experiences at a community school, this research examines how to engage college students with service-learning and how to expand their understanding of cultural diversity through community-based projects. The presentation will shed new light on how educators can incorporate service-learning into visual art teacher education.

Engagement in Nonprofit Organization Startup and Operation (4)

Patrick Nehring, University of Wisconsin-Extension

Learn about a nonprofit organization curriculum educators can use to help a group consider options as they work to startup or improve their organization, including how to provide instruction and relevant information to avoid legal and operational complications.

1+1+1 = Mathematics equity through communities of practice (5)

Lesa Covington Clarkson, University of Minnesota; Illana Livstrom, University of Minnesota; Elena Contreras Gullickson, University of Minnesota

The University of Minnesota's Prepare2Nspire is a community-based educational program that provides access to mathematics support designed to overcome the systemic inequities that marginalize urban youth. Program design elements and research findings relating to community-engaged research and mathematics communities of practice will be discussed.

Institutionalizing Interdisciplinarity: Synthesizing what is working (and not) in the pursuit of transformative sustainability science (6)

Bonnie Keeler, University of Minnesota; Jessica Hellman, University of Minnesota

While universities have invested in institutes, graduate programs, and other cross-cutting mechanisms, they remain experiments with limited contribution to systemic change. We are developing a cross-university network to synthesize progress on three central challenges to institutionalizing interdisciplinary scholarship: measuring impact; supporting students; and fostering co-development.

Engaging the Unengaged: Incorporating undergraduate students in community-engaged scholarship (7)

Lauri Baker, Kansas State University; Hikaru Peterson, University of Minnesota; Cheryl Boyer, Kansas State University

Student attitude toward research can be tepid from disinterest or discomfort. Seeing the impact community-engaged scholarship can have on their education and the public it serves can ignite new interest. Faculty from the Kansas State University's Center for Rural Enterprise Engagement share their model for engaging undergraduate students in their scholarship.

University Sites of Organizational and Collegial Tension and Resistance to Engaged Scholarship (8)

Michael Baizerman, University of Minnesota; Katie Johnston-Goodstar, University of Minnesota; Ross VeLure Roholt, University of Minnesota

While engaged scholarship is often verbally and even formally supported in the university setting, there remains collegial and institutional tension and resistance to its practice. These tensions will be named and theorized as a frame for discussion and practice by a team of researchers with more than 70 years of engaged scholarship on the local and international level.

Developing Together as Community Engagement Professionals: Lessons learned from a multi-state community of practice (9)

Libby Bestul, University of Wisconsin-Madison; Susan Erickson, Iowa State University Extension and Outreach; Jane Turk, Hamline University

Explore experience, identities, and competencies with a three-state group of community engagement professionals who formed a Community of Practice to explore the capacity to work effectively across higher education institutions, build partnerships, and span institutional boundaries.

B-2   ST. CROIX 1
ESC Faculty Scholar Panel (1:00 p.m. – 2:30 p.m.)

Moderator: *Katherine Bruna, Iowa State University*
Panelists: *Tracy Eells, Louisville University; Andy Furco, University of Minnesota; Pauline Johnson, University of Alabama; Maria Mayan, University of Alberta; Lynette Overby, University of Delaware*

Engaged Scholarship is a topic of interest to higher education faculty. In this session, tenured community engaged faculty from a variety of institutions will describe their journey in obtaining tenure and promotion and provide examples of the support necessary to be successful.

B-3   ST. CROIX 2
Assessing Engagement

Assessing Community Development and Vitality: Revitalizing the Community Capitals Framework in measurement and approach

Abigail Borron, University of Georgia; Carolina Darbisi, University of Georgia

This presentation will closely examine the Community Capitals Framework, overlaying a critical approach to community profiling in addition to university outreach and engagement. Authors will discuss a developed scale intended to capture community profile data over time to inform more strategic university program planning, development, and assessment.

What Difference Did It Make? A collaborative program evaluation of two large multi-term civic learning programs

Lynn Blanchard, University of North Carolina-Chapel Hill; Ryan Nilsen, University of North Carolina-Chapel Hill; Bryant Hutson, University of North Carolina-Chapel Hill; Laurel Hirt, University of Minnesota; Monica McKay, University of Minnesota; Tania Mitchell, University of Minnesota

Presenters will share an overview of process and initial findings of a collaborative evaluation of the long-term impact of multi-term civic learning programs at two public research universities. Analyses focus on alumni postgraduate civic and professional experiences as well as their perceptions of the impacts of participating in these programs.

Analyzing Financial Data for Personal and Community Well-Being

Thomas Scheiding, University of Hawai'i-West O'ahu

Training students in how to manage money through an understanding of financial and economic data should be just as important as teaching them applied and professional skills. In this presentation, University of Hawai'i assistant professor of economics Thomas Scheiding will discuss how to provide training in understanding data, as well as how to design a community-based finance lab to alleviate poverty.

B-4   DEER LAKE
Community Voices in Health Care

A Translational Science Approach to Advancing Community and Public Engagement in Research

Mickey Eder, University of Minnesota

Translational research seeks community voices across experiments designed to discover and apply new medical knowledge. This presentation examines exchange as a concept for organizing how institutions and communities can transform engaged scholarship.

Engaging Health Care Providers in the Opioid Crisis: Lessons learned and next steps

Laura Palombi, University of Minnesota; Heather Blue, University of Minnesota

As the opioid crisis continues to escalate, health care providers must be willing to collaborate and contribute to efforts to treat individuals at risk of opioid overdose. This presentation will highlight research findings from several surveys of health care providers in Minnesota counties hardest hit by the opioid crisis.

B-5   ELK LAKE
Success in Collaboration

The Seven R's to Successful Community Engagement

Sandra Huston, Texas Tech University; Jennifer Wilson, Texas Tech University

This workshop explains the Seven R's model in building successful community engagement projects as illustrated by its use at Texas Tech University. Participants will gain valuable tools and ideas to apply to their own community engagement projects.

Collaborative Partnerships and Community Change: Localized and statewide case studies

Theresa Wright, University of Georgia; Melinda Moore, University of Georgia

This paper presents the challenges and rewards of partnering with key community groups—including a local board of education and a statewide juvenile justice agency—to inform sound research and best practices in solving problems in Georgia communities.

Lessons Learned in a Three-year Community-Engaged Research Project: Evidence-based reading interventions for youth in the juvenile justice system

Ruth Jefferson, Ball State University; Janay Sander, Ball State University

A three-year NIJ-Funded reading intervention project providing reading interventions to youth in the juvenile justice system is complete, identifying many barriers and positive results. Pitfalls, successes, and intervention and research design will be described; preliminary findings will be shared. Plans for next steps will also be discussed with participants.

B-7   BIRCH
Transformation through Narrative Inquiry

Narrative Inquiry Praxis in Engaged Scholarship

Katherine Davis, The Overton Institute; C. Aiden Downey, Alice Salomon University

Higher education is transformed as those within higher education are transformed. Narrative inquiry allows for rich praxis while exploring meanings in the complex processes of community engagement. This workshop explores dimensions of narrative inquiry in engaged scholarship research and practice, opening scholars to the possibilities for transformation through praxis.

B-8   PINE
Training Oral Health Professionals

Collaboration, Funding, and Iterative Design: Training oral health professionals to work with spoken-language interpreters

Karin Quick, University of Minnesota; Jane Miller, University of Minnesota; Anne Woll, University of Minnesota; Cristiano Mazzei, University of Massachusetts Amherst; Tehout Selameab, Arcadia Research and Evaluation

Using a grant-funded project to address access to oral health care as an example of publicly-engaged scholarship and teaching, workshop participants will learn how to use iterative data-driven design processes in their own work, experience interactive components of the training, and identify resources for dissemination of materials and results.

B-9 CEDAR
Initiatives for Institutional Transformation

Transforming Higher Education Through Initiatives for Inclusion, Access, and Excellence

Sandra Mitchell, University of Minnesota; Karl Lorenz, University of Minnesota; Tommy Van Norman, University of Minnesota; Joseph Ballard II, University of Minnesota; Michael White, University of Minnesota; Deb Wingert, University of Minnesota

The University of Minnesota is working to transform higher education through several initiatives. In this highly interactive session, panelists will share cutting-edge information, key takeaways, lessons learned, and next steps from coordinating, managing, and directing the Teaching/Working Across Differences, Land-Grant Legacy Scholars, and Diversity Scholars initiatives.

B-10 GRAYS BAY
Strengthening Community Partnerships

Parkinson's Disease in Wyoming: Engaging, reflecting, and moving forward!

Reshmi Singh, University of Wyoming

This presentation will describe the community engagement journey of the Wyoming Parkinson Project (WPP) team—a diverse stakeholder partnership of university, community, and health care professionals interested in Parkinson's disease. We will describe the WPP creation, lessons learned, and the project's current and future community-based research projects.

Spatial Justice: Co-Developing a Sustainable Housing Prototype with Gila River Indian Community

Wanda Dalla Costa, Arizona State University

This session will focus on the co-design and co-build of a sustainable cluster development and prototype home with the Gila River Indian Community. The presentation will discuss the evolution over a three-year period of a tribal partnership model, including concepts of Indigenous spatial justice and equitable development, cross-disciplinary thinking frameworks, and community-engaged learning curricula.

Using Maker Festivals to Create Partnerships Between Campus and 4-H Youth Development

Mark Light, Ohio State University; Jason Hedrick, Ohio State University; Leah Herner-Patnode, Ohio State University

Ohio 4-H and an Ohio State University campus partnered to build an outreach program addressing STEM education. The initiative described in this presentation, STEAM on the QUAD, encompasses a focus on Science, Technology, Engineering, Arts, and Math programming during a community event targeted to reach area families in a maker festival format.

Making History: Growing 4-H through public-private partnerships

Laurie Murrah-Hanson, University of Georgia

Providing 4-H youth programming in an urban setting yields many challenges. University of Georgia Extension tackled these challenges headfirst in order to increase 4-H programming in the Metro Atlanta area through a new public-private partnership with the Atlanta History Center that helps to increase staffing and youth programming in this urban area.

Utilizing Community and University Partnerships: Empowering clients and students to impact a nutrition and wellness program

Jade Jensen, The Alliance for a Better Omaha; Jeff Knapp, University of Nebraska at Omaha; Jane Polinski, University of Nebraska at Omaha; Angie Carlton, University of Nebraska at Omaha

Collaboration between a metropolitan university and food pantry led to the development of a community outreach nutritional program and students' understanding of transformative community engagement. Presenters will share strategies that motivated and increased client participation in nutrition programming by combined student service, and explain how a grassroots focus affected a statewide movement.

B-11   WAYZATA
Promotion and Tenure in Engaged Scholarship

Scholarship of Engagement Fellows Program: Developing engaged faculty

Steve Abel, Purdue University

This presentation traces the scholarship of engagement for faculty throughout the Purdue University system in support of the promotion and/or tenure process. The discussion will include a summary of advantages and limitations, and ideas on how the model can be expanded to other universities.

Does being an African-American Affect How Engaged Scholarship is Formed, Accomplished, and Assessed?

Terrance Kwame-Ross, Augsburg University

Particular issues and concerns exist in both the community and the university when faculty of color take on engaged scholarship. Colleagues and the institution may read their work as less than "real" scholarship. What does this pejorative disclose about assessing the scholarly performance of faculty of color?

Fact or Fiction: Telling stories of engaged promotion and tenure

Deborah Romero, University of Northern Colorado; Annie Epperson, University of Northern Colorado; Elizabeth Gilbert, University of Northern Colorado

This workshop engages participants in an examination of evidence-based practice of tenure and promotion and engaged scholarship at a Carnegie Community Engagement Classification designated campus. Institutional practices and unique stories from tenured engaged scholars debunk myths and illustrate how institutional engagement can transform culture and yield support for engaged faculty promotion and tenure.

B-12   CRYSTAL LAKE
Specialized Engagement Programs

Excellent Partnerships: University service-learning and honors meet the city in Omaha

Lucy Morrison, University of Nebraska at Omaha; Julie Dierberger, University of Nebraska at Omaha; Meridith Dillon, City of Omaha

This presentation explores the evolution of a university honors class with a service-learning component that tied students to their metropolitan surroundings and, ultimately, enabled students to serve a city's research need. The session will include partnership development, planning, and results of active learning strategies.

Creating a Culture of Civic Engagement Among Undergraduate Scholars: The case of University of North Carolina at Charlotte's Levine Scholars Program

Heather Smith, University of North Carolina at Charlotte; Diane Zablotsky, University of North Carolina at Charlotte

Established in 2009, the Levine Scholars Program is UNC at Charlotte's premier undergraduate merit-based scholarship. Foundational to its mission is a sustained commitment to community engagement. This paper profiles the program's strategic and scaffolded efforts to create a culture of civic engagement and community-engaged scholarship among the program's students.

The Blue Ridge Scholars Program: A community-based learning community

Andrew Pearl, University of North Georgia; Alison Hite, University of North Georgia; Phillip Mitchell, University of North Georgia

University of North Georgia's signature Blue Ridge Scholars Program integrates a year-long service-learning experience into a learning community. In this session, scholars will discuss the development and implementation of the program, and present lessons learned based on assessment data from the program's first two years.

B-13   EXCELSIOR
Professional Student Learning

Medical Students' Professional Development: In-patient diagnoses valued over observing out-patient encounters with allied health care providers

Louanne Keenan, University of Alberta

During their final clerkship year, medical students were placed in an out-patient environment to shadow allied health providers as they visited their geriatric clients in a community setting. The curriculum was so hidden that they did not value the opportunity to observe skills that were outside their scope of practice.

Global is Local: Multidisciplinary mobile health with farmworkers in rural Minnesota

Jonathan Kirsch, University of Minnesota; Rachel Silva, Hennepin County Medical Center; Oscar Garza, University of Minnesota

Largely foreign-born, migrant farmworkers face obstacles in accessing health care that include a lack of rural providers, insurance, transportation, and language concordance. This multidisciplinary, community-engaged, service-learning course model brings together community organizations, farmworker youth, and University students in the health professions.

A Win-Win Higher Education Partnership: A student service-learning experience that assists with implementation of an intervention program in a community-engaged research trial

Melissa Horning, University of Minnesota; Laurel Ostrow, Minnesota State University-Mankato; Patricia Beierwaltes, Minnesota State University-Mankato; Jennifer Beaudette, Minneapolis Heart Institute Foundation; Jayne Fulkerson, University of Minnesota

This presentation describes a successful partnership across two institutions to engage nursing students in service-learning experiences as part of a community-engaged research trial. The partnership is an essential component to the implementation of a childhood obesity intervention program and provides students with hands-on experience working with families in a community setting.

B-14   LAFAYETTE
Implementing Student-Driven Projects

Navigating Community-Engaged Projects with Tools and Processes for Greater Experiential Success

Suzanne Plesha, Ball State University; Timothy Pollard, Ball State University

Having a great idea for a community-engaged project is only the beginning of an experiential learning journey. In this interactive session, presenters will discuss typical pitfalls that occur during an experiential, community-engaged course, and will offer practical examples for processes, resources, and tools that can assist in the successful implementation of a student-driven project.

B-15   LAKE NOKOMIS
Identifying Bias through Visual Analysis

The Art of Making Meaning

Jamee Yung, University of Minnesota

Using visual arts, participants will practice strategies for improving visual analysis across subject areas by identifying how emotions and bias can affect objective observations and by practicing strategies to slow down, look closely, deeply listen, and consider different perspectives.

ENGAGEMENT *SCHOLARSHIP* CONSORTIUM ★ ★ ★ ★ ★ ★ ★ ★ ★ ★
TRANSFORMING HIGHER EDUCATION THROUGH *ENGAGED* SCHOLARSHIP

SESSION C
OCTOBER 2, 2:15 p.m. – 3:15 p.m.

C-1 MINNESOTA
Roundtables 3

Throw Away the Map: Practicing engagement with extension through student regional trips (1)

Katie Gaebel, Oregon State University; Sam Angima, Oregon State University; Craig Arnold, Oregon State University; Nikko Santo Pietro, Oregon State University

Faculty-led trips are a teaching and engagement method that enables students to develop cognitive and psychosocial growth and pre-professional competencies. Focusing on a ten-day Midwest Extension and Agriculture trip, this workshop will outline best practices and provide participants with tips to create their own faculty-led engagement programs.

FUEL NKU: Engaging educational leadership to support diversity in higher education (2)

Megan Lindsey, Northern Kentucky University; Jessica Averitt Taylor, Northern Kentucky University

This presentation will showcase a collaborative engaged research project that examines an innovative campus food pantry. Through research that encourages dialogue about program design and support systems to foster student success, doctoral, graduate, and undergraduate students effectively impact Northern Kentucky University students.

Small Farm Business Planning: Sustainability includes profitability (3)

Laura Katz, University of Georgia

This discussion explores the development of a business training for smaller farm clients, who often were not profitable or successful due to their lack of business basics and resources. The developers created a successful three-part certification program for beginning farmers.

Creating a Critical Foundation for Civic Engagement: Reimagining service-learning in a university honors program (4)

Allison Twang, Binghamton University; Ben DeAngelis, Binghamton University; Justine Lewis, Binghamton University; Katherine Bouman, Binghamton University; William Ziegler, Binghamton University; Elizabeth Mellin, Binghamton University

This discussion explores the process of reimagining a service-learning course within a university honors program. Rather than participate in service, students are asked to challenge assumptions of what it means to "do good" in the community, preparing them for responsible, ethical, and effective civic participation.

A Paradigm of Possibility: Community-engaged pedagogies in teacher preparation (5)

Eva Zygmunt, Ball State University; Kristin Cipollone, Ball State University; Susan Tancock, Ball State University; Patricia Clark, Ball State University

This session details a program of community-engaged teacher preparation that prioritizes the wisdom and expertise of community members in the development of culturally responsive, socially-just, equity-focused future teachers.

Civic-mindedness: University and community perceptions and partnerships (6)

Fred Rundle, Seattle University; David Jackson, Seattle University; David Jackson Natarajan, Seattle University

University missions across the country reference a commitment to serving and engaging communities surrounding their respective campuses. The propensity to participate in the community has been labeled "civic-minded." The objective of the study presented during this session was to explore the perceptions of academic institutions and community partners on their development of civically-minded graduates.

Developing Authentic Partnerships in Service-Learning to Prepare Engaged Citizens (7)

Emily Shields, Iowa Campus Compact; Ashley Farmer-Hanson, Buena Vista University; Julianne Gassman, University of Northern Iowa

Research demonstrates the power of high impact practices such as service-learning on students and communities, yet faculty sometimes struggle with creating authentic experiences. This session will explore the Engaged Faculty Institute model and provide ideas for quality faculty development that leads to sustainable service-learning courses built on reciprocal community partnerships.

Passion for Experiential Learning: Two professors' journey (8)

Sally Baas, Concordia University; Michele Pickel, Concordia University

This presentation will weave together Horse Powered Reading and the Nurtured Heart Approach with experiential strategies for improving social-emotional behaviors, mental health, and academic skills. Shared research indicates improved motivation, self-confidence, and persistence based on opportunities studies in the U.S., Canada and South Africa.

Higher Education Resource Services-East Africa: An innovative partnership model transforming higher education through leadership and engaged scholarship (9)

Naomi Lumutenga, Higher Education Resource Services; Margaret Khaitsa, Mississippi State University; Caroline Kobia, Mississippi State University; Ruth Muwazi, Makerere University; Joshua Isiko, Makerere University; David Tendo, Makerere University

Higher Education Resource Services—East Africa (HERS-EA) is a non-governmental educational organization providing leadership and management development training for women at higher education institutions in East Africa. This paper highlights ways in which HERS-EA is transforming higher education in East Africa through women leadership and engaged scholarship.

C-2   ST. CROIX 2
ESC Faculty Scholar Panel, continued
(1:00 p.m. – 2:30 p.m.)

Moderator: *Katherine Bruna, Iowa State University*
Panelists: *Tracy Eells, Louisville University; Andy Furco, University of Minnesota; Pauline Johnson, University of Alabama; Maria Mayan, University of Alberta; Lynette Overby, University of Delaware*

Engaged Scholarship is a topic of interest to higher education faculty. In this session, tenured community engaged faculty from a variety of institutions will describe their journey in obtaining tenure and promotion and provide examples of the support necessary to be successful.

C-3   ST. CROIX 2
Government Partnership and Public Policy

Policy Narratives: Using visualization to create spaces for learning and sharing

Fernando Burga, Humphrey School of Public Affairs

This session will showcase the development of "policy narratives" as a creative way of producing publicly-engaged scholarship. Policy narratives, in the form of posters, integrate visualization techniques with text to generate a compelling storyline that presents policy solutions and creates an effective social space for engaging with issues.

Comparing University and Local Government Preferences for Community Project Characteristics, Activities, and Outcomes

Brad Olson, Pennsylvania State University

This presentation will use select findings from an online survey of Pennsylvania State University students, faculty, administrators, and Pennsylvania elected leaders to describe their mutual and divergent preferences for project characteristics, activities, and outcomes. The discussion will explore fundamental questions about data-driven project design and the role of higher education in community development.

Engaged Scholarship in Action: Meeting the information needs of local policymakers through applied research and partnerships

Patricia Malone, University of Wisconsin-Extension; Jay Zambito, Wisconsin Geologic and Natural History Survey; Michael Parsen, Wisconsin Geologic and Natural History Survey; Kevin Masarik, University of Wisconsin-Stevens Point

Local policymakers need current, in-depth research to develop natural resource policies. In this project, a Wisconsin county collaborated with a number of the state's higher education institutions to implement and carry out a research project that met local information needs and a statewide research agenda.

C-4   DEER LAKE
Community Engagement Journal Editors Panel (2:15 p.m. – 3:45 p.m.)

Moderator: *David Procter, Kansas State University*
Panelists: *Scot Evans, Collaborations: A Journal of Community-Based Research and Practice; Marybeth Lima, Journal of Community Engagement and Scholarship; Cat Paterson, Journal of Community Engagement and Higher Education; Shannon Wilder, Journal of Higher Education and Outreach; Lane Perry, International Journal of Research on Service-Learning and Community Engagement*

As a signature session of the conference, this panel provides an informal opportunity for attendees to interact with the editors of journals that public articles about the scholarship of engagement. Journal editors will provide a brief overview of their journal and then discuss the kinds of article submissions they seek, information about their review process, and observations regarding past and current quality of submissions.

C-5   ELK LAKE
Service-Learning in K-12

Bridging North Carolina Visual Arts and Korean Cultural Heritage: Exploring artistic innovations and traditions through engaged scholarship

Borim Song, East Carolina University

This paper presentation examines research outcomes based on Artistic Innovation and Cultural Exploration, a three-month service learning community project in which pre-service art teachers instruct Korean-American students in grades K-5 at a Korean Language School about the cultural connections between North Carolina's rich artistic tradition and Korea's cultural heritage.

College Pals: Tomorrow's teachers

Jean Strait, Hamline University; Greg Herder, Moundsview Schools; Jennifer Carlson, Hamline University

The College Pals model—a partnership between an urban liberal art university and suburban Minnesota school district—acknowledges that pre-service teachers need to learn how to navigate in systems familiar to students in order to positively impact student learning and educational experiences. The model is informed by diversity research, voices of high school students, and perspective from community members.

A Collaborative Service-Learning Calming Room Project

Abimbola Asojo, University of Minnesota; Judy Myers, University of Minnesota Extension; Chelsea Hetherington, Michigan State University Extension; Suyeon Bae, University of Minnesota; Sarah Cronin, University of Minnesota

Interior design students gained disciplinary and civic benefits while problem-solving for the development of a preK-5 elementary school calming room. The elementary school teachers and staff reported the redesigned calming room supported students' emotional and self-regulation skills. The authors will present findings to serve as a model for educators interested in calming rooms.

C-6   MAPLE
Undergraduate Engagement

Enhancing Professional Development Through Service-Learning

Jennifer Wilson, Texas Tech University

Texas Tech University's Personal Finance Program's service-learning component serves an example of how service-learning can be used to enhance students' professional development and competitiveness in the job market upon graduation.

Two Scholarly Engagement Models for Students: Intercollegiate competition and professional consultant to adolescent community stakeholders

Bruce Frankel, Ball State University; Alyssa Flandemey, Ball State University

Learning and scholarship have benefited greatly from two nationally recognized engagement models as successfully practiced at Ball State University over the past four years. Both models deploy a competitive format that embeds college students in solving local problems. One serves adolescent groups planning to change their community. The other is an intercollegiate competition on a common real estate development challenge. Both will be discussed in this presentation.

Service-Learning and Engineering: How to start and sustain community partnerships, leverage university resources, and retain student involvement

Thea Pepperl, Virginia Commonwealth University

Incorporating service-learning into curriculum can be difficult, particularly in engineering. Using examples from her own experience, the presenter will discuss some of the common obstacles associated with designing a service-learning program, and will then identify lessons learned and strategies leading to a sustainable service-learning program.

Connecting Across Difference: Engaged scholarship in higher education

Kathleen Clark, Augsburg University; Joaquin Munoz, Augsburg University

The purpose of this poster will be to demonstrate engaged scholarship occurring at Augsburg University. It will examine engaged scholarship in two individual departments and will also demonstrate the collaboration between the two. It will highlight work that has emphasized community and connection in the academy and with the community at large.

C-7   BIRCH
Faculty Development and Involvement

Expanding the Base of Engaged Scholarship through Faculty Development

Mark Pagano, University of Washington Tacoma; Lisa Isozaki, University of Washington Tacoma; Eugene Sivadas, University of Washington Tacoma; Rachel Hershberg, University of Washington Tacoma; Chris Beasley, University of Washington Tacoma

This workshop explores innovative faculty development, support, and rewards adopted by University of Washington Tacoma for the dual purpose of expanding faculty involvement in community-engaged scholarship and facilitating faculty development and career success.

C-8   PINE
Integrating Theory and Practice

Bridging Talk and Action: Deliberative pedagogy, civic discourse, and problem-solving

Timothy Shaffer, Kansas State University

Building upon *Deliberative Pedagogy: Teaching the Learning for Democratic Engagement* (*Michigan State University Press*, 2017), this workshop invites participants to learn about the ways that deliberative pedagogies can be integrated into curricula. Participants will design deliberative pedagogical approaches and projects to take back to their own classrooms, campuses, and communities.

C-9   CEDAR
The Video Advantage

Seeing Engagement is Believing Engagement: Strategies for giving your partnership the video advantage

George Daniels, The University of Alabama; Joon Lee, The University of Alabama

Regional winners of the C. Peter Magrath Community Engagement Scholarship Awards must submit a two-minute video story about their partnership. Based on techniques from these videos and their own campus partnership videos, two veteran broadcast journalists share strategies for showing the value of community engagement using video storytelling.

C-10   GRAYS BAY
Graduate Student Engagement

Creating an Atmosphere of Engaged Scholarship within an Online Program

Leigh Hersey, University of Louisiana at Monroe

This presentation shares the experiences of one Master of Public Administration program as it strives to incorporate engaged scholarship into its online-only curriculum. Attendees will learn how to adapt these strategies into their own programs, thus impacting the communities where their students live and learn.

Administrative Perspectives on Implementing a Mandatory Engaged Scholarship Project

Shirley Matteson, Texas Tech University; Sonya Sherod, Texas Tech University; Irene Arellano, Texas Tech University

This session presents an overview of the issues concerning the requirement of engaged scholarship projects by doctoral students in a college of education as part of their mandatory coursework. The session will also present challenges and benefits for faculty and doctoral students as perceived by the college's administrators.

The Transformative Power of a University-Community Partnership on Graduate Students' Self-Concept as Engaged Scholars

Miriam Lieway, Texas Tech University; Andrea Parker, Texas Tech University; Michael McCarty, Texas Tech University; Stephanie Shine, Texas Tech University

Two graduate students describe the benefits and challenges of starting a program in a low-income neighborhood, and how their self-concept as engaged scholars emerged. Students were involved in program design, implementation, and evaluation. The faculty-student collaboration benefited students, faculty, program staff, and the families.

Engaged Teaching Through Partnership with a Harm Reduction Coalition: A student perspective

Emily Darrell, University of Northern Colorado; Elizabeth Gilbert, University of Northern Colorado

This digital poster will provide a student's observations of a community-engaged teaching experience as part of a Strategies for Community Health Promotion graduate course. Strengths, challenges, and lessons learned can provide valuable information for faculty integrating engaged teaching projects into their classes.

C-11   WAYZATA
The Power of Reflection

Transformative Learning in Students' Engagement Practices

Gemma Punti, University of Minnesota-Rochester

Through a capstone reflection course, this paper explores transformative learning in undergraduates and how, when transformational learning occurs, is often experienced outside the classroom and processed through reflections.

Getting Unstuck: Reflective structured dialogue in community-engaged scholarship

Brandy Walker, University of Georgia

This presentation reports on an interdisciplinary graduate service-learning course incorporating Reflective Structured Dialogue (RSD) as a community-engaged research method. Attendees will learn about using RSD in communities, research opportunities for engaged scholarship using RSD, and implications for how the study and practice of RSD can transform higher education and community engagements.

Journaling Prompts Designed to Enhance Student Learning from Engaged Scholarship Experiences

Haley Sankey, Pennsylvania State University

This presentation is a follow-up to an assessment presented at last year's Engagement Scholarship Consortium annual meeting in which journaling assignment prompts were evaluated in their effectiveness to help students glean higher-level learning from their engaged scholarship experiences.

C-12   CRYSTAL LAKE
Partnerships in Community Health

The Community Wellness Table

Murugi Mutiga, University of Minnesota

African Immigrant Services, a community organization serving the African community, initiated a partnership with Osseo Area Schools, the University of Minnesota, and other stakeholders to form the Osseo Health and Wellness Project to address challenges faced by the school district in serving a growing diverse student body.

Invisible Children Campus Project

Mike Tikkanen, Kids at Risk Action; Damon Kocina, Kids at Risk Action

This presentation will address college and community collaborations, specifically as they relate to building awareness, involvement and action for at risk youth, trauma informed services, and child protection. The presenters will also discuss campus involvement in changing the way the community treats children.

Faith in the Community: The mutual empowerment and education of students and residents to improve community health

Jodi Grace, St. Thomas University; Amanda Lahiere, Montana State University; Maria Galvez, St. Thomas University; Valery Cardenas, St. Thomas University; Zelda Jaegryd, St. Thomas University; Stephanie Cazeau, University of Massachusetts

This university partnership with a community-led health initiative explored predictors of medical delay/avoidance in primary health care. Results demonstrated a variety of supports and barriers to medical attention-seeking and led to empirically-based community interventions.

C-13   EXCELSIOR

Entrepreneurship and Economic Development

Retail Assistance Program for the Rural Community

Hye-Young Kim, University of Minnesota; Hyunjoo Im, University of Minnesota; Neil Linscheid, University of Minnesota Extension

This project aims to develop a retail assistant program that supports small business owners in rural Minnesota. Through a situational analysis and interviews with business owners, researchers have identified ways to disseminate knowledge and strategically help small business owners by connecting students directly with business owners.

Engaging with International Partners: What experiences in Ghana teach us

Mary Simon Leuci, University of Missouri Extension; Mary Crave, University of Wisconsin; Enoch Amankwah Konadu, University of Missouri; Nana Korantang, University of Missouri; Hannah McClure, University of Missouri

Explore key lessons from the complexity of engagement with university partners from three countries and local beneficiary communities in Ghana to develop agriculture extension capacity and training for farmers, buyers, processors, and others along the food value chain in production, business, and processing that is climate-smart and gender-sensitive.

The AMP Lab at WMU: Transforming talent development, entrepreneurship, research, and manufacturing education

Dawn Fortin-Mattoon, Western Michigan University; Steven Butt, Western Michigan University

Western Michigan University has partnered with Grand Rapids Community College and local industry to create space that showcases and supports Michigan's manufacturing and inspires the next generation of makers. The Advanced Manufacturing Partnership Laboratory—or AMP Lab— combines prototyping, training, small-scale manufacturing, research and development, degree courses, and professional development in a collaborative space.

C-14   LAFAYETTE

Immersive Indigenous Education

Transforming Indigenous Education: The Dave Larsen American Indian Immersive Experience

Ana Munro, North Hennepin Community College; Michael Birchard, North Hennepin Community College; Randy Gresczyk, Robbinsdale Area Schools; MaryBeth Elhardt, Anoka Hennepin Area Schools; Fawn White, University of Minnesota; Valerie Larsen, Columbia Heights School District

The Dave Larsen American Indian Immersive Experience is an annual five-day tour of Indian reservations, tribal governments, and schools in Minnesota and Wisconsin that engages high school, community college, and university students with these places and connects them with Indigenous elders and leaders. This workshop will explore cross-institutional collaboration and the transformation of the project into a credit-bearing class.

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TRANSFORMING HIGHER EDUCATION THROUGH *ENGAGED* SCHOLARSHIP

SESSION D
OCTOBER 3, 9:15 a.m. – 10:15 a.m.

D-1 MINNESOTA
Roundtables 4

Engaging Faculty and Students in Teen Pregnancy Prevention Efforts in Rural Virginia (1)

Kim Hartzler-Weakley, James Madison University

The Institute for Innovation in Health and Human Services at James Madison University partnered with social work faculty and students to explore parental attitudes regarding sexuality education in rural Virginia. This presentation will share the methodology, results, and implications as well as the process, challenges, and lessons learned from the study.

TEAM2 Complete: A three-year reading intervention project results and reflections from the Youth Opportunity Center (funded by the National Institute of Justice) (2)

Ruth Jefferson, Ball State University; Janay Sander, Ball State University

This presentation will focus on a reading project in a residential treatment facility wherein university students provide two research-based reading interventions to residents. Research findings, challenges, and suggestions for future directions will be discussed as this three-year project draws to a close.

Civios: Facilitating publicly-engaged research and dissemination (3)

Kate Conners, University of Minnesota; Becca Beets, University of Minnesota

Civios is a communications initiative of the Humphrey School of Public Affairs focused on translating and facilitating access to policy research for public audiences through videos, podcasts, and other mixed media. In this session we will share effective practices for collaboration, development, dissemination, and impact measurement.

Building a Culture of Engaged Scholarship through Strategic Planning, Administrative Support, and Community Partners (4)

Melissa Saul, University of Hawai'i-West O'ahu; Camonia Graham-Tutt, University of Hawai'i-West O'ahu; Michael Hayes, University of Hawai'i-West O'ahu

This roundtable will focus on developing a "culture" of engaged scholarship including: creating an Institute of Engaged Scholarship with guiding values; developing an infrastructure for the support of faculty, students and community partners; providing clear goals for the University's strategic plan; and building incentives for faculty involvement and participation.

Community-Engaged Scholarship and Graduate Education (5)

James Garrett, Tulane University; Ryan McBride, Tulane University

This roundtable discussion tackles ways of supporting graduate students interested in community-engaged work via the experience of two programs at Tulane University—one, extracurricular and small-scale; the other involving a greater institutional commitment.

Connecting Students to Community Engagement Through Scholars for Community Outreach, Partnership, and Engagement (SCOPE) (6)

Tera Johnson, University of Alabama; Kate Taylor, University of Alabama; Xiangyan Xiong, University of Alabama; Corey Key, University of Alabama; Lathram Berry, University of Alabama; CeeCee Johnson, University of Alabama

Led by faculty, University of Alabama's biweekly workshops on ongoing community engagement projects offer students the opportunity to connect with one another, join ongoing projects, and brainstorm their own projects.

Engaging Young Alumni Through Community-Centered Support (7)

Jenna Daniel, University of Georgia Extension; Keri Hobbs, University of Georgia Extension

Millennials are a charitable generation with their time, money, and voices. This roundtable will discuss the unique perspectives and characteristics of this generation of alumni to help develop a plan to engage them in community-based programs that make a difference.

Connecting Landscapes: A collaborative community-engaged youth leadership project in Guadalajara, Mexico (8)

Mary Beth Collins, University of Wisconsin-Madison; Maria Moreno, University of Wisconsin-Madison

Through a seed grant, University of Wisconsin and University of Guadalajara colleagues conducted a high school environmental science program in Guadalajara based on the University of Wisconsin's Earth Partnership program model. Join presenters in an exploration of the journey of developing the pilot, community engagement, and goals for sustainability and expansion.

Meaningful Partnerships as a Framework for Advancing Community Engagement (9)

Stephen Myers, Ohio State University; Darrell Gray, Ohio State University; Ken Martin, Ohio State University Extension; Barbara Vieira, Ohio State University

Ohio State University's engagement vision states that complex societal challenges are best solved through meaningful partnerships. These partnerships, which enhance impact by promoting innovation and relevance, are built on principles that serve as a relatable framework for engagement. A portfolio of tactics is being deployed to advance the new vision.

D-3   ST. CROIX 2
Food Sovereignty and Security

Expanding Healthy Food Access by Strengthening Social Capital

Rial Carver, Kansas State University; Kolia Souza, Kansas State University; Dave Procter, Kansas State University

Access to healthy foods is a critical public health issue. Grocery stores in rural communities serve as access sites for healthful foods. Business strategies to maintain these small businesses are vital information. This session will explore how building grocery store social capital impacts customer's shopping habits and affects store perceptions.

Application of Community-Based Participation Action Research Principles to a Multi-Site Intergenerational Food Security Project

Katy (Qiuchang) Cao, Ohio State University; Jarrot Shannon, Ohio State University; Holly Dabelko Schoeny, Ohio State University; Michelle Kaiser, Ohio State University

This presentation will reflect on the inaugural year of a community engagement effort, Food for a Long Life, intended to improve healthy food access in two food deserts using Israel's community-based participatory action research principles. Procedures and outcomes of efforts will be reviewed to inform future practices.

Food Sovereignty through Intergenerational Communities of Urban Gardening

Illana Livstrom, University of Minnesota; Mary Rogers, University of Minnesota; Amy Smith, University of Minnesota; Michael Chaney, Project Sweetie Pie; Karl Hakanson, University of Minnesota Extension; Patsy Parker, NoMi Roots

Growing North Minneapolis is a community-based collaborative educational program that builds food, environmental, and cognitive justice by joining youth with University students and community stakeholders in intergenerational communities of urban growing. This presentation shares programmatic design elements and research findings from the first two years, pulling from community-based participatory action research.

D-4 DEER LAKE
Mapping for Enhanced Engagement

Mapping Engagement: A critical analysis of emerging tools in engagement scholarship and practice

Kevin Jones, University of Alberta Faculty of Extension; Mary Beckie, University of Alberta Faculty of Extension; Rob McMahon, University of Alberta Faculty of Extension; Kenzie Gordon, University of Alberta

Mapping methods are increasingly utilized in community engagement activities. This presentation offers a critical overview of a variety of popular mapping approaches within the engagement field and an analytical framework for assessing the potential value of mapping against a variety of engagement values.

The Alabama Centralized Community-Engaged Scholarship System (ACCESS)

James McLean, University of Alabama; Carol Agomo, University of Alabama; Samory Pruitt, University of Alabama

ACCESS is a user-friendly method of sharing community-engaged scholarship—complete with a website with color-coded map denoting the location and details of each project. This presentation will explore how ACCESS has the potential to transform higher education through community-engaged scholarship.

Engaged Interdisciplinary Research: Lessons from food-mapping for empowerment, access, and sustainable transformation

Glennon Sweeney, Kirwan Institute for the Study of Race and Ethnicity; Clarence Jackson, Kirwan Institute for the Study of Race and Ethnicity

This presentation will highlight the applied, interdisciplinary, Community-Based Participatory Research approach of a community-university collaborative called FEAST. Used in this partnership, the Kirwan's Principles of Equitable and Inclusive Civic Engagement and its participatory mapping approach seeks to inform policy at all levels and build local capacity for sustained food system transformation.

D-5 ELK LAKE
Supporting Engaged Faculty

Faculty Attitudes and Understanding of the Scholarship of Engagement: A formal assessment and next steps

Rod Williams, Purdue University; Steve Abel, Purdue University

This presentation assesses the scholarship of engagement throughout the Purdue University system via a formal examination of current attitudes and understanding of engagement, the scholarship of engagement, ability to document and evaluate scholarly impact, and how information is used to create faculty development programs.

Expressive Engagement: Conversational writing and engaged scholars

Steven Weiland, Michigan State University

Writing, or "expressive engagement," is important in the advice literature on professors "going public." It means identifying an audience and a conversational voice, and writing in different formats, including social media. The practice invites attention to adapting the academic reward system to recognize new forms of communications.

Writing Retreats for Community Engagement: Examples from two universities

Diane Doberneck, Michigan State University; Sharon Paynter, East Carolina University; Beth Valde, East Carolina University; Miles McNall, Michigan State University

Two universities describe retreats for community-engaged scholars to learn about writing strategies, publishing venues, and to create dedicated time and space for writing. These retreats also support the development of campus communities focused on the generation of scholarship and further institutionalize community engagement as critical component of faculty productivity.

D-6   MAPLE
Measurement in a Changing Environment

Framework of Community Impact Analysis

Keristiena Dodge, University of Nebraska at Omaha; Deborah Smith-Howell, University of Nebraska at Omaha; Anthony Starke, University of Nebraska at Omaha

Along with constant changes in the economic, political, and social environment, community engagement has transformed the context within which institutions of higher education are situated. This workshop will explore how the University of Nebraska at Omaha has laid the foundation of a campus-wide measurement and assessment apparatus while responding to a changing environment.

D-7   BIRCH
Constructing the Future of Engagement

Building the Field of Community Engagement: A twenty-year reflection to answer, "What next?"

Diann Jones, University of Georgia; Lorilee Sandmann, University of Georgia; Hiram Fitzgerald, Michigan State University; Andrew Furco, University of Minnesota

For vitality, field-building demands reflection, lively critique, and inventive planning. Drawing from reflections of leading and emerging engagement scholars, this workshop will create space for participants to consider what and who is not found in current literature and to construct a future research agenda based on what those absences suggest.

D-8   PINE
Mapping and Student Success

Mapping Students' Facilitators and Barriers to Educational Success: Including student voices in research

Tai Do, University of Minnesota; Yu-Chi Wang, University of Minnesota; Isabel Lopez, University of Minnesota; Geoffrey Maruyama, University of Minnesota; Andrew Furco, University of Minnesota; Anthony Schulzetenberg, University of Minnesota

This workshop introduces mapping as one method to incorporate students' voices, engage students in the research process, and allow researchers to re-evaluate their definitions of students' educational success. Mapping asks students to map out their journeys to and through college success.

D-9   CEDAR
Resisting White Nationalism

Countering White Nationalism and Building Communities of Generative Interdependence

Khanjan Mehta, Leheigh University; Sharon Welch, Leheigh University

This workshop will explore proactive responses to the push for white nationalist politics on college campuses nationwide, focusing on how practitioners of engaged scholarship can counter the short-term appeal of white nationalism as we build a constructive alternative, communities that value diversity, creativity, and scientific rigor.

D-10 GRAYS BAY
Communicating Engagement

Media Oasis Project

Andrew Conte, Point Park University; Keino Fitzpatrick, YouthCAST

Significant disruption in the traditional journalism industry has created news deserts, or places where residents lack access to local news and information. Learn how the Media Oasis Project seeks to reconnect these people with community-generated content, while engaging college students and local youth.

Go Ask Alice: Using theater as a teaching tool for health care professionals, students, and the public

Paul Ranelli, University of Minnesota; Jon Schommer, University of Minnesota

Go Ask Alice is a theater production focused on medication-use experiences designed to increase empathy and understanding of the medication experience among health practitioners, students, and public audience members. The script was built upon stories compiled from qualitative responses to the National Consumer Survey on the Medication Experience.

Laying Foundations, Increasing Visibility: A strategy for transforming university communications about community engagement

Aaron Goldweber, Cornell University; Ashlee McGandy, Cornell University

This session describes the context for, planning behind, results of, and reflections on the current and future Engaged Cornell communications strategy, setting out a how-to roadmap that can be adapted for participants' institutions. Participants will learn how to build a strategy for increasing, improving, and permanently influencing communications about community engagement.

WORDOUT: Community Research Dissemination Challenge

Jennifer Jones, University of Pittsburgh; Elizabeth Miller, University of Pittsburgh

Research discoveries can take up to 17 years to reach communities. This is too slow, so what can be done? The WORDOUT: Community Research Dissemination Challenge is an exciting opportunity for community organizations to offer creative ideas and innovative strategies to get the word out about the latest research.

D-11   WAYZATA
The Importance of Service-Learning

Service-Learning as a Pedagogical Strategy for Democratic and Civic Engagement: An examination of syllabi

Tania Mitchell, University of Minnesota; Carmine Perrotti, University of Minnesota

Civic dimensions of service-learning pedagogy and how they advance civic and democratic engagement in college students is the focus of this analysis of syllabi from four-year institutions that have received the Community Engagement Classification from the Carnegie Foundation.

Control Group Study on the Impact of Service-Learning on University Students' Developmental Outcomes

Wing Fun (Chad) Chan, Lingnan University; Robin Snell, Lingnan University

A control group study with a mixed-methods approach is being conducted at Lingnan University to investigate the impact of service-learning on students' learning and factors affecting their learning. The findings will be valuable because of the scarcity of prior comparative studies regarding the impact of service-learning on students' development.

Transforming Higher Education Through Teaching Engaged Scholarship

George Daniels, University of Alabama; Douglas Craddock, University of Alabama

Teaching-and-learning experiences can transform not only the student, but an entire institution. This presentation details the teaching experiences of two community-engaged scholars who have taught service-learning courses multiple times in different settings: one in an Honors College course and the other in an upper-level undergraduate writing course.

D-12   CRYSTAL LAKE
Fighting the Opioid Epidemic

Addressing the Opioid Crisis through a Community/Academic Partnership

Elizabeth Gilbert, University of Northern Colorado; Kiley Floren, Health District of Northern Larimer County

A partnership between a community coalition addressing the opioid epidemic and a public health graduate class resulted in valuable knowledge for strategic planning—while students learned effective community-engagement strategies and gained field experience in community-driven research.

Generation Rx Connect and Collaborate Initiatives for K-12 Safe Medication Use and Opioid Education

Chelsea Pekny, Ohio State University; Nicole Kwiek, Ohio State University

Generation Rx resources were developed to educate people of all ages about safe medication use and the potential dangers of misusing prescription medications. The Ohio State University College of Pharmacy and Extension have partnered with local pharmacists, K-12 schools, and other community leaders to lead educational initiatives in a replicable model that will be described during this session.

Community Engagement to Address the Opioid Crisis

Laura Palombi, University of Minnesota

As the burden of the country's opioid crisis continues to increase, community-specific substance use prevention and intervention solutions have shown great promise. This presentation will explore ways that community coalitions, drug courts, and provider education sessions have been effective in engaging rural Minnesota communities against the opioid crisis.

D-13   EXCELSIOR
Collaborating for K-12 Success

Leading Mathematically: A district-University partnership to increase principals' instructional leadership during curriculum reform

Kelly Gomez Johnson, University of Nebraska at Omaha; Matthew Scott, Millard Public Schools; Colleen Ballard, Millard Public Schools; Tara Fabian, Millard Public Schools

The mathematics reform environment not only challenges previous teaching and learning practices, philosophies, and classroom structures, but also the leadership responsibilities for those enacting change. University and district representatives will share examples of subject-specific professional development opportunities and protocols, personal experiences, and research findings during a mathematics curriculum implementation year.

From Local to Global: Joint community engagement through robotics

Tanja Karp, Texas Tech University; Patricia Gouws, University of South Africa; Ute Ihme, Mannheim University of Applied Sciences

In this presentation, presenters will showcase an approach to combine local community engagement activities focusing on robotics competitions for secondary school students to inspire them about careers in science, technology, engineering, and math and describe the adjustments that had to be made due to local constraints in order to serve a global audience.

Teacher Engagement in English Language Learning Contexts: Three case studies

Martin Guardado, University of Alberta; Jennifer Foote, University of Alberta

This presentation will discuss three initiatives that involve teachers and other stakeholders in the professional development of peers, the updating and enhancing of the curricula and the visioning of the future of school. The presentation concludes with limitations, possibilities, recommendations, as well as implications for future research.

D-14   LAFAYETTE

Engagement and Environmental Stewardship

The Catawba Sustainability Center: A partnership between the County of Roanoke, Virginia Cooperative Extension, and Virginia Tech

Susan Short, Virginia Polytechnic Institute and State University; Lesa Hanlin, Virginia Polytechnic Institute and State University

How can universities play a role in developing space for faculty, students, community members, and visitors to learn about sustainable agriculture production, agroforestry, and wetland restoration? Learn about sustaining partnerships, leveraging faculty research interests, and engaged scholarship through the lens of environmental stewardship.

D-15   LAKE NOKOMIS

Service-Learning in Recovering Communities

Puerto Rico Se Levanta: Setting coordinates to build service-learning experiences in post-disaster communities

Katie Gaebel, Oregon State University; Susan Rowe, Oregon State University; Shawn Rowe, Oregon State University; Todd Harwell, Oregon State University; Craig Arnold, Oregon State University

Using a multi-disciplinary student program in Puerto Rico as a case study, this workshop explores complexities of building student engagement experiences with post-disaster communities. Participants will co-create a road map to navigate similar opportunities.

SESSION E
OCTOBER 3, 10:30 a.m. – 11:30 a.m.

E-1   MINNESOTA
Roundtables 5

Service Learning and Reflection as Practices to Support the Development of Intercultural Competence in First-year Students (1)

Kris Cory, University of Minnesota; Margaret Kelly, University of Minnesota

This roundtable will examine how first-year service-learning courses support the development of the University of Minnesota undergraduate student outcomes in recognizing the value of interacting with individuals with backgrounds and/or perspectives different from their own. Presenters will highlight experience and reflection as tools to support developing intercultural competencies.

The Community-Engaged Educational Ecosystem Model: Learning from the Bowman Creek experience (2)

Alisa Gura, University of Notre Dame; Danielle Wood, University of Notre Dame; Jay Brockman, University of Notre Dame; Maria Krug, University of Notre Dame; Sara Boukdad, enFocus; Gary Gilot, University of Notre Dame

Following an overview of the award-winning Community-Engaged Educational Ecosystem Model (C-EEEM), presenters will provide insights into some of the features of C-EEEM that distinguish it from other reputable models such as Educational Partnership for Innovation in Communities Network and Engineering Projects in Community Service, then discuss ideas for and barriers to program replication.

University Engagement and Extension: Competitors or Collaborators? (3)

Javiette Samuel, University of Tennessee

University-community partnerships offer opportunities for traditionally segregated groups to work together. Yet at the institutional level, processes, infrastructure, and systems to promote effective partnerships between engagement and Extension are frequently lacking. This presentation will address the application of intentional practices being pursued by administrators to advance partnerships within the university.

Collaborative Approach to Leveraging Community Partnerships in Developing Curricular: Co-curricular experiences through integrated university programming (4)

Richard Smith, Pennsylvania State University; Pamela Driftmier, Pennsylvania State University

With a unique portfolio of services, Pennsylvania State University's Professional and Community Education incorporates community-based, experiential learning experiences with demonstrated reciprocity and sustained impact.

Using Contextual Learning to Create Meaning for University Students and Middle Schoolers in the Local Community (5)

Tanner Adkins, University of Missouri; Rebecca Mott, University of Missouri

When students collaborate with non-profits to design and deliver community-engaged programming, they gain knowledge, skills, and experience. This presentation will describe a program for middle schoolers developed and test-piloted by a student as an assignment in a university course built on contextual learning.

Provider Scholarship Program: A case study in student access and affordability (6)

Meggan Lloyd, Point Park University; Jonas Prida, Point Park University

Innovative solutions addressing access and affordability are vital to higher education's future. Concepts of the Provider Scholarship Program, including declining cost structure and commitments to academics, leadership, professional development, and community engagement, will be discussed.

Broadly Applicable Journaling Guidance and Rubrics (7)

Haley Sankey, Pennsylvania State University

This presentation will focus on enhancing learning from engaged scholarship experiences and assessing student journals to capture progression through Kolb's Cycle of Experiential Learning. Group discussion will explore potential tools for journal guidance and assessment that are broadly applicable to a wide range of student engagement activities.

Preparing the Soil: The importance of relationships in growing successful community-engaged gardens (8)

Susan Erickson, Iowa State University Extension and Outreach; Nicholas Benson, University of Iowa

Drawing on the Midwest's farming heritage, this roundtable presentation explores the importance of cultivating good soil, as well as quality relationships between campus and community for producing fruitful gardens with high-impact outcomes with positive benefits. Participants will reflect on their relationship networks, evaluate strengths and weaknesses, and share best practices with others.

Hosting a Community Engagement Conference on Your Campus (9)

Ben Lewis, Ohio State University; Stephen Myers, Ohio State University; Roger Rennekamp, Ohio State University Extension; Pam Salsberry, Ohio State University; Ken Martin, Ohio State University Extension; Jared Morrison, Ohio State University Extension

With its inaugural Community Engagement Conference in January 2018, Ohio State brought together more than 800 community engagement practitioners for networking and professional development opportunities. Learn more about the processes and outcomes related to the conference, including lessons learned for hosting a conference on your campus.

E-3   ST. CROIX 2
Agricultural Collaborations

Building Hmong Farmers' Capacity and Self-efficacy to Tackle Soil Fertility Challenges

Sharon Perrone, University of Minnesota

Hmong farmers represent 50 percent of Twin Cities fresh market vendors, yet often work on low fertility soils due to limited land tenure. This presentation explores a collaborative research project in which the University of Minnesota is partnering with the Hmong American Farmers Association to develop soil health on-farm research driven by farmer needs.

Engaging the New York Dairy Industry in Milk Quality Improvement through the Cornell Voluntary Shelf Life Program

Sarah Murphy, Cornell University

Cornell University's Voluntary Shelf Life program has monitored fluid milk quality in New York for more than 25 years. In 2017, a plant needs assessment was administered at all participating plants and then analyzed; opportunities for support services, including virtual training, research updates, and targeted communication, were identified and will be presented.

Farmer-Researcher Collaborations to Evaluate Cover Crops in Vegetable Rotations

Vivian Wauters, University of Minnesota

This session will present the process and preliminary results of ongoing research collaboration between vegetable farmers and agroecology researchers to evaluate the effects of management strategies on soil quality, with a focus on how farmer expertise can guide and enrich research.

E-4   DEER LAKE
Developing STEM Professionals

A Service-Learning Class for Building Science Students: Creating and implementing BSCI 4360 construction field lab

Scott Kramer, Auburn University; Tom Leathem, Auburn University; James Hosey, Auburn University

The Building Science curriculum at Auburn University has evolved in recent years to include a required service-learning class project that incorporates client relations, site safety planning, cost estimating, scheduling, oral presentations, videos, and reflection papers. This paper presentation describes the creation and implementation of this new course.

Collaborative Partnerships for STEM Education and Workforce Development

David Tanner, University of Georgia; Melinda Moore, University of Georgia

Presenters will discuss the ways collaborative partnerships between business and educators influences students' attraction and retention in STEM education from kindergarten through post-secondary school to meet the needs of Georgia's growing STEM workforce.

Engaging Minds Both Near and Far: Navigating kinesiology collaborations between universities for local STEM education

Andrew Eberline, Ball State University; Jordan Blazo, Louisiana Tech University; Lindsey Keith-Vincent, Louisiana Tech University; Gracie Stewart, Ball State University

Pursuing community-engaged scholarship compels faculty to identify, foster, and adapt partnerships to benefit local communities through collaboration while meeting the demands of academia. This presentation will share perspectives from faculty, program directors, and undergraduate students to showcase the many successes and shortcomings of a kinesiology-based program to enhance STEM lessons.

E-5   ELK LAKE
Addressing Disparities

Toward Culturally Enriched Communities: Addressing disparities and Inequality

Tasoulla Hadjiyanni, University of Minnesota

This paper shares lessons learned from a collaboration with the Urban Land Institute Minnesota on research around culturally enriched communities. Responding to a multicultural landscape and health, income, and educational disparities, the project opened a window into the complications that must be overcome in advancing publicly-engaged research.

The Family Education and Diabetes Series: Reducing health disparities in the American Indian community through Community-based Participatory Research

Vaida Kazlauskaite, University of Minnesota; Tai Mendenhall, University of Minnesota; Noah Gagner, University of Minnesota; Yiting Li, University of Minnesota

The Family Education and Diabetes Series was created through the collaborative efforts of health care professionals and Minnesota's American Indian community to improve the lives of Native people. This presentation will describe this program's development, its range of educational and community-engaged efforts, evaluative data, programmatic learnings, and next steps.

E-6   MAPLE
Community-University Collaboration

Community Love: Creating a safe, healthy, and more hopeful community

Ana Munro, North Hennepin Community College; Antonio Smith, City of Brooklyn Park; Matthew Rabe, Brooklyn Park Police; Michael Birchard, North Hennepin Community College; Gerry Huerth, North Hennepin Community College; Mariah Hanson, North Hennepin Community College

Community Love is a partnership between Brooklyn Park, the Brooklyn Park Police Department, North Hennepin Community College's Community Organizing class, and members of the local community. Designed to reduce violence and increase literacy rates among young men of color, the project engages college students in a meaningful organizing experience.

E-7   BIRCH
Socially Responsible Health Professionals

Socially Responsible Engagement: One University's approach when training pre-health and health professionals

Tricia Todd, University of Minnesota; Brian Sick, University of Minnesota; Carolyn Porta, University of Minnesota

This panel will share the University of Minnesota's approach to addressing the challenge of educating and preparing our future health professionals in a socially responsible way that protects patients and communities throughout the world and does not contribute to other global health problems.

E-8   PINE
Service-Learning Evaluation and Improvement

The SLQAT: A research-based tool for supporting and determining the quality of service-learning courses

Paul Matthews, University of Georgia; Andrew Furco, University of Minnesota; Laurel Hirt, University of Minnesota; Isabel Lopez, University of Minnesota; Shannon O'Brien Wilder, University of Georgia; Anthony Schulzetenberg, University of Minnesota

This interactive workshop introduces participants to the Service-Learning Quality Assessment Tool, a research-based instrument to assess 28 key elements of service-learning courses. Participants will learn about the development, scoring, and use of the instrument for research and faculty development purposes, and will use this tool to assess sample courses and provide feedback.

E-9   CEDAR
Intergroup Dialogue Strategies

Preparing students for community engagement using Intergroup Dialogue: Understanding social identity, culture, and systems of privilege and oppression

Elizabeth Tryon, University of Wisconsin-Madison; Haley Madden, University of Wisconsin-Madison; Garret Zastoupil, University of Wisconsin-Madison and University of Connecticut

The community's wishes are clear: students need preparation prior to serving in the community. This workshop will focus on actionable strategies through activities and practice of difficult discussions that can further our own professional ability to prepare students with topics of social identity, culture, and privilege and oppression.

E-10   GRAYS BAY
Establishing Cross-Cultural Engagement

Students as Engaged Scholars: Connecting alternative breaks to an academic course for long-term impacts

Becca Bender, University of North Carolina at Chapel Hill, Robert Pleasants, University of North Carolina at Chapel Hill; Manish Sreevatsava, Peer Health Exchange

Presenters will share University of North Carolina's APPLES Service-Learning model which teaches students to be engaged scholars in their alternative break experience, by pairing student-led service trips with a course that focuses on cultural humility, meaningful reflection, and multi-year partnerships with non-local communities.

Developing an Early Childhood Education Program in Ethiopia: Mutual transformations

Stephanie Shine, Texas Tech University; Stephanie Shine, Texas Tech University; Yigzaw Haile, Jigjiga University; Ibraham Mahad, Somali Regional Education Bureau

Transformations in knowledge, practices, perspectives, and paradigms are described at two universities—one in the U.S. and one in Ethiopia—as they embark on a collaborative project to improve preschool education in Ethiopia. The international partnership prompts questions about the role, responsibilities, and risks of community-engaged scholarship.

Alabama International Community Engagement Through Global Café

Sarah Saeed, The University of Alabama

The University of Alabama's innovative community engagement initiatives are internationalizing the university and helping Alabamians touch the world. This research poster presents data analysis and survey results from school's Global Café language partners program, informational events for international travelers, and Fulbright programs.

Competing Demands Among Community and University Stakeholders in a Community-Based Program

Stephanie Shine, Texas Tech University; Michael McCarty, Texas Tech University

The competing demands of the university and the community in a Promise Neighborhood project are discussed within the framework of mutualism, long-term collaboration, and trusting relationships.

ENGAGEMENT SCHOLARSHIP CONSORTIUM ★ ★ ★ ★ ★ ★ ★ ★ ★ ★
TRANSFORMING HIGHER EDUCATION THROUGH ENGAGED SCHOLARSHIP

E-11   WAYZATA
Institutionalizing Engagement

Community Engagement Plans: An analysis of university-wide community engagement

Henry Cunningham, University of Louisville; Patrick Smith, University of Louisville; Ralph Fitzpatrick, University of Louisville

Community engagement plans were developed by all units at the University of Louisville in an effort to institutionalize community engagement. After two years of implementation, this analysis of the plans looks at the progress made in institutionalizing community engagement, challenges encountered, and lessons learned.

Engaging Community, Faculty, and Staff—So What? A new model that integrates engagement and extension across the university and state

Mary Simon Leuci, University of Missouri Extension; Susan Renoe, University of Missouri; Joy Millard, University of Missouri Extension; Sarah Cramer, Graduate Research Assistant, University of Missouri; Mark Stewart, University of Missouri Extension; Chris Fulcher, University of Missouri

University of Missouri's 2017 Building Our Future Together process set the stage for a bold engagement model informing strategic directions, restructuring extension and engagement with communities, fostering new internal and external partnerships, supporting the evolving Engagement Council, and spawning All Things Missouri to share and encourage engagement with stakeholders.

Modeling the Correlates of Faculty and Students' Willingness to Participate in Community Development Projects

Brad Olson, Instructor, Pennsylvania State University

The presenter in this session will use select findings from an online survey of Penn State faculty and students to model their willingness to participate in community project activities based on individual- and community-related factors. The discussion will explore implications for institutions that want to increase faculty and student participation in university-community engagement projects.

E-12   CRYSTAL LAKE
Community-Engaged Scholarship Methods

Practical Wisdom and the Scholarship of Engagement

Jay Brandenberger, University of Notre Dame

How might engaged learning be informed by the classical virtue of practical wisdom that orients individuals toward ethical action, resolution of competing interests, and the common good? Practical wisdom is based both in reason and application, and thus resonates with the implicit ethical and civic goals of engaged learning. This paper explores such matters, drawing on developmental research and neuroscience to inform the practice and scholarship of engagement.

Reducing Technical Challenges of The Digital Storytelling Approach During an Academic-Practice Partnership

David Clisbee, Minnesota State University, Mankato; Sandra Eggenberger, Minnesota State University, Mankato; Patricia Beierwaltes, Minnesota State University, Mankato; Lynn Kuechle, Minnesota State University, Mankato

This presentation will describe how digital storytelling was used to assist with the transfer of family nursing knowledge to practice during an academic-practice partnership in an adult ICU setting. Modifications to established digital storytelling methods and alternatives to known limitations such as technical demand and time constraint will be discussed.

Scholarship as poetic design: Creating a better world through scholarly work

Michael Hayes, University of Hawai'i-West O'ahu

Rethinking scholarly work through the concepts of poiesis and design scholarship becomes an emergent social and cultural process of making a world. When purposefully guided by such values as justice, beauty, and abundance the making that is scholarship will be focused on generating a world that is more just, abundant, and beautiful.

E-13   EXCELSIOR
The Vital Community Partnership

Identifying Key Partnerships and Stakeholders in Community-Engaged Scholarship Projects

Bruce Behringer, Tennessee Department of Health; James McLean, University of Alabama

Making sure all of the key stakeholders in each participating partnership are included in community-engaged scholarship projects is a difficult, but crucial task. The Double Rainbow Model is a systematic approach to ensuring this inclusion. This proved model, its development, and several examples will be provided.

The Marathon and the Sprint: Starting and sustaining research partnerships inside and outside the university

Benjamin Wiggins, University of Minnesota; Kate Derickson, University of Minnesota; Glenda Simmons-Jenkins, Gullah Geechee Nation

This presentation reflects on a recent "research sprint"—an intensive, three-day collaboration to kick off an University of Minnesota Grand Challenges Research Grant supporting the need for deep, sustained partnerships both inside and outside of the university from the beginning of a research project.

The Utilization of Community Partners in Engagement Scholarship Reported Upon in One Scholarly Journal

Cassandra Simon, The University of Alabama; Josephine Pryce, The University of Alabama; Vicky Carter, Five Horizons Medical; Pamela Melton, Tulane University

The discussion examines how community partners are utilized before, during, and after engagement projects through an evaluation of the role of community partners in 103 engagement scholarship manuscripts in *The Journal of Community Engagement and Scholarship*. Implications for engagement scholarship will be explored.

E-14   LAFAYETTE
Ensuring Stakeholder Representation

Transforming from Within: Approaches and tools for amplifying hidden voices

La Barbara James Wigfall, Kansas State University; Katie Kingery-Page, Kansas State University; Mirta Chavez, Kansas State University

As community planners and designers, our intent is to engage stakeholders—especially those underrepresented—with tools and processes that provide a safe space for voicing difficult issues and bring about exchange of ideas. This interactive workshop presents engagement processes and encourages participants to test engagement tools and assess their effectiveness.

E-15   LAKE NOKOMIS
Learning from Community Engagement through a Reflection Framework

Let's Make a DEAL: A reflection framework for assessing student community-engaged learning in food systems education

Julie Grossman, University of Minnesota; Mary Rogers, University of Minnesota

The University of Minnesota's Food Systems major integrates community-engagement to encourage student appreciation of worldviews different from their own. The Describe, Examine, and Articulate Learning (DEAL) reflection model helps students deepen learning resulting from community-engaged experiences.

SESSION F
OCTOBER 3, 1:45 p.m. – 2:45 p.m.

F-1   MINNESOTA
Roundtables 6

Social Justice Fellowship: Engaging with communities through teaching, learning, and advocacy (1)

Efrain Marimon, Pennsylvania State University; Ashley Patterson, Pennsylvania State University

Presenters will examine an interdisciplinary program, entitled The Social Justice Teaching Fellowship, in which undergraduate students develop a capstone initiative with civic leaders while teaching youth advocacy in under-resourced high schools in Washington, D.C. The session will provide participants with a model that can be implemented at their own institutions.

Got Innovation? How to disrupt the status quo through community-engaged learning and leadership (2)

Mark Gesner, Cardinal Stritch University; Matt Wagner, National Main Street Center, Inc.

This workshop will explore shifts needed in the way higher education conducts business in order to be sustainable and in sync with community needs and how engaged scholars can leverage innovative programs to disrupt the academy and transform institutions.

Community-Engaged Learning Abroad Rubric: Process and product (3)

Nicole Springer, Michigan State University; Renee Zientek, Michigan State University; Jean-Paul Sewavi, Michigan State University

Based on George D. Kuh's high-impact educational practices, Michigan State University's Center for Service-Learning and Civic Engagement and its Office for Education Abroad partnered on the creation of a rubric for community-engaged learning courses abroad.

Sacred Circle: Building relationships between P-12 and university students to promote indigenous education, health, and wellness (4)

Regina Robbins, University of Nebraska at Omaha; Angie Carlton, University of Nebraska at Omaha

Sharing the P-16 Service Learning and Native Wellness Models, presenters will explore the risk and protective factors specific to Native American youth. Attendees will learn innovative ways that engaged learning could support health and wellness in our communities, through community-based research methodologies and arts-based techniques that engage educators and students.

Frameworks for Implementation and Assessment of Interprofessional Service-Learning Experiences (5)

Kristen Helms, Auburn University; Kathy Ellison, Auburn University; E. Jean Dubois, Auburn University; Jeanna Sewell, Auburn University; Emily Myers, Auburn University; D. Thomas Dayberry, Edward Via College of Osteopathic Medicine

Experiences establishing interprofessional clinics in rural Alabama provide a model for this interactive workshop, which explores developing and assessing the impact of interprofessional clinics on student learning and attitudes towards team-based care.

Starting Within and Branching Out: The development of intra- and inter-professional partnerships to promote engagement (6)

Sheri Stronach, University of Minnesota; Marilyn Fairchild, University of Minnesota; Ruth Lencowski, University of Minnesota; Erin Flannery, University of Minnesota

Strong partnerships within departments allow for faculty, staff, and students to engage in strong community partnerships and transform their higher education practices. This presentation will use case examples to highlight barriers and strategies for developing and maintaining partnerships as well as tips for fostering a departmental value for engagement.

Educational Partnerships for Innovation in Communities: Promoting Collaborative Community-University Engagement (7)

Michael Greco, University of Minnesota; Angelica Klebsch, Citizens League

This session introduces the Educational Partnerships for Innovation in Communities approach, a model of community-university engagement that focuses the knowledge and creativity of a university campus on a single community to collaboratively advance local initiatives that improve quality of life, while providing students hands-on experience with real projects.

Into the Light: Showcasing engaged scholarship as transformational student experience (8)

Nicholas Rowland, Pennsylvania State University Altoona; Thomas Shaffer, Pennsylvania State University Altoona

This presentation documents the trials and tribulations of a two-year pilot project that moved the presentation of internships from disciplinary isolation into the ambit of undergraduate research—a move that had unexpected and positive consequences, while showcasing internship's important role in the student experience.

F-2   ST. CROIX 1
C. Peter Magrath University/Community Engagement Award Finalists Presentation and Interviews (1:45 p.m. – 3:00 p.m.)

F-3   ST. CROIX 2
Design for Community Enhancement

Engaging for Impact: Exploring social responsibility and professional development through community engagement in design education

C.L. Bohannon, Virginia Polytechnic Institute and State University

With the increased focus on civic and social responsibility in higher education, there has been an expansion in learning opportunities that have transformed learning from classroom-centered to community-based. This research focuses on the impact of community engagement on students design education experience in landscape architecture.

Energy-Efficient Housing Education Through Engaged Scholarship

Lisa Iulo, Pennsylvania State University

As part of the 2015 U.S. Department of Energy Race to Zero Student Design Competition, Pennsylvania State University students worked with the State College Community Land Trust and community members to design a high-performance duplex to be built in 2018. This presentation will examine the process and lessons learned from the project.

Service Learning in the Mississippi Delta

Robert Bugg, Auburn University; Scott Kramer, Auburn University

In December 2017, faculty Auburn University's College of Architecture, Design, and Construction (CADC) became aware of a non-profit organization's work in Jonestown, an extremely impoverished town in Coahoma County, Mississippi. This presentation will describe how CADC student engagement assisted the non-profit in its work of improving the lives of Jonestown's residents.

F-4 DEER LAKE

Advancing the Engagement Mission

Embedding Social Change Skills and Leadership Dispositions in an Online, Distributed Learning Environment

William Schulz, Walden University; Molly Raymond, Walden University

Building on the early development of a "Curriculum Guide for Social Change" in 2015, Walden University has begun the process of embedding its "Leadership & Social Change Skills Framework" into curriculum development, revision, and assessment processes. Presenters will showcase this framework and discuss how it has been implemented to date.

Addressing Accreditation Student Outcomes through Service Learning

Tanja Karp, Texas Tech University; Micah Logan, Texas Tech University; Erika Brooks-Hurst, Texas Tech University

Undergraduate engineering programs in the United States are accredited by the Accreditation Board for Engineering and Technology (ABET), which outlines desired learning outcomes. Through the implementation of an established service-learning project in an introductory course, students are able to achieve ABET outcomes such as real-world application, teamwork, ethical reasoning, and problem-solving through community engagement.

Raising the Bar: A graduate model for integrating engagement in the land grant university

Rod Williams, Purdue University; Brian MacGowan, Purdue University

The presenters of this session have developed a novel model that formally integrates graduate students into the engagement mission. They will present a history of their model development, summarize advantages, highlight impacts to graduate student learning, and discuss how the model has expanded across their college and university.

F-5 ELK LAKE

K-12 Partnerships

Sink or Swim? The impact of a sport-based youth development program on community

Daniela Susnara, University of Alabama; Holly Morgan, University of Alabama

This presentation will explore the impact of a sport-based youth development program on youth in an underserved community. Through the effective use of community partnerships and a holistic approach to learning, this summer program uses swimming as a catalyst to impact children and community on a deeper level.

Building a Community for Middle School: The impact of the middle school parent-teacher leadership academy

Elizabeth Wilson, University of Alabama; Holly Morgan, University of Alabama

This presentation will review results from the first year of The Middle School Parent-Teacher Leadership Academy (MPTLA). Through effective collaboration of local schools, the University of Alabama's center for community-based partnerships, and two colleges within the University, the MPTLA has impacted parent-teacher leadership ability, fostered parent-teacher dialogue, and supported students' academic success.

Development of Sustainability-Oriented Courses and Promoting Them in High Schools

Ned Mohan, Professor, University of Minnesota

This presentation will describe two sustainability-oriented courses that have been developed and are being promoted to high schools through the University of Minnesota's College in the Schools and Post-Secondary Enrollment Options programs.

F-7 BIRCH
Engaged Research Ethics Training

Community Partner Research Ethics Training: A strategy for engaging stakeholder and improving recruitment and retention

Jennifer Jones, University of Pittsburgh; Elizabeth Miller, University of Pittsburgh; Maria Catrina Jaime, University of California, Davis

Partnering with community stakeholders can build trust and enhance understanding of research. Community Partner Research Ethics Training was designed to replace traditional research ethics trainings that require high literacy levels, technology access, and lack relevant examples.

F-8 PINE
The Patient's Voice in Health Education

Narrative Health: Incorporating the patient voice in health professions education

EmmaLee Pallai, University of Minnesota Community-University Health Care Center; Kim Tran, University of Minnesota Community-University Health Care Center; Muna Khalif, University of Minnesota Community-University Health Care Center

This session will examine narrative health as curriculum and practice and explore a University of Minnesota Community-University Health Care Center program that pairs learners with patients in storytelling workshops and group exercise as a way to demonstrate efficacy as an educational intervention.

F-9 CEDAR
Nurturing Collaborative Leaders

Nurturing Collaborative Leaders

Terence Johnson, J.W. Fanning Institute for Leadership Development

One of the best qualities for emerging leaders is their potential to become collaborative leaders. It takes a keen professional to identify, encourage, and support the growth of these individuals. This process is not intended to feed the ambition of those that clamor for the next organizational rung. Rather, it is the art of awaking the collaborative leadership skills in those that have yet to blossom.

F-10 GRAYS BAY
Advancing Teaching and Learning

Building Cross-Curricular Understanding through Service-Learning

Kym Acuna, Midwestern State University

This poster uses four projects to demonstrate the use of service-learning in building cross-curricular understanding in a paired-course learning community.

Innovators Developing Accessible Tools in Astronomy

David Lockett, Bok Academy
Innovators Developing Accessible Tools in Astronomy is a National Science Foundation STEM+C project, designed to advance knowledge and understanding of best practices in teaching and learning related to computation and computational thinking in astronomy.

Community-Engagement in Apparel Merchandising: A service-learning project with a local retailer

Hyejune Park, Oklahoma State University

Visual Merchandising, a required undergraduate course in Oklahoma State University's Department of Design, Housing and Merchandising program, is taught with a service-learning component. The course includes a community-based field project requiring students to work with a local apparel retail store and to enhance their visual merchandising by applying visual merchandising principles and strategies in a real store situation.

Transforming Higher Education in Hawaii through Publicly-Engaged Scholarship

Camonia Graham-Tutt, University of Hawai'i-West O'ahu; Lorinda Riley, University of Hawai'i-West O'ahu

Hana Lawelawe is one of five guiding principles at the University of Hawai'i-West O'ahu, and represents personal growth and civic engagement through applied scholarship, community partnerships, and experiential learning. The purpose of this presentation is to reveal best practices of curriculum transformation at the University through publicly-engaged scholarship.

F-11   WAYZATA
Challenging the Status Quo

Engagement in Place: Transforming learning and identities with/in transitional spaces

Jen Almjeld, James Madison University

This presentation considers connections between gendered identities and physical space and ways place may impact mobile educational experiences related to engagement. Participants will consider a theoretical framework for discussing the impact of place and will explore specific assignments urging students to critically consider the spaces they travel to and through.

Sexual Violence Prevention Collaboratory: an evaluation of the Be Equal, Safe, and Trustworthy program

Julie Zaruba Fountaine, College of St. Scholastica; Katherine Lust, University of Minnesota; Sean Elmquist, Men as Peacemakers; Carolyn Porta, University of Minnesota

University efforts related to sexual violence generally emphasize awareness campaigns, bystander interventions, and victim treatment/support. The Sexual Violence Prevention Collaboratory was established to critically examine gaps in prevention and to support community-university partnership. This program will outline research-based change efforts to confront the challenge of sexual assault on college campuses.

Designing Rural Futures: Cultural Design and Community Engagement in Milan and Tracy, Minnesota

Virajita Singh, University of Minnesota; Xin Chang, University of Minnesota

Design can be a powerful catalyst for rural communities in envisioning towns, buildings, landscapes, and as an innovation process for identifying and meeting communities emerging building and cultural needs. Using research and teaching that focuses on designing for the present and future needs of diversyfing communities of Minnesota is a challenge and an opportunity. Can design be a process that learns from the past histories, engages the contentious present, and creates possible futures of partnerships for rapidly diversifying communities? Potentially, yes.

F-12   CRYSTAL LAKE
Training for a Changing World

To Boldly Go: Defining student learning outcomes for undergraduate research experiences in international settings

Eric Welch, University of Kansas; Erin Darby, University of Tennessee, Knoxville

This paper draws on more than 25 years of experience in Middle Eastern archaeology to highlight deficiencies in the application of student learning outcomes to international research experiences. Presenters will offer best practices to optimize cultural awareness and technical skill acquisition in research training and field collection programs conducted in international settings.

Training Millennials to Lead Community Dialogue: Results from a university-museum sustained dialogue program and evaluation

Claire Schuch, University of North Carolina at Charlotte; Susan Harden, University of North Carolina at Charlotte; Heather Smith, University of North Carolina at Charlotte

This session presents results from an innovative sustained dialog program aimed at preparing a diverse group of Millennials to lead dialogues for community improvement. Three University of North Carolina at Charlotte researchers partnered with Levine Museum of the New South staff in the program development, implementation, and evaluation.

Training International Students to Be Redemptive Change Agents in Their Home Societies

Robert Osburn, Wilberforce Academy; Ameido Amevor, Wilberforce Academy

This paper discusses research that unfolds the term "redemptive change agent" and methods used by a campus-related community organization that has successfully trained more than 25 international graduate students to solve concrete problems in their home societies. The presentation uniquely explores religion as a resource and motivation for effecting change.

F-13   EXCELSIOR
Addressing Mental Health Needs

Negotiating Mental Health and Addiction Services for the Homeless and Recently Housed

Louanne Keenan, University of Alberta

Community organizations, mental health professionals, and government departments gathered to share their current strategies to improve the delivery of mental health and addiction services for underserved homeless and precariously-housed community members. This ecosystem analysis provided a forum to share new initiatives and reduce silos in the mental health system.

The Community Counseling, Education, and Research Model: Addressing community mental health needs through engagement scholarship

Marc Grimmett, North Carolina State University; Helen Lupton-Smith, North Carolina State University; Alyx Beckwith, North Carolina State University; Michael Englert, North Carolina State University; Erik Messinger, North Carolina State University

Access to high quality health services for all people is a national problem further compounded when the focus is mental health. The Community Counseling, Education, and Research Model of Engaged Scholarship offers an example of community engagement, transformative and exceptional in addressing societal and structural health care problems, with potential for customizable and contextual scalability.

Sound Health: Student musicians engaging in health care environments through service-learning

Mary Perkinson, University of Nebraska at Omaha

The benefits of live music in hospitals for listeners are well documented and include diminished levels of anxiety and stress. Sound Health enriches the health care environment through live music while providing music students with an opportunity for service-learning. This talk will explore survey feedback, program models, and partnerships.

F-14   LAFAYETTE
The Impact of Sustained Partnerships

Quantifying the Transformation of Community Collaboration: The Wilder Collaboration Factors Inventory

Michelle Elliott, University of Georgia; Shelly Berryhill, Pulaski County Archway Partnership; Sharon Liggett, University of Georgia; Theresa Wright, University of Georgia

As a team of community-based faculty, the University of Georgia's Archway Partnership searched for a way to quantify the effect of sustained community-university partnerships on collaboration. This session will introduce participants to the Wilder Collaboration Factors Inventory, a research-tested tool that evaluates the group function across 20 factors and provides opportunities for reflection.

F-15   LAKE NOKOMIS
Growing from Failure

Embracing Failure While Transforming Higher Education Through Engaged Scholarship

Adam Kuban, Ball State University; Jennifer Purcell, Kennesaw State University; Monica Kowal, University of New Mexico; Diane Doberneck, Michigan State University; Casey Mull, University of Georgia

Failure to launch. Failure to anticipate. Failure to communicate. It happens to all of us; however, in academia, it seems rare that we devote time and discussion toward failure, which is inevitably part of the community-engaged scholarship process. Join inter-institutional faculty and professional staff to share anecdotes and lessons learned.